**Hafs Academy**

**Behaviour Policy (2025-2026)**

**(Including Anti-Bullying information)**

**Person responsible for Policy:** **Head : Kazi Hussain**

**Date Agreed:** **September 2025**

**Review Due:** **September 2026 and annually thereafter**

**Is this Policy to appear on school website: Yes**

**Approved by the Trustees : Muhammad Najmul Alam (Chair)**

**Policy: Behaviour (including Anti-Bullying)**

This policy is based upon the firm belief that proper educational progress for all students depends upon good behaviour in the classroom and around the school. The interests of the great majority, and those of students who misbehave, must not be jeopardised by allowing unacceptable behaviour to develop and continue. The school will do all it can to encourage and applaud hard work and good behaviour but where this fails to have an impact will apply consistent, systematic and appropriate sanctions as an alternative approach.

The content of this policy will be brought to the attention of all students at the start of each school year and discussed. It will also be discussed with the School Council. A copy will be posted on the school website and parents will be notified of this at the start of each year.

Parental comments will be welcomed. Parents may also obtain a copy of the policy on request to the school.

The Policy is underpinned by the following principles agreed by the governing body:

**Principles for behaviour and behaviour management**

* Staff and students will model exemplary behaviour, attitude and manners in accordance with the saying of Prophet Muhammad: “The most beloved to Allah are those with good manners.” [Tabarani]
* Staff and students will be polite and respectful at all times, to each other and to visitors.
* Any form of discrimination or bullying will be addressed promptly
* Staff and the governing body will provide opportunities for students to take responsibility and be involved in decision-making
* Expectations of both staff and students will be explicit and consistent
* Staff will be fair and consistent and foster a culture in which students’ achievements are recognised and celebrated
* Staff will be empowered to take prompt and effective action when students behave inappropriately.
* The school will work in partnership with home and external agencies to maximise the chances of every student behaving responsibly

**Standards expected of all students**

1. To be caring and considerate of all individuals, regardless of sexual identity, ability, race, religion or culture. (NB Bullying whether verbal, physical or via mobile phone or other “electronic means” is a serious matter. See Anti-Bullying Policy)
2. To speak and behave in a courteous manner in accordance with Islamic principles and guidance.
3. To follow instructions given by the staff in the classroom and around the school.
4. To respect the property of the school, other students and staff.
5. To be punctual, properly equipped for lessons and to work hard.
6. To approach learning and working in school in a positive and supportive manner. Attitudes to learning will be reported regularly to parents.

1. To produce work to the best of their ability and make every reasonable effort to ensure that tasks are completed on time.
2. To behave in a way that upholds the expected standards on school trips and while travelling to and from school.
3. School Uniform: The uniform policy is clear (see Uniform Policy). All pupils should have their uniform checked and corrected at the start of each lesson. No pupils should be in lessons with incorrect uniform – it is the subject teacher’s responsibility to ensure pupils are following this expectation. If a pupil arrives to lessons in inappropriate uniform (trainers, jeans etc.) they should be challenged and/or referred to Tutor. If the issues related to uniform is persistent, Tutors can refer pupils to SLT or Principal who may request pupils to go home and collect uniform. In such cases, SLT/Principal will call parents to make them aware.
4. Mobile Phones (see Mobile Phone Policy): Pupils are not allowed to use mobiles or electronic devices during school hours. If these are seen or heard by staff they must be confiscated. Pupils can then collect the items after school from Admin provided that it is a ‘first breach’. Otherwise, phones must be collected by parents. Staff should not engage with pupils, past or present, on social networking site or via personal email. Staff should ensure all their privacy settings on these are private. Any breaches of this, however small, need to be reported to the safeguarding officer to ensure all staff are protected.

**The role of parents**

It is expected that all parents/carers will support the school in maintaining these standards.

**Behaviour Management by staff**

1. Staff will help to minimise disruptive behaviour in the classroom by ensuring that the lesson content and the teaching methods are appropriate for the students. In particular, praise and awards will be given for good work/behaviour. All staff will use positive behaviour strategies to ensure good order in the classroom. Heads of Department and Tutors are responsible for ensuring that the work in the classroom is appropriately pitched, both in content and method. A variety of methods are used to reward good behaviour (See Guidance on Rewards and Sanctions below). These include:
	* student commendations;
	* merit awards;
	* certificates at assembly;
	* letters home;

Achievement is recorded and encouraged through the schools reward system.

1. The school will record, analyse and use data to monitor student behaviour and involvement. The recording will include both positive and negative aspects of students’ activities within school.
2. All staff are expected to encourage student self-discipline, and to deal promptly, consistently and fairly with any unacceptable behaviour.
3. In the case of serious or recurring unacceptable behaviour the matter should be referred to a senior colleague as a matter of urgency via a “referral”.
4. Malicious accusations against school staff will be dealt with as a serious issue and appropriate action, within the school’s Disciplinary Sanctions, will be applied.
5. The school retains the right to discipline students for unacceptable behaviour outside school where there is a clear link between that behaviour and maintaining good behaviour among the student body as a whole. (DFE Guidance “Behaviour and Discipline in Schools” January 2016)
6. The school retains the right to involve Police and/or other outside agencies/organisations if the incident warrants it. Parents will be involved immediately if this is the case.
7. The Principal will determine the detail of the standard of the behaviour acceptable to the school to the extent that it has not been determined by this policy.

**Classroom Management – Expectations**

***Before the start of a lesson ……***

* Arrive to your lesson punctually.
* Approach the classroom in a calm manner and line up quietly.
* Ensure that your uniform is correct and smartly worn as you enter the classroom.
* Ensure an orderly entrance to the classroom – ready to learn.
* Come in only when asked to do so by the teacher.
* Give Salaam to your teacher.
* Come in quietly and stand behind YOUR chair
* Recite Al-Fatiha when asked.
* Before sitting, take out your books and diary.
* Put all bags on the floor.

***At the start of a lesson …… within 3mins***

* Remember that seating plans are in place to support your learning.
* Take out equipment, **planners** and books.
* Quietly involve yourself in the starter activity *or* read the lesson questions.
* Ensure that you are quiet and attentive during the calling of the register. Answer your name politely.
* Whenever the teacher starts to talk put your pen down and face the front.
* **Do not** talk over the teacher, *‘one speaker at one time’.*
* Write the **date and title** of lesson

***During the lesson ……***

* Raise your hand when answering/asking questions – unless the teacher is using names to ask questions and this is not appropriate.
* **Attempt the task**
* Remain seated unless you have been given permission to move.
* Remember the rule – *‘one speaker at one time’*
* Listen respectfully to each other
* Speak politely to your teacher, staff and peers
* Always follow all instructions without question – if you’re worried about something being unfair follow it up later with the teacher or with another member of staff

***At the end of a lesson ……***

* Put your pen down and face the front.
* Complete the plenary(if there is one) – take your turn answering any questions
* Neatly and quietly pack away equipment.
* Stand behind YOUR chair.

***Issuing Homework……***

Homework can be set any time during the lesson. However, follow the guidelines below:

* Homework should be written in your diary with the due date. Ask if you are not sure about the homework – this could be done at break or lunch.

**Disciplinary Sanctions**

For details of rewards and sanctions, please see Guidance on Rewards and Sanctions below (Appendix A). Our sanctions include:

1. Verbal rebuke
2. Placing student with another staff member
3. Detention (break time or after school) – As a courtesy and to address transport issues we will give parents 24 hours’ notice if the detention is more than 20 minutes.
4. Use of incident form in logging in and reporting misbehaviour. Serious misbehaviour is also reported directly Deputy Head and Head for action
5. Student put on Report system
6. Internal exclusion/isolation
7. Fixed-term exclusion from school
8. Instigation of Mentoring
9. Permanent exclusion from the school. (Possible for serious ‘one-off’ offences or for recurring, serious misbehaviour ‘where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school’) (DFE Guidance “Behaviour and Discipline in Schools” 2016) Note: the school regards the improper use of mobiles phones and violence as a serious matter.
10. The school has the lawful right to confiscate items as a disciplinary sanction, providing the action is proportionate, necessary and in pursuance of a legitimate aim.

(Education and Inspections Act 2006, “Screening Searching and Confiscation – advice for school leaders, staff and governing bodies”). Items will normally be returned at the end of school to either the student or in some circumstances their parents or the police.

1. Under The Education Act 1996 Part 1, Section 7, the school has the right to impose fines, penalty notices or legal action for parents or carers of pupils who have poor attendance or fail to attend school.
2. As per guidance from the DFE, with effect from 1 April 2012, the school has the right to search students and their possessions without consent when there is reason to suspect that the student may be in possession of prohibited items. This category currently includes weapons, knives, stolen goods, alcohol, illegal drugs, fireworks, tobacco products and pornography. A search may be carried out by the Principal or a member of staff authorised by the Principal with another member of staff present, provided one member of the staff is the same sex as the pupil. In the event of a student refusing to co-operate with a search then they may be held in supervised isolation until a parent or police are available to support the school.

The school will ensure that the appropriate member of staff will contact parents/carers where recurring misbehaviour is causing concern and seek their support in trying to remedy the situation.

The student and parents/carers will be specifically advised when the student’s continuing unacceptable behaviour is leading to the possibility of temporary or permanent exclusion. It will take all reasonable measures, including, where appropriate, involving external agencies, to try to prevent matters reaching the stage of permanent exclusion.

**Drugs**

The unlawful possession or supply of drugs in school is a serious matter and could lead to temporary or permanent exclusion. In such matters, regard will be made to the school’s Ethos and Values and Islamic principles, and the designated senior member of staff responsible for managing behaviour incidents will be consulted.

**Students with Special Educational Needs**

The school will make every effort, including, where appropriate, consultation with outside agencies, to maintain these students in school if there are behavioural issues.

**Students with disabilities**

The school notes the requirements of the Disability Discrimination Act 1995 in relation to children at school. The school will take all reasonable steps to ensure that students with disabilities are not placed at a substantial disadvantage compared with their non-disabled peers. It recognises that it is unlawful to exclude a pupil with a disability for a reason related to his/her disability without ‘material’ and ‘substantial’ justification. (DCSF Guidance 2 57 – 58 Sept 07).

**Looked After Children**

The school accepts that the exclusion of children in care is an absolute last resort, and after consultation with the local authority regarding possible alternative options.

**Hafs Academy Anti-Bullying Statement** (taken from Anti-Bullying Policy)

This section of the policy has been drawn up through the involvement of the whole school community, in particular the Student Council.

1. **Our school community**:
	* Discusses, monitors and reviews our anti-bullying policy on a regular basis, and at least every two years
	* Uses Tutorial/PSHCE sessions, and questionnaires to coincide with Anti Bullying week, to monitor and promote good practice in school
	* Supports staff to promote positive relationships
	* Identifies bullying incidents through logging of all bullying issues in the incident forms: Behaviour Log. These will be regularly reviewed by Deputy Head and Head and tackled appropriately

* + Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy. We will publish a ‘Pupil Friendly’ version of this Policy, and post relevant and accessible information around the school
	+ Provides opportunities, such as Student Council, to work with other pupils to increase awareness of bullying, and to provide peer support through mentoring.
	+ Reports back to parents/carers regarding their concerns about bullying and deals promptly with complaints: a member of staff will make a phone call home on the same day, with the matter to be resolved as soon as possible. Parents/ carers in turn work with the school to uphold the anti-bullying policy, and will be supported by information on the school website, in homework diaries and through parents’ evenings
	+ Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate
1. **Definition of bullying**

Bullying is

“**Behaviour by an individual or a group, usually repeated over time, that** **intentionally hurts another individual either physically or emotionally**”.

Bullying includes but is not limited to: name calling, taunting, mocking, making offensive comment; kicking; hitting; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

**3) Forms of bullying covered by this Policy**

Bullying can happen to anyone. This policy covers all types of bullying, including and is not limited to:

1. Bullying related to race, religion or culture
2. Bullying related to special educational needs
3. Bullying related to appearance or health conditions
4. Bullying related to sexual orientation
5. Bullying of young carers or looked after children or otherwise related to home circumstances
6. Sexist or sexual bullying
7. Physical bullying
8. Verbal bullying
9. Cyber bullying including via mobile or portable media devices
10. Mental bullying

**4) Identifying and responding to bullying**

We will:

* Work with staff and outside agencies to identify all forms of prejudice-driven bullying
* Actively provide systematic opportunities to develop young people’s social and emotional skills, including their resilience
* Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council
* Train all staff including voluntary staff, duty staff, pastoral and learning support staff to identify bullying and follow school policy and procedures on bullying
* Actively create “safe spaces” for vulnerable young people, including the school office and medical room.
1. **Involvement of students**

We will:

* Regularly canvass young people’s views on the extent and nature of bullying through our questionnaires and focus groups
* Ensure young people know how to express worries and anxieties about bullying
* Ensure all young people are aware of the range of sanctions which may be applied against those engaging in bullying, to include restorative work, Head of House detentions, and removal of privileges. Parents will be informed about persistent bullying behaviour, and be invited to help to resolve the issues
* Involve young people in anti-bullying campaigns in schools
* Publicise the details of helplines and websites
* Offer support to young people who have been bullied
* Work with young people who have been bullying in order to address the problems they have
1. **Liaison with parents and carers**

We will:

* + Ensure that parents / carers know whom to contact if they are worried about bullying. In the first instance this would normally be the tutor or HOD.
	+ Ensure parents know about our complaints procedure and how to use it effectively
	+ Ensure parents / carers know where to access independent advice about bullying
	+ Work with parents and the local community to address issues beyond the school gates that give rise to bullying in school
1. **Links with other school policies**

This Policy links with a number of other school policies including:

* Complaints Policy
* E-safety policy
* Mobile Phone Policy
* Equalities Policy

**Arrangements for monitoring and evaluation**

The Governing Body will evaluate the impact of this policy by receiving data through the Principal’s Report. Where relevant, data will include:

* number and range of rewards for good behaviour each term
* fixed-term and permanent exclusions – number of and analysis of behaviour
* number of detentions and analysis of behaviour
* instances of bullying and action taken
* support provided for the victims.

This will enable the Governing Body to monitor trends over time.

Prior to an annual review of the policy, feedback will be sought from the school council, staff and parents/carers on the effectiveness of the policy. The governor monitoring this policy will visit the school at different times of the year and report to the main Governing Body.

**APPENDIX A**

**Guidance on Rewards and Sanctions**

**Rewards**

It is the School policy to recognise, acknowledge and reward individual achievements by pupils.

The following are examples of areas considered to be worthy of individual recognition.

* Consistently improved standards of work.
* Outstanding pieces of work for the individual pupil.
* Effort in class and/or for homework.
* Outstanding effort for achievement in extracurricular activities.
* Service to the school or local community.
* Consistently improved attendance and punctuality.
* Excellent display of Islamic knowledge, character or adaab.

Rewards will be issued in the Dojo System. Teachers will use their discretion in the number of points to be awarded in recognition of achievement.

In addition, teachers may call and/or write to parents informing them of their child’s achievement.

The school will use the total points attained by pupils as part of its calculation in awarding prizes and certificates during its end-of-year achievement awards.

Teachers and staff are encouraged to display outstanding pieces of work from students in classroom and corridor display boards.

**Sanctions**

Hafs Academy recognises the need for a positive learning environment where it is hoped that all pupils will be fully involved in their learning. We have high expectations of our pupils’ behaviour with the emphasis on self-discipline and personal responsibility of each pupil.

Occasionally, when a pupil has failed to meet the expectations of the member of staff, the school has clear sanctions in place to tackle the unacceptable behaviour.

Staff should consider whether the behaviour in question gives cause to suspect the child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the Safeguarding Policy.

It is important that sanctions are used consistently and teachers and other staff make it very clear to the recipient why a sanction is being applied. At the heart of our discipline must be a real respect for the pupil. In ensuring good discipline, we recognise the importance of listening to pupils’ views. We believe that, where relevant, communication with parents regarding sanctions issued is fundamental in securing their support for our procedures and encourages good behaviour from pupils.

Teachers may feel they need to use one of the following sanctions as a way to highlight inappropriate behaviour/organisational skills etc. as a method to modify behaviour for the future.

1. Verbal rebuke
2. Placing student with another staff member
3. Detention (break time or after school) – As a courtesy and to address transport issues we will give parents 24 hours’ notice if the detention is more than 20 minutes.
4. Use of incident form to log and report misbehaviour. Serious misbehaviour is also reported directly Deputy Head and Head for action
5. Referral to Tutor
6. Internal exclusion/isolation (see Exclusion below)
7. Fixed-term exclusion from school (see Exclusion below)
8. Instigation of Mentoring
9. Permanent exclusion from the school. (Possible for serious ‘one-off’ offences or for recurring, serious misbehaviour ‘‘where a pupil’s behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school.) (DFE “Exclusion Guidance” January 2015).2016) Note: the school regards the improper use of mobiles phones and violence as a serious matter. (see Exclusion below)
10. The school has the lawful right to confiscate items as a disciplinary sanction, providing the action is proportionate, necessary and in pursuance of a legitimate aim.

(Education and Inspections Act 2006, “Screening Searching and Confiscation – advice for school leaders, staff and governing bodies”). Items will normally be returned at the end of school to either the student or in some circumstances their parents or the police.

1. Under The Education Act 1996 Part 1, Section 7, the school has the right to impose fines, penalty notices or legal action for parents or carers of pupils who have poor attendance or fail to attend school.

23. As per guidance from the DFE, with effect from 1 April 2012, the school has the right to search students and their possessions without consent when there is reason to suspect that the student may be in possession of prohibited items. This category currently includes weapons, knives, stolen goods, alcohol, illegal drugs, fireworks, tobacco products and pornography. A search may be carried out by the Principal or a member of staff authorised by the Principal with another member of staff present, provided one member of the staff is the same sex as the pupil. In the event of a student refusing to co-operate with a search then they may be held in supervised isolation until a parent or police are available to support the school.

**Exclusions**

We believe exclusions, whether fix-term or permanent, are a last resort and should only occur “where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.” (DFE “School Exclusion” September 2017).

The school will consider fixed-term exclusions for serious ‘one-off’ offences and for recurring serious misbehaviour. When a fixed-term exclusion has been issued, the following procedure will be followed:

* Phone call to parents/carers
* Letter issued, explaining the reason behind exclusion and whether it is fixed-term or permanent
* The date on which the fixed-term exclusion is to start and end
* A meeting between parents/carers and SLT on the day of return to school
* A signing of a first, second or third behaviour contract by pupil and parents upon return to school
* And any other sanctions as may be needed such as daily reports, fines etc.

The school will not issue fixed-term exclusions that amount to more than 45 days in a school year and no more than 15 days in a term.

The school will make reasonable efforts to set and mark work for the first five days following exclusions. From the sixth school day of the exclusion onwards —the local authority will provide suitable full-time education.

During the course of a fixed term exclusion where the pupil is to be at home, parents will be advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

**Permanent Exclusions**

The school will only consider a permanent exclusion where there is no course of alternative remedy either due to the seriousness of the incident and/or due to a third and final behaviour contract already been signed.

The Principal will promptly inform the Governing Body, the local Authority and the Local Authority of where the pupil resides (if different to the school’s Local Authority) of the decision to permanently exclude.

Records related to exclusions will be stored confidentially.

**Appeals against Exclusions**

Parents/carers may appeal against a decision to exclude by writing to the Chair of the Governing Body and making representations within 5 working days stating the grounds on which the review is requested and the outcome sought.

The appeals will be normally undertaken by 3 members of the Governing Body and the review hearing will be held within 15 working days of receiving a written request.

**APPENDIX B**

**Use of Reasonable Force to Control or Restrain Students**

All content relates to:

* Education and Inspections Act 2006
* School Standards and Framework Act 1998
* Education Act 2002
* Behaviour and discipline in schools – advice for head-teachers and school staff 2016
* Exclusion Guidance January 2015
* Equality Act 2010

Teachers (including non-teaching staff who have been authorised to be in control or in charge of students) may use physical force as is reasonable in order to prevent a student from doing, or continuing to do, any of the following:

* remove disruptive children from the classroom where they have refused to follow an instruction to do so;
* prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
* prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
* prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
* Restrain a pupil at risk of harming themselves through physical outbursts.
* restrain a pupil that may be about to break the law
* Reasonable force can be used to prevent pupils hurting themselves or others, from damaging property, or from causing disorder

In normal circumstances restraint should not be used unless it is deemed to be a highly serious situation.

The degree of force used must be in proportion to the circumstances.

It is acknowledged that it is unlawful for a teacher to use any degree of physical contact which is intended to punish or cause pain, injury or humiliation. This applies regardless of the seriousness of the behaviour or the degree of provocation.

For more information visit:

[www.gov.uk/government/uploads/system/uploads/attachment\_data/file/355362/use\_of\_reaso](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf) [nable\_force.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf)

**Associated Resources**

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies (July 2013)

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Behaviour and Discipline in Schools – advice for head teachers and school staff (January 2016)

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf>

Link to Exclusion Guidance

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf>

Searching:

If there is a concern a pupil is carrying a prohibited item then the school can carry out a search of the pupil’s property with or without the pupils consent. Prohibited items include – knives or weapons; alcohol; illegal drugs; tobacco and smoking paraphernalia; fireworks; pornographic images; articles likely to cause an offence, injury to others (or the pupil themselves) or damage to property and mobile phones.

Searches should always be carried out with two members of staff, including one of the same gender as the pupil, if possible. One of the members of staff should be from the Tutors or Senior Leadership Team. Searches should not be carried out by one member of staff, particularly in a classroom situation.

If a pupil refuses to comply with a search then the parents can be asked to support with the search and potentially the police could be asked to assist. If illegal items are confiscated the police must always be informed. Support should be offered to the pupil via mentoring in these circumstances.

All confiscated items should be kept safely at least for a week giving the opportunity for parents to collect. After this point, if no contact has been made by the parents, lower value items, such as tobacco and smoking paraphernalia can be disposed of.

More details:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf>