



LANTERN OF KNOWLEDGE  
EDUCATIONAL INSTITUTE

## **Lantern of Knowledge Secondary School**

### **Behaviour Policy**

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.

#### **Aims**

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.

#### **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 (jewellery, 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.

#### **Principles**

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

Staff behaviour and expectations have a crucial impact on all they relate to within the school setting.

If poor behaviour is persistent or serious, staff must use the discipline structure.

#### **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 punishments sparingly.
  - Removal of privilege can be an effective strategy.

### **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

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 punishment.

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.

### **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.

### **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

## **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

Record of the pupil

Any special factors, e.g. Police involvement, Child in public care

**Reviewed:                      October 2017**

**Next Review:                 October 2018**