



JAMEAH ACADEMY

BEHAVIOUR AND REWARDS POLICY 2021/2022

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BEHAVIOUR POLICY

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INTRODUCTION:

At Jameah Academy, we believe that the most effective teaching and learning takes place in a well-managed environment; one that is calm, happy and safe for the entire school community. In line with our Islamic ethos, there is a requirement of mutual respect and responsible behaviour for all members of the school community. This policy focuses on helping to build positive behaviours, attitudes and values which support learning. This policy promotes, celebrates and rewards achievement. The purpose of this policy is to ensure that when the behaviour, attitudes and values of pupils do not meet expectations, all staff, pupils, parents/carers and governors have a clear understanding of their rights, roles and responsibilities to implement the policy to alleviate such issues.

This policy should be read in conjunction with:

The Independent School Standards

DfE Behaviour & Discipline in schools, 2016

DFE Preventing & tackling bullying, 2017

DfE Teachers' Standards 2011 JGA

Policies and Documents such as:

Anti-Bullying policy

Cyberbullying policy

Equalities Policy

SMSC Policy

Uniform Policy

Staff Code of Conduct

Parent-Pupil Handbook

Home-Academy Agreement

AIMS OF THE POLICY

- To encourage and reward good conduct that is in accordance with the values and teachings of the Qur'an and Sunnah.
- To actively promote positive human values, which include fundamental British Values.
- To promote the concept that the best learning opportunities occur in a positive and structured environment.
- To promote consistently high expectations of positive behaviour, positive attitude to learning and positive values.
- To affirm that maintaining positive attitudes to learning and discipline within school is a shared responsibility of every member of the learning community.
- To raise pupils' self-esteem by the use of rewards, positive interaction and reinforcement.
- To develop self-discipline amongst pupils and a sense of responsibility to others in the school and wider community.
- To establish clear guidelines of expectations with appropriate rewards and sanctions which are clearly understood by all members of the school learning community.
- To ensure that everyone's right to be treated fairly and equally is fulfilled.

- To encourage and enable all staff to resolve negative attitudes should they occur, using a coherent and unified approach.
- To create a caring, stimulating and secure environment in which everyone can operate safely.
- To ensure the policy is fully understood and implemented consistently throughout the school and is effectively monitored and evaluated.

GUIDING PRINCIPLES OF THIS POLICY

The primary guiding principle of this policy is the facilitation of the school's motto,

'Striving for Spiritual and Academic Excellence'.

This motto in turn is reflective of a supplication contained in the Qur'an,

"My Lord, increase me in knowledge" [20:114].

The motto is also reflective of a saying of the Noble Prophet صلى الله عليه و سلم,
"I was only sent to perfect good character" [Ahmad

The examples of 'Islamic behaviour, attitudes and values' in other parts of this document are without exception among those exemplified by the Noble Prophet صلى الله عليه و سلم during his lifetime.

Other guiding principles of this policy include:

- Reflection, re-engagement, reformation and growth feature strongly in this policy and we will strive to achieve a balance between avoiding exclusion whilst at the same time acknowledging the fact that poor attitudes can in themselves exclude other pupils from learning and feeling safe.
- We believe that positive behaviours, attitudes and values can be developed with support and poor conduct is not an inevitable consequence of any prior or existing context.
- Poor behaviour, attitudes and values can affect the safety and welfare of members of our learning community, the ability of pupils to learn and teachers to teach. They cannot therefore be tolerated. Staff have the right to teach and pupils have the right to learn.
- This policy relates to behaviour, attitude to learning and values within the classroom, all areas of the school, when pupils are engaged in school activities out of school, within the immediate vicinity of school and on the journey to and from school.
- The school reserves the right to consider any sanctions for actions which contravene the policy that occur online, or during evenings, weekends and over holiday periods.
- The school has the authority to initiate this policy in any other circumstances where there is serious misconduct and there is a clear link between that action and maintaining good discipline in school.
- A positive approach and a focus on behaviour, attitude to learning and values will ensure that positive behaviour is rewarded, and inappropriate behaviour has consequences.

