



LANTERN OF KNOWLEDGE
EDUCATIONAL INSTITUTE

LoK Behaviour Policy

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Amended by S.
Ahmed

		Next Review Date	Nov. 2023
Approved BY	Position	Sign	Date
Shakil Ahmed	Headteacher		
MI Farooq Suleman	Governor		

1. Rationale

Lantern of Knowledge's Islamic ethos places high standards of behaviour and moral conduct at the centre of school life.

Good behaviour facilitates effective teaching and learning. Good behaviour enhances a positive image of the School and will prepare pupils to participate favourably and good-naturedly in society.

Good behaviour creates an environment where teachers and pupils have a positive and willing attitude and an atmosphere where our staff will feel comfortable to work and contribute to the education of the pupils in the School. The School will take all reasonable steps to ensure that all staff, approved volunteers and pupils have such an atmosphere.

This policy applies to behaviour on the school premises and outside school 'on school business' or where representing the school, for example, on school trips, away school sports fixtures, or work experience placements. Poor behaviour in such circumstances will be dealt with as if it had taken place in school. For behaviour outside school, but not 'on school business', the headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole.

Under the Equality Act 2010 schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices. This policy and other behaviour policies and procedures, also have regard to the latest Keeping Children Safe in Education. The School leaders will ensure, at any stage, that practices are free from discrimination.

It is unlawful to exclude for a non-disciplinary reason.

2. Aims

The main purpose of this policy is to encourage and promote good behaviour. The school places much emphasis on praise and reward. Good behaviour helps in delivering effective teaching and also enhances learning. Hence the aims of the policy are:

- To encourage pupils in setting and achieving realistic targets.
- To promote and encourage respect for every member of the community.
- To prepare pupils with skills to participate fully in society.

3. General School Rules

- All behaviour should be in accordance with the teachings of Islam.
- The school code of conduct should be adhered to.
- Eating should only be in designated areas.
- Hazardous substances/items (lighters, glues, matches etc.) are not allowed to be brought to the school.
- Pupils should not bring large amount of money or valuables (jewelry, mobile

Phones etc.) to school as the school cannot be held responsible for any loss of personal property.

- This policy applies to pupils travelling to and from school and at lunch/break times. Pupils are also subject to school discipline if they engage in misconduct out of school where their behaviour reflects poorly on the school or the school's members are involved.

4. Principles

This policy is a balance between rewards and sanctions. Its principles are:

- Staff behaviour and expectations have a crucial impact on all.
- Staff should manage behavior in class using strategies which work for them e.g. giving warnings, writing names on boards, using a countdown, using traffic lights, etc.
- If poor behaviour is persistent or serious, staff must use the discipline structure.

5. Staff Guidance

1. Acceptable standards of behaviour, work and respect depend on the example of us all.
All members of the school community can make positive contributions.
2. Good order has to be worked for.
Set high standards. Apply rules fairly.
Expect to give and receive respect. Treat everyone as an individual.
3. Relationships are vital. Greet others and acknowledge greetings.
Speak and be spoken to. Smile and relate.
Communicate.
Be proactive in raising others' self-esteem.
4. Always seek solutions to challenges.
Avoid confrontation.
Avoid humiliating pupils. Listen.
Establish the facts.
Judge only when certain.
Use sanctions sparingly.
Removal of privilege can be an effective strategy.

6. Behaviour Management - Rewards, Discipline and Sanctions

Teachers should promote good behaviour through rewarding pupils for their good behaviour, work etc. Rewards include:

- Verbal praise
- Certificates (attendance/work)
- Commendations (noted in diary)

- Notes to parents
- Presentation of work
- Display of certificates
- Celebration during Assemblies (awards, certificates)

The responsibility for maintaining discipline and for dealing with misbehaviour rests, in the first instance, with the individual teacher - whether in the classroom or any part of the school. In many cases a reprimand is sufficient to show that a minor breach of discipline or manners is unacceptable. A more serious matter may require more serious sanctions.

Poor behaviour must be followed up by the teacher concerned by talking to the pupil, sanctions etc.

No teacher should feel isolated when dealing with behaviour concerns. Support should be sought when necessary.

Referrals will not be taken on immediately without questioning what has already been done to resolve the problem.

Refusal to accept the authority of individual staff or of the school must be regarded as an extremely serious breach of school rules and treated accordingly.

Major incidents will need to be dealt with immediately through the appropriate channels.

7. Use of Restraint

Pupils should not be restrained unless there is a genuine health and safety risk or other exceptional circumstances allowed for in DfE Guidance. In such a case, the degree of force used must be the absolute minimum necessary.

8. Strategies and Sanctions

Low level

- Tactically ignore
- Restatement of classroom rules/Code of Conduct
- Name recorded. Two entries may result in disciplinary action such as detention or home contact.

Medium Level

If the above strategies are unsuccessful:

- One to one reminder of expectations
- Completion of mediation essay
- Placing pupil on day-to-day report via form tutor

High Level

If pupils choose to contravene classroom expectations one or more of the following may apply:

- Involvement of senior staff

- Comment in diary
- Removal from group/class (short-term)
- Detention
- Removal of privileges
- Parental involvement (form tutor to keep record of incidents)
- Report
- Internal suspension
- Fixed-term or permanent exclusion

Detentions

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break.

When used, it will be done so consistently and fairly by staff. The Headteacher will ensure that all staff and pupils are aware of the process for detentions.

Parental consent is not required for detentions. Parents will need to make suitable travel arrangements when detentions are issued. It does not matter if making these arrangements is inconvenient for the parent.

School staff will not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. Staff (mainly teacher's) will issue detentions and the names of pupils will be passed onto the detention administrator. The detention administrator will consider the following points before issuing the detention:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;

Unless the detention is a very short detention (ie 10 minutes or less) Parents will be informed of the detention.

Removal from the Classroom

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal from a Classroom:

- is applied for serious disciplinary issues only and applied for fixed length of time e.g. 20 minutes
- is only used when other behaviour strategies have been tried and failed
- Sanction must be **proportionate**

- parents **MUST** be informed on the same day
- the teacher (from whose class the pupil is removed) must set some work for the pupil to do whilst being removed
- will be supervised by trained member of staff (see below)
- Is a clear process for the reintegration the pupil to the classroom
- HT (or DHT) **MUST** be informed every time with reason for removal

Headteacher (or DHT) will collect, monitor and analyse removal data internally in order to identify repeat patterns and the effectiveness of the sanction

Pupils sent Home

An exclusion for the remainder of the day (or until a correction is applied) will take place when a pupil has:

- Not come to school with correct uniform.
- Not have the correct PE uniform (parents may be informed to bring correct PE uniform prior to the PE lesson)
- Displayed aggressive verbal or physical behavior

Fixed Term Exclusion

A fixed exclusion will take place when a pupil has been found to have been in:

- Serious breach of the school disciplinary policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Prior to an exclusion, concerns may be discussed with parents/guardian and agreeing short-term targets.

When making a decision to exclude the following aspects will be considered:

- Relevant facts and evidence of allegations
- Pupil's statement of events
- Whether the incident may have been provoked
- Current DfE Guidance

If a pupil is excluded for more than one day, work must be set and marked, and a reintegration meeting should take place after the exclusion.

If a pupil is excluded for a long period, decisions must be made on:

- How the pupil's education will continue.
- How the time might be used to address the problems. Reintegration arrangements.

Permanent Exclusion

A permanent exclusion will take place when a pupil has been found to have been in:

- Serious breach of the school disciplinary policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

When making a decision to exclude the following aspects will be considered:

- Relevant facts and evidence of allegations
- Pupil's statement of events
- Whether the incident may have been provoked
- Current DfE Guidance

- Past record of the pupil
- Any special factors, e.g. Police involvement, Child in public car

Corporal Punishment

Under no circumstances whatsoever will corporal punishment in any form be used at Lantern of Knowledge.

9. Supporting pupils following a sanction

Following a sanction, any of the following strategies may be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents (and the Virtual School Head for looked after children if applicable);
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate.

10. Rewards and consequences

Actions students choose will have consequences. Good choices will result in praise and rewards, poor choices will result in consequences.

What are the purposes of the Behaviour for learning policy?

- To improve standards of behaviour in the learning environment
- To encourage students to take responsibility for their own actions
- To support staff in a consistent and clear way.
- To communicate to students what good behaviour means
- To use constant positive reinforcement in the pursuit of high standards of work and behaviour
- To provide a clear set of rewards and sanctions which all students, parents/carers and staff understand

Merits

At Lantern of Knowledge we use a behaviour policy to track progress and monitor sanctions to make all consequences of student choices consistent and understood by all stakeholders; staff, students, parents, governors. We have posters around the school to signpost the policy.

11. The Role of Parents

The role of parents is crucial in helping schools develop and maintain good behaviour. Parents will be encouraged to:

- understand the school's behaviour policy and, where possible, take part in the life of the school and its culture
- reinforce the policy at home, as appropriate
- raise any concerns about management of behaviour while continuing to work in partnership with schools

The Headteacher (or Deputy HT) will reinforce the whole-school approach by building and maintaining positive relationships with parents. Including by:

- keeping parents updated about their children's behaviour
- holding sessions for parents to help them understand the school's behaviour policy
- encouraging parents to celebrate pupils' successes

Where possible and appropriate, parents will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place

12. Behaviour Policy for Covid-19 (from Sept 2020)

The normal school code of conduct will apply and additional sanctions will be applied for students who contravene any Covid-19 health and safety measures, for example, entering non designated areas, use of wrong toilets, sharing of food and equipment, unnecessary physical contact, e.g. holding hands and hugging.

We expect all students to adhere to the Covid-19 health and safety measures and to be sensitive to the health and wellbeing of others at all times, therefore any exaggerated/prank/unsafe coughing will incur a severe sanction including temporary or permanent exclusions. For temporary exclusions, pupils will have access to online learning (only) ensuring that pupils can continue their education whilst being excluded from the premises.

13. Pupils with SEND

The school will abide by the SEND codes of practice 2014 when dealing with behaviour issues of SEND pupils. Teachers will be informed about any characteristics of pupils that may exhibit challenging behaviour patterns due to the nature of their special needs. Where relevant, teachers will also be advised on how to avoid behaviour issues by using strategies for pupils with SEND. In monitoring, suspensions and exclusions the school will ensure that pupils with SEND are not discriminated against.

The SENDCo will be consulted in all behaviour matters with pupils with a SEND. In deciding how to sanction a pupil with additional needs or disabilities, consideration will be given to how best to make clear to the pupil that their behaviour was unacceptable. This will be balanced against the impact of the behaviour, the public nature of the behaviour, and the message the school response sends to the wider community.

14. Specific Behaviour Issues

14.1 Child-on-Child Sexual Violence and Sexual Harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, the DSL will follow the school's safeguarding policy which has been written with the safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. Each incident will be considered on a case-by-case basis.

Sexual violence and sexual harassment are never acceptable in every aspect of the school culture and will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. All staff must challenge all inappropriate language and behaviour between pupils. The Schools will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. The School advocates strenuously for high standards of conduct between pupils and staff; school staff will demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it as per the school's behaviour policy. As with all safeguarding matters, the designated safeguarding lead will be engaged and will make referrals into support services as appropriate.

14.2 Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. The Schools is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the safeguarding policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where the school suspects a pupil of criminal behaviour online, the school will follow the guidance in 14.3 Suspected criminal Behaviour

(see below).

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and the DSL (or deputy) will follow the school's safeguarding policy. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The school will have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

14.3 Suspected Criminal Behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and the school will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the school will ensure any further action that is taken does not interfere with any police action taken. However, the school retains the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action¹.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. The designated safeguarding lead (or deputy) would take the lead in making this report.

The school will consider the guidance in Part 5 of KCSIE for reporting on child-on-child sexual violence and abuse (which can be especially difficult to manage).

15. School Routines

The following sections describe what good behaviour looks like at our school and routines that all pupils need to observe in order to uphold good behaviour.

15.1 Silent Corridors

All pupils must remain silent whilst moving through corridors. Pupils must not talk or make any other noises when in the corridors except if a teacher has asked them a question or otherwise instructed by a teacher to do so.

15.2 Classrooms

¹ More information can be found in [When to call the police \(NPCC GUIDANCE\)](#).

All Pupils at all times and for all activities, must:

- Arrive on time for every lesson/activity
- Have your equipment ready in the morning
- Wear the correct and complete uniform at all times (see below)
- Have the desire to learn and have the correct attitude to learning
- Face the front
- stay seated
- NOT rock your chairs
- NOT sit on the tables
- Respect your teachers
 - Follow teacher instructions/NOT answer back
 - Refrain from any unnecessary noises
- Contribute to lessons (speak when asked to)
- Respect the views of all others
- NOT call out or speak without permission
- NOT talk to each other unless instructed to for the lesson
- NOT use any threatening, insulting, belittling, foul language (incl. banter)
- NOT use street language, slang, etc
- NOT eat or chew (pupils can drink water).

If there is any misbehaviour (incl talking in class)

- Teachers will write names on the board
- HT or DHT (or another teacher) will come to each class to look out for any names on the board and speak to each pupil whose name is on the board

15.3 Times when Pupils are NOT permitted in the Classrooms

The following times are when pupils are not permitted to be in the classrooms:

- Hifz time
- Break & Lunchtimes
(pupils may use upstairs washrooms, but they must not go beyond the washroom)
- Salaat Time

This ensures that pupils are not left unsupervised in classrooms where pupils' stationary, books and other equipment is kept.

15.4 Uniform

All pupils at all times and for all activities, must wear:

- jubba
- head caps
- blazers
- NOT wear track bottoms except on Thursdays and when going for PE/break

This includes lunchtime and home time. Pupils must NOT change before leaving at home time

The only exceptions to this are when pupils are

- doing wudhu
- going for PE/Break until they return back from PE/break

During break and PE times:

- For bottoms, pupils cannot wear only shorts

- For break time – if playing football, pupils MUST NOT play in your Jubbas or school trousers

15.5 In the Salaat Hall

Whilst in the Salaat Hall and either waiting for salaat or having prayed salaat, all pupils must:

- Not talk or make any other noises
- Do remembrance of Allah swt or make duas.

15.6 When going to or coming back from Break or PE

Going to break or PE

When instructed to by your teacher:

- Change clothes (if you need to)
- Wait outside the classroom
- Wait outside the school in a line of 2s standing close to each other
- Do not start walking to the venue until a teacher is with you
- When walking stay in 2s
- When walking stay close with ALL your peers
- When walking you may talk quietly

If pupils do not follow these instructions, they will be brought back to the school and start again

Coming back from break or PE

When instructed to by your teacher

- Line up in 2s at the venue
- Do not start walking to school until a teacher is with you
- When walking, stay in 2s
- When walking, stay close with ALL your peers
- When walking, you may talk quietly

If you do not follow these instructions, you will miss the next break

On return from break

Go to the classroom (and all within 2 minutes):

- wear your caps/jubbah
- take your lunch
- leave the classroom immediately and
- go to the lunch hall

Then

- Yr9/10/11s to do wudhu first and then eat lunch
- Yr7/8s eat first and then do wudhu at the last 10 minutes of lunchtime.

15.7 Home Time

If you do NOT have Detention

Then at home time, when instructed to by your teacher:

- Stand up, tuck your chair under the table and wait behind your chair
- Leave the classroom quietly
- Do not take off your uniform

If you have Detention

Then at home time, when instructed to by your teacher

- Gather your detention work
- Tuck your chair under the table and wait behind your chair
- Leave the classroom quietly and go to the Salaat hall with your detention work
- Do not take off your uniform

15.8 Outside the School

Pupils must behave well outside the school

All behaviour rules and in particular

- Do not talk loudly outside the school (incl. on buses/trains)
- Do not play with a football etc outside on the street

15.9 Banned Items

For pupils, what items are banned, in school?

- Weapons of any kind including knives
- Fireworks or “snaps” containing gunpowder
- Mobile phones & smart watches etc
- Jewellery (except for a watch)
- Vapes/liquid for Vapes/cigarettes/drugs/lighters etc
- Money (more than £10) & Expensive items
- Fizzy drinks, energy drinks, sweets, chocolate bars
- Permanent markers
- Aerosol cans including deodorants
- Inappropriate materials

School staff can confiscate, retain or dispose of a pupil's property which has been seen as a disciplinary penalty in the same circumstances as other disciplinary penalties.

If school staff member has reasonable belief (ie pupils have been talking about it) that a pupil has a banned item in their bags or pockets, then he/she must inform the Headteacher or Deputy Headteacher who can then instigate a search of the pupils' pockets or bags (see School policy on searches, screening and confiscation).

16. Monitoring and evaluating school behaviour

The school aims to have a strong and effective systems for data capture, including all components of the behaviour culture. This will be monitored and objectively analysed regularly by the Deputy Headteacher every half term and this will be reported to Governors termly.

Behaviour data from the following sources collected:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;

- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The Headteacher and deputy Headteacher will analyse the data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help the school to ensure that it is meeting its duties under the Equality Act 2010.

Appendix A : Behaviour Flow Chart