ROLES AND RESPONSIBILITIES

GOVERNORS

The Governing Body strongly believe that high standards of behaviour, positive attitudes to learning and positive values lie at the heart of a successful school that enables pupils to make progress in all aspects of their school life and beyond. They strongly believe that staff have the right to be able to teach without interruption or harassment. In summary, governors are expected to:

- Support the school through critical engagement, accountability and monitoring of personal development, behaviour and welfare of pupils via reporting by the Head Teacher.
- Ensure the school reflects the shared aspirations of the Governing Body, staff, parents/carers, pupils and all stakeholders.
- Ensure the school is meeting its legal duties related to all aspects of welfare, health and safety of pupils as set out in the Independent School Standards 2014.
- Review and ratify this Behaviour Policy annually.
- Attend learning walks and/or observations in school to observe and monitor the implementation of this Behaviour Policy.
- Take part in any decisions to permanently exclude a pupil from the school

SENIOR LEADERSHIP TEAM

The Head Teacher, Assistant Head and the Head of Behaviour will be responsible for the implementation and day-to-day management of this policy and procedures outlined herein. It is the aim of Senior Leaders and staff to promote, recognise, encourage and reward positive behaviour, attitudes and values displayed by learners. The positive learning ethos of the school will promote equality and diversity for all groups in the learning community. Bullying, aggression or prejudice will not be tolerated, and positive character will be actively encouraged at all levels. The Head Teacher will report on the behaviour of pupils to the governors routinely via the Head Teacher's reports. In addition to this where there are instances of exceptionally serious behaviour issues, the Head Teacher notify the governors in a timely manner.

HEAD OF BEHAVIOUR

The role of the Head of Behaviour is to promote positive behaviour and values among all pupils in the school and to manage sanctions which result from entries made in a pupils' Behaviour Record. The Head of Behaviour is expected to:

- Listen to, note and respond to pupils' concerns with respect to any behaviour which is below the expectations of the school. Pupils' concerns with respect to behaviour are brought to the Head of Behaviour when the form tutor is not available.
- Manage all written and verbal correspondence with parents/carers in relation to entries made in the Behaviour Records of pupils.
- Conduct meetings with pupils and meetings with parents/carers when a particular Stage has been reached the Behaviour Record and keep records of matters discussed in these meetings.
- Manage the issuing and daily checking of behaviour and organization reports which may be issued to pupils once a particular stage has been reached in the Behaviour Record.
- Determine whether concerns regarding a pupil's behaviour consists of bullying and if so, work with the Head Teacher and parents/carers in accordance with the school's Anti-bullying and Cyberbullying policies.
- Keep a log of any behaviour incidents which are discriminatory in nature, with reference to the protected characteristics as set out in the Equalities Act 2010 and the schools Equalities Policy.
- To keep records of internal isolations and exclusions (fixed term or permanent) and communicate information regarding these to the school office and to teaching staff.
- To collate and correctly store current and past records of pupil behaviour.
- To update the Rewards and Sanctions policy, Anti-bullying policy and Cyberbullying policy annually.
- To deliver training and guidance to staff on the above policies on INSET days and as part of induction of new staff.
- To provide the school admin team with up to date information on the behaviour policy for inclusion in documents such as Pupil Parent Handbook and Pupil Planner and the school website where relevant and as needed.
- To assist the Head Teacher with reporting on behaviour to the Governing Body.

FORM TUTORS

Form tutors play the most important role in terms of pupil development and monitoring, being the first point of contact for pupils, and giving support and guidance to pupils on all aspects of school life. This includes sharing important school information, parent letters, reiterating school expectations and personalised achievement and positive/negative data with pupils. The form tutors work in collaboration with the Head of Behaviour to help pupils for whom behaviour and values are less than acceptable persistently in any category or across more than one subject area. This in particular occurs once subject teachers have tried subject specific interventions. Bullying, aggression or prejudice will not be tolerated, and positive character will be actively encouraged at all levels. Form tutors are responsible for initial checks of correct uniform of pupils early in the school day, keeping on top of entries in the Behaviour Record of their form class, and notifying the Head of Behaviour once a Stage has been reached by a pupil.

SUBJECT TEACHERS AND SUPPORT STAFF

All school staff including subject teachers, support staff and volunteers are responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Pupils should be taught how to behave well and encouraged to attend punctually and regularly. All staff share responsibility, with the support of the SLT, to create a high quality learning environment, promoting positive attitudes and implementing the policy and procedures.

All staff in their respective roles are expected to model good practice in support of this Behaviour Policy.

Whilst the list below is not exhaustive, all staff are expected to:

- Consistently meet the roles and responsibilities expected of them and use the routines, policies, procedures and strategies adopted by the school.
- Abide by the agreed sanctions process, applying the appropriate sanction consistently to deal with any inappropriate behaviour, attitude, values or lack of work.
- Reinforce positive attitudes to learning, teach and actively model appropriate behaviour and establish positive relationships within our learning community.
- Maintain positive relationships with parents and carers to develop a shared approach and involve them in the implementation and on-going support of the school's policies.
- Motivate pupils by regular use of praise and ensure when appropriate, all pupils receive recognition of their successes with consistent, meaningful positive rewards.
- Establish good order and behaviour management, central to achieving and maintaining high levels of learning, attainment and a safe learning environment for staff and pupils.
- When starting with a new class, each teacher will involve the pupils in establishing common agreement mirroring the school's emphasis on rights, responsibilities and routines.
- Inform pupils clearly to understand the boundaries for attendance, punctuality, organisation, attitudes and levels of work expected and enable them to develop self-discipline by consistently establishing clear behaviour guidelines and applying appropriate consequences for unacceptable actions when required.
- Manage pupils by giving fair, clear messages, in the least intrusive way possible.

- Have high expectations of pupils and ensure all pupils know what the school expectations are from the first lesson of the year, throughout and to the very last.
- Maintain a high quality of teaching and learning and pastoral support throughout the school.
- Ensure prompt early intervention to prevent further escalation of negative attitudes to learning or underachievement by exploring why a pupil has misbehaved.
- Ensure lessons are differentiated to support and challenge each individual thereby reducing incidents of poor conduct and giving access to appropriate support for any pupil who needs additional support.
- Refer and adhere to the school's teaching and learning policy and strategies in supporting the promotion of positive attitudes to learning.
- Contribute to the wider promotion of positive attitudes to learning, which are implicit within aspects of each subject area and the school's wider curriculum, topics of the week, assemblies, etc. or making time for pupils to receive extra support or opportunities to extend their engagement through extracurricular activities and events.
- All staff are responsible for monitoring and recording low-level (C1) behaviour and more serious infractions (C2 and C3s) in the pupils' Behaviour Record.
- Consistently and scrupulously adhere to the 'Staff Code of Conduct' and work consistently towards meeting all the DfE Teachers' Standards, in support of the aims of this policy.

THE SCHOOL MENTOR

The Mentor has a role in supporting school staff to implement the Behaviour Policy and associated policies, by actively mentoring pupils, some of whom may be struggling to meet the expectations of behaviour, attitudes and values of the school. Part of the remit of the Mentor's role is to guide pupils towards positive patterns of thought and behaviour, and to build resilience and increase self-esteem among pupils. The Mentor communicates directly with pupils and also parents and carers where needed, in order to help pupils with identified needs such as the requirement of emotional support, to uphold the aims of this policy.

THE SENDCo

The SENDCo will co-ordinate with teachers who support pupils experiencing behavioural difficulties amongst other conditions. The SENDCo ensures that direct support is provided for pupils with special educational needs and/or disability whose actions are preventing learning or whose condition is a barrier to their learning. In addition, the SENDCo will, with parental cooperation, facilitate testing for learning difficulties or profiling assessing emotional needs if there is a suggestion that a previously undiagnosed special educational need may be having an impact on a pupil's attitude to learning. The SENDCo will liaise with parents/carers and other agencies and work to remove barriers to learning insofar as possible, to help all pupils in the school towards excellence of behaviour, attitude and positive values, regardless of their SEND status.

PARENTS/ CARERS

Our parents/carers are the key stakeholders of the Jameah Academy learning community. Parents and carers are encouraged to take responsibility for supporting and reinforcing the positive behaviour, attitudes to learning and values of their child(ren) both inside and outside the school. They are encouraged to work in partnership with the school to promote and contribute to the further the aims of this policy. Parents/carers are expected to abide by the 'Home Academy Agreement' and refer to guidance in Pupil Planners and in the Pupil Parent Handbook. It is expected that parents/carers will attend meetings with staff in the school which are called to promote the aims of this policy, including parents' evenings, parent workshops and parent assemblies.

PUPILS

Pupils are expected to take responsibility for their own actions and behave in an appropriate manner in school, around school and outside of school, thereby enabling themselves and others to achieve the highest possible levels of learning, wellbeing and safety for all. They are made fully aware of the school's policy, procedures and expectations. Pupils are actively encouraged and supported in feeling able to report any incidents of misbehaviour including bullying, aggression or any form of harassment.

EXPECTATIONS OF POSITIVE BEHAVIOUR AND VALUES AT JAMEAH ACADEMY

In keeping with our Islamic ethos, all pupils are expected to practise Islamic behaviour and positive attitudes and display Islamic values at all times.

Examples of such behaviour, attitudes and values include, but are not limited to:

- Striving for excellence in spiritual endeavours
- Striving for excellence in academic endeavours Nobility of character
- Respectfulness towards self and others Service to others
- Equality for all
- Upholding Democratic principles Truthfulness at all times
- Care for others
- Tolerance and kind treatment of all in school and in wider society Adhering to the Rule of Law in school and in wider society
- Co-operation and collaboration with others Excellence in communication with others Upholding the individual liberty of self and others Reliability and dependability
- Forgiveness and mercy towards others Generosity of spirit
- Patience and resilience Determination and consistency Modesty and humility
- Ability to control anger and annoyance Empathy for others
- Punctuality and scrupulousness in all affairs Justice and fairness for all
- Integrity and authenticity
- Cleanliness of self and surroundings
- Responsibility towards taking care of the environment Support and encouragement of others
- Exploration and adventurousness Growth and achievement Creativity and curiosity Friendship and loyalty Leadership and positive influence

BEHAVIOUR FOR LEARNING PROTOCOLS FOR ALL TEACHING STAFF AT JAMEAH ACADEMY

ALL staff are expected to use the following guidelines and establish the following routines with the classes they teach, in order to promote consistently positive behaviour in lessons: Know that implementing strategies for behaviour management takes time, patience and consistency to establish classroom routines.

Start by setting out your expectations clearly.

- Clearly outline your expectations and the classroom rules.
- Have a seating plan for every class you teach.
- Know your pupils' names.

Be consistent with the minor details:

- Lining up straight and quietly before they enter the class.
- Greet pupils at the door, checking uniform as they enter – if their uniform is incorrect, ask to see a note in the planner before they enter. Do not let them enter unless they are correctly and very neatly presented.

ALWAYS challenge low level disruptions, for example:

- Speaking whilst the teacher is speaking/reading even if they are whispering.
- Speaking whilst another pupil is speaking/reading.
- Calling out.
- Not doing enough work (quality or quantity does not match expectations).
- Other disruptions e.g. passing notes, leaving their seat without permission, still writing after being asked to stop.

How to manage disruption in lessons:

- Category 1 (C1) – Warning; teacher notes name of pupil on the board and notes infraction in the Behaviour Record.
- Category 2 (C2) – Teacher notes infraction in the Behaviour Record.
- Category 3 (C3) – Telephone call home by the teacher. Telephone call is a must; lunch time detention is given at each teacher's discretion. The teacher issuing the detention is in charge of supervision of the detained pupils.
- Category 4 (C4) – Incidents of bullying. This will take note of any instances of discrimination against the Protected characteristics: It is against the law to discriminate against someone because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion / belief, sex and sexual orientation.

Teachers to keep clear records in the Behaviour Record of C1, C2, C3 and C4s given to pupils.

Any instances of C3 and C4s being given must be communicated to the Form Tutor and Head of Behaviour and be noted in the Behaviour Record.

- Use a countdown (5-4-3-2-1) to get pupils' attention. Expect every pupil to face you and look attentive.
- NEVER talk over pupils! Use silence to make your expectations clear. No matter how long it takes, wait for the pupils to be quiet before you continue speaking.
- Be consistent.

If pupils continue to be disruptive, check to see what the issue is:

- Do they understand the work?
- Are they sitting somewhere/next to someone that is distracting them?

Don't focus on the negative!

Use rewards and praise to encourage participation and good behaviour.

- Rewards are given for excellent academic contribution and also for good behaviour, attitudes and values.
- Praise pupils verbally for good behaviour, their contributions in class discussions, helping out in the classroom, etc. this will help create a more purposeful, happier classroom.

JGA REWARDS SYSTEM

The aim is to motivate students by rewarding positives and achievements. It focuses on rewards, which are earned and equally accessible to all learners. We recognise that our pupils possess a range of talents and abilities. All staff will contribute to the recognition of positive achievements and are committed to promoting them, celebrating effort and achievement at all levels, seeking every opportunity to praise positives, achievement and improvement both in and out of school.

The JGA Reward System will work in conjunction with our Vision, Mission, and Values to complement the ethos of the school. It will be a system that will allow all pupils to feel valued and encouraged.

STRIVE VALUES:

VALUES

SPIRITUALITY

Having certitude in faith, nobility of character, generosity of spirit, sincerity, integrity, authenticity and good intentions. Suffusing one's life with the remembrance of the Divine

TOLERANCE

Having tolerance, respect, care and empathy for oneself and others; kind treatment, honour and service for all; cooperation and collaboration with others; upholding principles of individual liberty and equality for all

RESILIENCE

Upholding democratic principles, the rule of law, justice and fairness for all; showing determination, accountability, consistency, reliability and patience; reliance on the Divine

INITIATIVE

Showing independence, leadership, confidence and having high aspirations and a growth mindset; excellence in communication with others and the ability to make good choices

VIRTUE

Having high morals and establishing regular prayer; taking responsibility for care of one's immediate and global environment; striving to control anger and annoyance; honesty in all

EXPLORATION

Lifelong enthusiasm for seeking knowledge; maintaining creativity, imagination and curiosity; having an appreciation of culture, risk management and adventure.

Pupils' contributions in lessons are an invaluable source of promotion of interest and further exploration of the subject area. At Jameah Academy, we encourage pupils to be creative, curious, collaborative, critical thinkers. Praise and reward for such positive traits creates a positive attitude to learning in the classroom, creates an environment of purposeful engagement and promotes a growth mindset among pupils. Praise and reward are vital for creating lifelong learners who have a passion for striving towards spiritual and academic excellence, and as such, the giving of praise and reward is central to the vision of our school.

JGA HOUSES

At JGA, we have four houses:

Gratitude
Hope
Mercy
Peace

Pupils will have the opportunity to receive points per subject for academic excellence, performance and much improved work as well as attitude for learning, engagement, participation, effort, readiness to learn, demonstrating 'strive' values and homework tasks. There will also be points given for excellence in character.

Reward points will be awarded according to the following categories:

Academic Excellence

- Brilliant work
- Good answers during lesson in oral and written form
- Performing well in tests
- Completing tasks to a good standard
- Work exceeding expectations in terms of improvement
- Creativity/thinking outside the box

Attitude

- Engagement in lessons
- Good participation and effort shown during lessons
- Readiness to learn
- Demonstrating 'STRIVE'
- Collaboration in projects with enthusiasm and responsibility
- Positive engagement and curiosity about subject area

Homework

- Completed to a good standard
- Continuously submitted on time

Form time

- Being helpful
- Consistent good behaviour
- Organised (uniform and equipment)
- Diaries signed
- Work exceeding expectations in terms of effort/improvement for tasks set at form time

- Good effort in work

Whole School Area (character)

- Spiritual/moral/social excellence
- Showing gratitude, empathy, kindness and helpfulness to a peer or staff member
- Helping pupils in other year groups with understanding their work.
- Picking up litter and keeping the class/communal areas tidy. Holding doors open for others.
- Actively encouraging others to behave well.
- Carrying out service of others extra to their duty, e.g. helping with putting prayer mats out or floor mats for eating when it is not their turn.
- Sharing concerns about their peers with staff to promote their wellbeing. Engaging in charity work in and out of school.
- Showing commitment and driving positive change in positions of leadership.

Any member of staff can issue points here.

Hifz Department Awards

- Rewards points will be given to the pupils in our Hifz programme as follows:

Achievement	Number of reward points given
Dor & Sabaq Para/ Sabaq	3 reward points
Correct Dor	1 reward point
Correct Sabak para	1 reward point
Correct Sabak	1 reward point
Passed para test	3 reward points

These rewards will be added onto our Rewards chart in the Madressah/Hifz column by the Hifz teacher.

Overall stages for rewards:

Primary:

<u>Stage</u>	<u>Reward points</u>	<u>Reward earned</u>
1	30	Form Tutor makes phone call home to inform parents
2	50	Post Card sent home/Dojo
3	60	Bronze certificate
4	85	Silver certificate
5	110	Gold certificate
6	135	Platinum certificate

Secondary:

<u>Stage</u>	<u>Reward points</u>	<u>Reward earned</u>
1	20	Form Tutor makes phone call home to inform parents
2	40	Post Card sent home
3	50	Bronze certificate
4	75	Silver certificate
5	100	Gold certificate
6	125	Platinum certificate

END OF YEAR AWARDS

These certificates and awards are presented to pupils annually as the highest accolades and they also serve to promote certain aspects of our school motto and vision; ‘Striving for Spiritual and Academic Excellence’.

Achievement certificate – this is awarded to one pupil in each Year group who has consistently achieved highly in that subject. The recipient of this certificate is decided by the class teacher.

Effort certificates – these are awarded to two pupils in each class who have consistently applied themselves in lessons and shown positive attitudes to learning throughout the year. The recipients of this certificates are decided by the class teacher.

Attendance certificates are awarded to all pupils who have had 100% attendance over the school year.

The ultimate ‘**Muslim(ah) of the Year**’ award is given at the annual awards day to one pupil in each Year group who has most consistently shown excellence in work and behaviour throughout the year. The winner is decided by staff collectively at the end of the year.

An award for the ‘**Most Improved**’ pupil is also given at the end of the year, to one pupil in each Year group who has shown most progress with behaviour and attitude to learning over the course of the year. The winner is decided by staff collectively.

The **Sports Personality of the Year** award is given to one outstanding sportswoman per Year group, for showing excellence in participation, positive attitude and great sportsmanship. The winner is decided by the PE teacher for that Year group.

The 'Evha Jannath Prize for Friendship' is awarded to one pupil in secondary and one pupil in primary, for the quality of being an excellent friend. This award commemorates one of the beautiful values of a former pupil of the school who passed away in tragic circumstances. Nominations are made by pupils and the winner is decided collectively by teachers and SLT.

UNACCEPTABLE BEHAVIOUR

In cases of general classroom and school discipline, appropriate measures will initially be taken by the teacher or staff member involved. Please refer to the C1-C4 system outlined above.

Inappropriate behaviours are categorised by the seriousness of their nature:

Minor offences:

Minor offences result in a C1 warning to pupils and name being written on the board and recorded in the Behaviour Record.

Examples of minor offences include, but are not limited to:

Being late to lesson.

Uniform incorrect, e.g. plimsolls not on or worn incorrectly, outerwear not removed, scarf not on properly.

Failure to complete class work/homework according to expectations.

Incorrect or lack of essential equipment.

Talking while the teacher is talking or someone else is talking.

Misuse of equipment – minor infraction.

Leaving seat without permission.

Eating in class.

Rude language (not swearing).

Being present in an area which is normally out of bounds e.g. loitering in a classroom or the central corridor at lunch time without a teacher present, loitering in the toilets at lunch time, using the sports hall toilets outside of break and lunch time.

Major offences:

Major offences result in a C2 given to pupils and recorded in the Behaviour Record

Examples of major offences include, but are not limited to:

Conducting two C1 offences in the same lesson.

Chewing gum.

Throwing an object across the classroom.

Bringing a banned, non-dangerous item into school (see further information below).

Disrespect to teachers.

Refusal to cooperate with reasonable request by staff member.

Vandalism of school property.

More serious offence:

In rare instances the stages in the Behaviour Record will be bypassed due to the grave and harmful nature of the infraction by the pupil. Behaviour incidents of this nature will be dealt with by the Head Teacher and the Head of Behaviour and could result in fixed term or permanent exclusion of the pupil. In any case the Head Teacher will contact the parents. More serious offences are also noted in the behaviour record. If these serious offences occur while classes are going on, the pupil will usually be removed from the classroom and SLT will deal with that behaviour incident.

Examples of more serious behaviour include, but are not limited to:

Deliberate injury to self or other pupil(s).

Swearing or other foul language.

Vandalism of school property.

Cheating in assessments.

Continued bullying of others.

Theft.

Bringing a banned, dangerous item in to school (see further information below).

Being in an area which is out of bounds due to health and safety concerns, eg an area which may have been sealed off or have warning tape around it.

BANNED ITEMS

Please note that non-dangerous banned items may be confiscated by the Head Teacher on the agreement that the pupil may collect the item at the end of the school term. Collection of such items is the responsibility of the pupil and any items not collected by the pupil at the end of term will be given to charity. If dangerous banned items are brought in to school, parents are contacted and asked to collect the item from school. For banned items which pose an immediate danger or threat to any member of the school community (such as a weapon), the pupil would be supervised by a member of SLT, the offending item relinquished from their possession (if safe to do so) and law enforcement would be contacted immediately.

Jameah Academy maintains a policy where pupils are expected to comply with a request to turn out their pockets by a member of staff, and pupils' bags or lockers may be checked if staff have any concerns about banned items being brought in to school.

List of Banned Items

The list below is not exhaustive

Non-dangerous item (Results in a C2 warning and entry into Behaviour Record)	Dangerous item (Serious Offence, dealt with by Head Teacher)
Electronic devices including mobile phones, tablets, MP3 players and iPods.	Any dangerous item that can be used or appear as a weapon (including replicas).
Smart Watches (including those without a SIM)	Laser pens
Cigarettes including any smoking paraphernalia	Shisha pens and E-cigarettes
Personal cameras	Cigarette Lighters/ matches
Energy drinks	Fireworks or 'snaps' containing gunpowder.
Make-up	All intoxicants including 'legal highs'
Inappropriate coats, clothing, footwear and jewellery, e.g. hooded tops or sports tops, sandals or flip flops, rings or dangling earrings	Any substance that has an adverse effect on conduct and could be seriously detrimental to well-being of self or others.
Any inappropriate material for age group/rating, e.g. CDs/DVDs/Computer games.	Any object brought in to school to cause physical harm or injury to self or others
Any substance that has an adverse effect on conduct.	Any other item which it is illegal to possess or carry.

Aerosol sprays such as antiperspirants or deodorants.	Any other item which is inappropriate for the age of the child or the school environment, which poses a danger to members of the school community.
Glass bottles including perfume bottles.	
Correction fluid such as 'Tipp-ex'.	
Any other item which is inappropriate for the age of the child or the school environment, though not inherently dangerous.	

THE BEHAVIOUR RECORD

The Behaviour Record is the central document which is used to record instances where pupils' behaviour, attitude and values have fallen below the expectations of the school. Accumulated behaviour points will result in the following sanctions:

Stage	Behaviour points	Consequence	Notes
Stage 1	10	See Form Tutor Form tutor informs parents	Form Tutor to guide pupil towards positive behaviour and explain further stages
Stage 2	15	See Head of Behaviour / Lunch time detention	On Level 1 Yellow Report. Copy of Behaviour Record sent to parents
Stage 3	20	Mentor Referral / Behaviour action plan	On Level 2 Orange Report. Copy of Behaviour Record sent to parents
Stage 4	25	Parent Conference / Warning letter	On Level 3 Red Report upon return. Copy of Behaviour Record sent to parents.
Stage 5	30	See Headteacher	FT/ Permanant expulsion

Homework

Homework is set in accordance with the timetable designed by the school and follows the timescales determined by the policy of the subject department.

Homework must be handed in regularly. Failure to submit homework will be recorded on the appropriate page in the Pupil planner. Teachers are expected to keep records of homework and its satisfactory completion (or otherwise) in their mark books.

Organisation and Equipment

All pupils are expected to be equipped appropriately for school each day. Parents/ carers are requested to support their child by purchasing all the equipment detailed in the Pupil Planner. Form tutors and subject teachers will check equipment regularly and if pupils have arrived to school without necessary equipment sanctions will be issued accordingly. If breaches of uniform do not involve a banned item such as a hooded top or jewellery, then all such breaches must be recorded in the Behaviour Record.

EXCLUSION

Depending on the nature of an incident, the Head Teacher can exclude a pupil for one to five days. Serious offences and persistent misbehaviour or lack of effort may lead to the pupil being permanently excluded.

REINTEGRATION MEETING

Following a pupil's exclusion, a reintegration meeting is required consisting of the Head Teacher, Head of Behaviour, parent and pupil.

The reintegration meeting will highlight the **goals** of the meeting and what it sets to achieve. The meeting will aim to highlight the **pupil's strengths** and outline any **concerns the school has** followed by **concerns the parent may have** and finally those of the **pupil**.

Finally, an **Action Plan** will be drawn up and the pupil will be expected to follow the devised plan under the supervision and monitoring of both the school and parent.

JAMEAH ACADEMY

REINTEGRATION MEETING

Pupil Name:	Year Group:
Date:	Time:
People present in the meeting:	
1.	Position/Capacity:
2.	Position/Capacity:
3.	Position/Capacity:
4.	Position/Capacity:
5.	Position/Capacity:
Goal and purpose of the meeting:	
Pupil's Strengths Identified:	

School's Concerns:

Parent/Carer's Concerns:

Pupil's Concerns:

Action Plan:

Review Date:

Signature of Head Teacher:

Date:

Signature of Parent:

Date:

Signature of Pupil:

Date:

