



PRESTON MUSLIM GIRLS

— HIGH SCHOOL —

Education with Patience Modesty Gratitude Humility Sincerity

BEHAVIOUR POLICY

RATIFIED BY THE FULL GB – October 2014

REVIEW DATE – September 2015

WHOLE SCHOOL BEHAVIOUR POLICY

Consultation has taken place	The School	Governors	Children and Young	
	Date	Date	Date	
Date formally approved by Governors				
Date policy became effective		Review Date		
Person responsible for implementation				
Links to other relevant policies	Anti Bullying	Confidentiality	e-Safety	Inclusion
	Visitor	Behaviour Management	Safer recruitment and	

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1. Introduction

In their document „Ensuring Good Behaviour in Schools, the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents. A summary of this document is replicated at Appendix A.

Every school must have a behaviour policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Independent Schools Standards Regulations 2010 (Academies).

The Governing Body is responsible for setting general principles that inform the behaviour policy. Head teachers are responsible for developing the behaviour policy and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

The behaviour policy must include measures to prevent all forms of bullying among pupils.

This Policy should be read in conjunction with the following school policies and procedures:

Special Educational Needs Policy

Health and Safety Policy

Admissions Arrangements

Complaints Procedure

Single Equality Scheme

Child Protection Policy E-

safety

Positive Handling Support and Intervention Policy

Whistle Blowing Policy

Lettings Procedures

Administering Medicines Policy

Educational Visits Policy

Home / School Agreement (Appendix B)

2. Vision and Aims

Preston Muslim Girls' High School affirms that the school will provide opportunities for enjoyment and achievement in an environment where all pupils and staff will feel emotionally and physically secure and will stay safe.

This policy reflects the Vision and Aims of the school:

Develop learning partnerships between home, school and the community, thereby encouraging the development of the whole child

Encourage each child to become independent, self-motivated and self-disciplined, showing respect for themselves and others

3. School Ethos and Values

As an Islamic school there is a family environment in our school with high expectations of behaviour within a framework of love, reconciliation and forgiveness

A shared and understood code of conduct ensures a consistent message of respect and self-control for adults and children

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with adults help children to behave well

Preston Muslim Girls' High School is a place where learning and personal development take place in a climate of trust and confidence. Children feel secure. They are encouraged to talk and are listened to. (See Confidentiality Policy)

Curriculum activities and opportunities for PSHE equip children with knowledge; skills and vocabulary that they need to develop self-control and respect for others (see PSHE policy)

All staff and volunteers working in school have a responsibility to act as role models of acceptable behaviour

A climate of trust, openness and communication exists between home, school and the wider community

Sanctions are appropriate and consistent with a clear progression of severity

“Bad” behaviour may indicate emotional and behavioural special needs where a pupil needs special support to be included in school life

At Preston Muslim Girls High School we believe:

- All children have a right to a broad and balanced curriculum, including the National Curriculum, in which their individual needs are addressed.

- That all teachers are responsible for meeting children's individual needs.

4. Responsibilities

The commitment of staff, pupils and parents is vital in order to develop a positive whole school ethos. The expectations of staff, pupils and parents/ carers are outlined below.

1. What Pupils Can Expect from Staff

You may expect staff and other adults in the school to:

- arrive at lessons on time;
- plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and worship times;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised, attractive room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for your age and ability;
- treat you fairly and be sensitive to your feelings ;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you at appropriate times;
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;

- display your work;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see
- have PSHCE lessons to help you to develop good behaviour

2. What Staff Can Expect from Pupils

Staff may expect pupils to:

- arrive at school and at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- have equipment and books for lessons;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- use appropriate language;
- listen to others ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others" property;
- value other individuals and their contributions to lessons;

- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school policy;
- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when outside school;
- be an ambassador for the school.

3. What Staff Can Expect from their Colleagues

You may expect your colleagues and other adults in the school to:

- treat you with respect;
- work and co-operate with you for the overall good of the school community;
- respect your values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of your job remit and respect its boundaries;
- use ICT appropriately and in accordance with the school's Acceptable Use Policy;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting inappropriately on Social Network Sites.
- use on-line technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community

4. What Staff Can Expect from Parents

Staff and other adults in the school may expect parents to:

- treat you and your colleagues with respect; treat other parents, pupils and visitors to the school with respect; behave responsibly whilst on school premises; and ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g. P.E. kit;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's policies, strategies and guidelines for behaviour;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take a proportionate responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school as a whole;
- support the school's approach to e-safety which includes not uploading or posting to the internet any pictures, video or text that could upset,

offend or threaten the safety of any member of the school community or bring the school into disrepute;

- recognise the need for security and not create online media “on behalf” of the school without the Headteacher’s express permission

5. What Parents Can Expect from Staff and other adults in the School

You may expect staff and other adults working in the school to:

- treat you with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to do their best at all times;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this policy and the school system;
- promote positive behaviour and reward such behaviour in accordance with this policy and the school system;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child’s actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- provide a balanced curriculum in order to meet the needs of each child;
- keep you informed about general school matters, and your child’s individual progress;
- let you know if there are any concerns about a child’s work, attendance or behaviour;
- support the child’s homework and other home-based learning activities;

5. Celebrating Success

At our school we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by pupils, parents and staff during the academic year.

- Verbal praise in class
- Written praise in marked work
- Sharing and celebrating success during lesson time – use of circle time for pupils to discuss their own behaviour related concerns
- Class reward charts and certificates
- Sharing and celebrating success in assembly time
- Merits awarded in lessons for homework, good classwork, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.
- Merits which are awarded for a wide range of reasons such as exceptional work, improvement, kindness etc.
- Governors prizes for Attitude, Achievement and Attainment

6. Strategies, Sanctions and Consequences

Although this school aims to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour. When bad behaviour does take place there is an expectation from children and adults alike that appropriate sanctions should be applied. These are clearly understood by children and adults and are consistent across all classes, with due regard to the age of the pupil. They are progressive and are relative to the frequency or severity of the inappropriate behaviour:

1. The teacher “look”
2. A calm warning e.g. the name of the pupil
3. Repetition of the pupil’s name and a statement of the inappropriate behaviour

(At this point the teacher may use their own system e.g. Traffic Lights etc.)

5. The pupil is sent with work to the next class for 10 –15 minutes

6. The pupil is sent to the Head of Faculty who discusses behaviour and withdraws a privilege e.g. playtime
7. The Head of Faculty discusses the pupil's behaviour with his or her parent and an approach with home co-operation is developed. Form teachers and pastoral coordinators are informed and a written record is placed in the pupil's record

In the case of inappropriate behaviour at lunchtime the Midday Supervisors have responsibility. If the pupil persists in bad behaviour or the behaviour is particularly severe then they will inform the form teacher and/or refer the matter to the Pastoral Coordinator.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

1. Restorative Justice/Reflection on Actions/Forgiveness

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

What happened?

Who else has been affected by this?

What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again. Restorative justice also works very well

when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again. The Islamic values of reconciliation and forgiveness are a key aspect of these meetings with pupils encouraged to resolve differences and forgive hurt so that both parties can move on.

2. Disciplinary Action

There is a clearly defined process for issuing sanctions in this school. Wherever possible pupils are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious. Over and above strategies already mentioned, the school uses a range of consequences for bad behaviour which are outlined in more detail below:

Pupil Behaviour Cards

Where the pupil does not respond to regular warnings and actions, they are issued with a report card by a senior member of staff which is taken home daily. Patterns of behaviour can then be discussed with parents and meaningful sanctions imposed e.g. removal of privileges at home.

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – April 2012 (A copy of this document is available from the school on request or to download from the DfE Website). The following items are what are termed „Prohibited Items and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

Tools e.g. scissors, screwdrivers, needles (not used for a legitimate purpose)

Knives

Firearms/weapons

Illegal drugs

Alcohol

Fireworks

Tobacco and cigarette papers

Inappropriate images

Stolen items

Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:

- i) to commit an offence,
- ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

Where items are „prohibited“ as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE advice and statutory guidance, Screening, Searching and Confiscation – Advice for Head teachers, staff and Governing Bodies“. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the „prohibited“ items and staff have the power to search pupils **without** their consent for such items. There will be severe penalties for pupils found to have prohibited items in school. In certain circumstances this may lead to permanent exclusion. Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. The following are items which are banned by the school under the home/ school agreement:

Mobile phones

MP3 players or iPads

Cameras

Jewellery not in accordance with the school uniform policy

Make up

The school will confiscate any electronic items being used on the premises such as mobile phones, MP3 players etc. They will be kept safe in the school office for collection by a parent/guardian.

Pupils wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated to be returned at the end of the school day

Fixed Term Exclusion

Exclusion will always be seen as a last resort at the School and will usually follow a lengthy period of work with the child and parents. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as removal of privileges are considered inappropriate.

Permanent Exclusion

A decision to exclude a pupil **permanently** will be taken only:

- a) In response to serious breaches of the school's Whole School Behaviour Policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a pupil **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort. There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or „one-off offence.

Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Home School Agreements

We are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

See Appendix B

7. Attendance and Punctuality (see Attendance Policy)

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life.

Serious lapses in punctuality e.g. unexplained late arrival in the morning or late return to class from playtime may lead to the pupil making up missed lesson time in playtimes or as extra homework.

8. Homework

The purpose of homework is to support and extend learning at home, involving parents where possible. It also develops children's independent learning skills and their spirit of enquiry. Both pupils and parents should be provided with a homework timetable and clear instructions for tasks. Homework should be age and ability appropriate both in terms of tasks and time spent can be used for revision and practice as well as for research. It should not consist of tasks to be completed from lessons.

Pupils should always write homework in their homework diary and include the deadline by which the work has to be handed in. Parents should feel free to talk or write to the teacher about exceptional circumstances that have prevented home work from being completed. If a pupil regularly fails to complete homework then his/her teacher will:

Discuss any problems with the pupil

Check the difficulty of the work set

Communicate with parents about any difficulties

Expect children to complete work in school

9. Pupil Conduct and Misbehaviour outside the School Premises

9.1. What the Law Allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

Any misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing the school uniform; or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

9.2. Out of School Behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including the school taxi) to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour

9.3. Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

The severity of the misbehaviour.

The extent to which the reputation of the school has been affected.

Whether pupils were directly identifiable as being members of the school.

The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

9.4.Pupil Support

We aim to support all our pupils to ensure that every pupil succeeds during their time at our School. Where it becomes clear that a pupil is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

Behaviour charts to enable celebration of good behaviour

Increased communication between home and school

Individual behaviour plans (IBPs)

Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers

Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.

Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour

Alternative curriculum provision

Reduced timetable

Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists etc.

10. The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. The Governing Body have taken account of advice provided by the DfE - *Use of reasonable force: advice for head teachers, staff and governing bodies* and the school's public sector equality duty set out in section 149 of the Equality Act 2010. Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in

charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

10.1.Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a pupil who is known to need physical restraint as indicated in their Behaviour Management Plan.

10.2.Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting may be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.

- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object

10.3. Power to Use Reasonable Force when Searching Without Consent

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for „prohibited items“. See Section 6.2 above.

10.4. Unreasonable Force

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

10.5. Staff training

If necessary, members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff may receive additional training on the appropriate techniques which may be used to physically restrain pupils.

10.6. Behaviour Management Plans (see Appendix C)

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns or who has special educational needs may be the subject of a Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport. In such circumstances, parents will always be made aware of their pupil's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the pupil concerned will also be involved in creating the Behaviour Management Plan.

10.7. Informing Parents when Reasonable Force has been used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents. In making a decision about informing parents, the following will be taken into account:

- The pupil's behaviour and level of risk presented at the time of the incident.
- The degree of force used.
- The effect on the pupil or member of staff concerned; and
- The pupil's age.

All incidents when physical restraint as opposed to physical control is used will be recorded as soon as possible and details passed on to the Head teacher (or deputy in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:

- all incidents where unreasonable use of force is used;
- any incident where substantial force has been used e.g. physically pushing a pupil out of a room;
- use of restraint;
- an incident where a pupil is clearly distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

- (a) Did the incident cause injury or distress to a member of staff or pupil?
- (b) Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- (c) Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- (d) Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is „yes, a written record should be made

using the bound Record of Physical Intervention book (blue) and all other notes taken at the time are to be kept. In all instances of the use of physical restraint, parents will be informed the same day, by phone and in writing, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the social care at the Local Authority.

All injuries will be reported and recorded in accordance with school procedures.

10.8.Post Incident Support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure all staff and pupils are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then make a decision about how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident the Head teacher and/or other staff will:

- (a) ensure the incident has been recorded;
- (b) decide whether multi-agency partners need to be engaged and, if so, which partners;
- (c) hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the pupil having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the pupil is excluded. See Section 6.2 above.
- (d) help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- (e) ensure that staff and pupils affected by the incident have continuing support as long as necessary in respect of:

physical consequences

emotional stress or loss of confidence

analysis and reflection of the incident

10.9. Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for pupils. It might also be appropriate to review the whole school behaviour policy.

10.10. Other Physical Contact with Pupils

This school does not operate a no touch policy. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary:

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To administer first aid;

11. Allegations of Abuse against Staff and Other Adults Working in the School

11.1. General

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. They have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are pupil welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures. School staff have a positive role to play in pupil protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious. In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the pupil, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the School reference can also be made to the school's Whistleblowing policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DfE statutory guidance and the LCC procedures.

11.2.Action in the Event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care services to determine whether the pupil concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997. The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

12. Bullying

12.1.What is Bullying?

The Governors, staff and pupils accept the following definition of "bullying" :

Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

1. It is ongoing (not the same as a conflict between two equals or a random, unprovoked, aggressive act)
2. It is deliberate
3. It is unequal – it involves a power imbalance (this can result from size, number, higher status, being "different" or having access to limited resources)
4. Specific types of bullying include those relating to:
 - race, religion, culture or gender;
 - SEN or disabilities;

- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging and emailing;
- sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites;
- producing graffiti;
- gossiping;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the schools direct supervision will be dealt with in line with this Policy (Whole School Behaviour Policy). In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The

school wherever possible will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

12.2.Principles

Bullying happens in every school and the effects can be long lasting, sometimes devastating. We take bullying seriously in our school and will not tolerate it. We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self-esteem. We also react to bullying decisively and consistently with appropriate sanctions. Children are not “bullies” or “victims”. Bullying is not a character trait but a set of behaviours. Even “perfectly nice” and popular children can use bullying behaviours on occasion. “Witnesses” to bullying also have a role to play. All “sides” in a bullying incident will be listened to calmly and with respect. We involve parents in our approach to preventing or addressing bullying behaviour.

12.3.Strategies

Key messages about bullying are addressed through the PSHCE programme and through assembly and form time. Adults are alert to bullying behaviours both inside the school and in the playground and address incidents immediately.

The Law

Preston Muslim Girls High School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils Education and Inspections Act 2006, section 89. The school will exercise its legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable. Schools are required to comply with the new equality duty,, The Equality Act 2010. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

12.4.Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil’s Class teacher to be investigated, appropriate action taken and parents will be informed promptly

using usual school procedures. Incidents may then be referred to the Headteacher. Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assembly Times, Anti-Bullying Week, PSHCE and during class time. The Whole School Behaviour Policy also reinforces the school's expectation as to how members of the school community should conduct themselves. A record will be maintained of racist incidents and information on incidents of bullying.

12.5.Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour

12.6.Strategies for Dealing with the Bully

- Disciplinary sanction imposed either time out, removal of privileges or in extreme instances exclusion
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One to one interviews with staff or peer mentors
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

12.7.Strategies to Support a Victim

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- One to one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

13. Drugs and Drug-Related Incidents

13.1.General

This policy aims to set out our approach to teaching and learning about smoking, drugs and alcohol and the school's management of situations involving drugs and alcohol. National guidance (DfES/92/2004) and advice from the local Healthy Schools team have informed this policy. A drug is defined as any substance which, when taken in the body, affects the chemical composition of the body and how the body functions. This includes alcohol and tobacco. Our school operates a smoke free site and takes the matter of illegal drugs very seriously as part of our Healthy Schools programme. We are aware of the increasing problem of drug misuse throughout the country and within our community. We are committed to working with parents, ensuring that they will be informed of their children's drug education and have the opportunity to be informed and consulted about the school's policy and teaching programme. Drug education will mainly be taught as part of PSHE and Citizenship. Some aspects will be taught as part of the statutory Science Curriculum.

13.2.Vision and Aims

This policy reflects the Vision and Aims of the school:

- develop learning partnerships between home, school and the community, thereby encouraging the development of the whole child
- encourage each child to become independent, self-motivated and self-disciplined, showing respect for themselves and others

13.3.Morals and Values Framework

The drug and alcohol education programme reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.
- The goals of drug and alcohol education are:
 - For pupils to develop their knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle,

- Promote responsibility towards the use of drugs, relate these to their own actions, both now and in their future lives
- Encourage self-esteem and the confidence to resist peer pressure.

13.4. Equal Opportunities and Inclusion

The school is committed to the provision of drug and alcohol education to all of its pupils. Our programme aims to respond to any diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support eg:

- Support from other adults such as TAs
- Provision of differentiated materials
- Small group work

13.5. Content (see PSHE Policy)

The drugs programme is graduated and age appropriate.

Pupils learn that, whilst medicines make us well, all drugs, even medicines, can be harmful. They can talk about simple rules to keep safe with medicines and other drugs. They can talk about what goes into their body and what goes on their body, recognise safe and unsafe situations and identify and be able to talk to someone they trust. They begin to appreciate the dangers of smoking and express feelings about people smoking. They begin to know that some drinks contain alcohol and the effect of alcohol on the body, especially the dangers of alcohol for children. They learn key facts about drugs, the names and range of drugs and the related effects on the body of smoking, alcohol and illegal drugs. They learn to take responsibility for their own decisions. They can express their opinions confidently when discussing why people use drugs and develop assertiveness and self-confidence when faced with situations involving drugs, developing strategies to deal with peer influence and advertising. These lessons are with the Science curriculum where life processes and healthy lifestyles are also taught. The school aims to link Science to PSHE in a cross-curricular topic based approach.

13.6. Organisation

Drug and Alcohol Education should not be delivered in isolation but firmly embedded in all curriculum areas, including RE, SLT Assemblies, Personal, Social Health Education (PSHE) and Citizenship. At Preston Muslim Girls High School the *main* content is delivered in PSHE. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of Drug and Alcohol Education in school. Visitors are invited in to school because of the particular expertise required to facilitate lessons.

13.7 Responsibilities

The Head teacher has overall responsibility for supporting other members of staff in the implementation of these procedures. The Assistant Headteacher with pastoral responsibility is named as the designated senior member of staff with responsibility for the drug related procedures in this school and for disseminating any information on drug-related education.

Drug prevention is a whole school issue. All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident.

13.8 Dealing with Drug-Related Incidents

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer pupils to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises:

Medicines

Where pupils are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g. safe storage and administration of medicines in line with national guidance). Information for parents/carers on this issue is available on request from the school.

Tobacco

In line with legislation, the school has a policy of No Smoking in the building and on the school site.

Alcohol

No alcohol is consumed during the course of the normal school day. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Governing Body and forms part of the Lettings Contract.

Solvents

The school will ensure that potentially harmful substances are stored safely, and pupils will be supervised carefully where such substances are used in the course of their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

Illegal substances

No illegal or illicit substances should be brought to school or used on school premises.

13.9 What to do in the event of finding a drug or suspected illegal substance

- (1) Take possession of the drug/substance and inform the Head teacher/ Senior Leadership Team member who will inform the Head teacher at the first available opportunity.
- (2) In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- (3) The package should be signed by the person who discovered it and stored in a secure place.

(4) The Head teacher will always involve the school's link community liaison police officer in the case of suspected drugs or illegal substances in school

(5) In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed in order to protect all persons:

Do **NOT** attempt to pick up the needle.

If possible, cordon off the area to make it safe.

Inform the Head teacher/Senior Leadership Team member.

The needle should be placed in a sharps box stored in the staffroom and disposed of via a local medical surgery

10. What to do in the event of finding or suspecting a pupil is in possession of a drug/drug paraphernalia

(1) Request that the pupil hand over the article(s).

(2) Having taken possession of the substance/paraphernalia, the procedure should be followed as above.

(3) **EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.**

If a pupil refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:

The Head teacher and other authorised staff can search lockers etc. without the permission of the pupil when looking for prohibited items.

Teachers can search a pupil's outer clothing so long as a witness is present without the consent of the pupil. The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used in order to complete the search.

Pupils should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

11. Procedures for dealing with a pupil suspected to be under the influence of a drug or substance

Stay calm, place the pupil in a quiet area, do not leave on their own and seek ~~2~~ medical advice from the school's first aider who will assess the situation and

act appropriately, the Head teacher/Senior Leadership Team member must also be informed. Any suspected substances found should travel with the pupil if removed from the school for treatment. Vomit should be safely collected where possible by the school's First Aider and also taken with the pupil (for analysis). All drug related incidents will be recorded.

12. When to contact the police/disciplinary action

The police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the police advice into consideration.

Where controlled drugs are found, these will be delivered to the police as soon as possible.

Alcohol will be disposed of. Under no circumstances will be returned to the pupil.

Tobacco or cigarette papers will also be disposed of in the same way as alcohol.

If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called legal highs. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the school, the school would co-operate with the police should they wish to search the premises. As a result of a drug-related incident, the pupil(s) concerned will be subject to disciplinary action. This action may result in a fixed term exclusion and in the most serious of cases would result in permanent exclusion.

13. Procedures for dealing with drug-related incidents involving adults

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than pupils:

Adults may attend school premises under the influence of alcohol or drugs.

A parent or adult may attempt to remove a pupil from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.

An adult may behave aggressively, intimidate or threaten staff or assault school staff or pupils whilst appearing to be under the influence of alcohol or drugs.

School staff may be concerned that a parent or family member's drug misuse may put the pupil at risk.

An adult may be involving pupils in drug misuse or the supply of drugs to pupils.

These examples are not exhaustive and in each case, the Head teacher will take into account the safety of the whole school community including staff when determining the appropriate course of action. Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a pupil because they are under the influence of drugs or alcohol, they will first attempt to contact an alternative adult carer for the pupil before contacting the LA Social Care Services and, if necessary, the police. Where there are concerns over the safety of the pupil, school staff will attempt to persuade the adult not to leave the premises with the pupil until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the police. This will also be the case if an adult becomes threatening or aggressive. If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the pupils on school premises, the Head teacher or other member of staff will consult with the police.

14. Behaviour of Parents/Carers and Other Visitors to the School

We encourage close links with parents/carers and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document. A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community. Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents/carers and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence. We expect parents/carers and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent/carer or visitor behaviour is unacceptable.

14.1.Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone.
- Speaking in an aggressive/threatening tone.
- Physical intimidation e.g. standing very close to her/him.
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats.
- Shaking or holding a fist towards another person.
- Swearing.
- Pushing.
- Hitting, e.g. slapping, punching or kicking.
- Spitting.
- Racist or sexist comments.
- Sending inappropriate or abusive e-mails or letters to school staff or to the general school e-mail address.
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Circulating letters with derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers within the community or to others outside the school
- Breaking the school's security procedures
- Unacceptable behaviour may result in the Police being informed of the incident.

14.2.Procedures for Dealing with Unacceptable Behaviour

When a parent/carer or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Management Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, ban them from the school, and/or contact the police. When any parent/carer or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the school premises for a period of time, which will be determined by the school. Prior to a ban being imposed, the following steps will be taken:

Depending on the severity of the incident, the parent/carer/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the school premises.

In more serious cases, the parent/carer/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.

Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.

In all cases, parents/carers will still have the opportunity to discuss any issues relating to their pupil with school staff. Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.

If a parent/carer/visitor is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school. We will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy.

14.3.Unacceptable Use of Technology

Preston Muslim Girls High School takes the issue of unacceptable use of technology by any member of the school community very seriously. We

expect parents and other adults within the school community to act responsibly when using on-line technologies. The expectation of parents is set out on page 3. Failure to comply with these expectations could similarly result in parents and/or other adults being banned from the school site, and the incident may be reported to the police.

Appendix A

ENSURING GOOD BEHAVIOUR IN SCHOOLS -

A Summary for Head Teachers, Governing Bodies, Teachers, Parents and Pupils

Introduction

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

All pupils to show respect and courtesy towards teachers and other staff and towards each other;

Parents to encourage their children to show that respect and support the school's authority to discipline its pupils;

Head teachers to help create that culture of respect by supporting their staffs authority to discipline pupils and ensuring that this happens consistently across the school;

Governing bodies and Head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and

That every teacher will be good at managing and improving children's behaviour.

This document summarises the legal powers and duties that govern behaviour and attendance in school and explains how they apply to teachers, governing bodies, pupils and parents.

The Behaviour Policy

Every school must have a behaviour policy. The **Governing body** is responsible for setting general **principles that inform the behaviour policy**. The **Governing body** must consult the **Head teacher, school staff, parents and pupils** when developing these principles.

Head teachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of **pupils** at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among **pupils**. **Head teachers** must publicise the school behaviour policy, in writing, to **staff, parents and pupils** at least once a year.

Powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline **pupils** whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

Punishment

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property; and detention. **Head teachers** can also decide to **exclude a pupil for a fixed period (to suspend)** or to **permanently exclude** them.

Searching Pupils

School staff can search **pupils** with their consent for any item. A pupil's ability to give consent may, however, be influenced by the pupil's age or other factors. **Head teachers and staff authorised by the head teacher** have the power to search **pupils** or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are:

Knives and weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Inappropriate or pornographic images

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Use of Reasonable Force

All **school staff** have the power to use reasonable force to prevent **pupils** committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. **Head teachers and staff authorised by the Head teacher** can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Allegations of abuse against staff

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

The school's behaviour policy should set out the disciplinary action that will be taken against **pupils** who are found to have made malicious accusations against school staff.

Exclusion

The **Head teacher** decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and **the Governing body** must review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent appeal panel. *(Please note – changes to this particular legislation will come into force in September 2012)* **Schools** are under a duty to provide suitable full-time education for an excluded **pupil** from the sixth school day of any fixed period exclusion of more than five consecutive school days. **Local authorities** are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents

(References to parent or parents are to fathers as well as mothers, unless otherwise stated)

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the **parent** and the **school**; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their pupil (aged 5-16) receives suitable full-time education either at a school or by making other suitable arrangements. Where a pupil is not a registered pupil and other suitable arrangements are not made, the **parent** may receive a school attendance order from the **local authority** requiring them to register their child at a school. For school registered **pupils** or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within

the first five school days of any exclusion. If they do not, the **school or local authority** may issue a penalty sanction of £50 (rising to £100).

Parents must also ensure that their child attends the suitable full time education provided by the school Governing body or the local authority from the sixth day of exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the **school or local authority** applies for one.

Home/School Agreement For:

.....
1. *The Parents*

I/We shall:

See that my child goes to school regularly, on time and properly equipped

Inform the school of any issue that may be affecting my child.

Support the School vision which states: *"PMGHS children will be kind, considerate and respectful."*

Maintain a high level of involvement in my child's learning by supporting homework and attending school events and parent evenings.

Support the life of our school.

2. The Pupil will:

I will:

Come to school regularly and on time

Bring everything I need into school each day

Wear the school uniform and be smart and tidy

Do all my class work and home work as well as I can

Be kind, respectful and helpful to others

Take care of school equipment, the buildings, playground and field

3. The School will:

Provide a creative, broad and balanced skills based curriculum which develops the whole child.

Maintain an *"open door"* policy for parents to visit our school.

Keep you informed of your child's academic, social and emotional development and arrange opportunities for you to discuss their progress at any stage.

Provide a secure environment based on respect for both you and your child.

Uphold the Aims of the school at all times.

Signed: (Pupil)

Signed:(Parent)

Signed: (Headteacher)

BEHAVIOUR MANAGEMENT PLAN

INCORPORATING POSITIVE HANDLING PLAN

How to complete a Behaviour Management Plan (BMP)

Part A

Part A of the BMP is a list of the benefits and drawbacks relating to all the possible options which could be considered as control measures for dealing with the behaviour of an individual pupil. This Part of the Plan is not generally seen by parents or others but is merely a brainstorming session by school staff in order that the most appropriate options can be chosen for a particular pupil.

Some school staff have used this form as a template for the BMP for all pupils and have extensive options on Form A which they then use to choose the most appropriate option for inclusion in Part B.

Part B

Part B of the BMP is the Management Plan for an individual pupil. The sections correspond with those on Form A but schools will complete the sections with the options and control measures taken from those considered in Part A. Some or all of the options will be used to complete Part B. Once this form has been completed, schools should ensure that it is agreed by the parents (and, where appropriate, the pupil him/herself) and other parties involved in the education of the individual pupil.

It is important that any additional control measures identified are discussed with the school designated SENCO, Special Needs Service, Learning Support Service and/or other organisations, so that assistance can be given to ensuring that all reasonable control measures are in place for the individual pupil.

Part B of the BMP will then form part of the overall IEP for the pupil concerned and will be subject to the general annual review process, although earlier review may be necessary.

Part C

Part C of the BMP is completed **only** when staff have received training in positive handling techniques (currently Team Teach) and will include the preferred handling techniques to be used in the event of a serious escalation of challenging behaviour and when all other methods of control e.g. de-escalation have failed.

BEHAVIOUR MANAGEMENT PLAN - PART A INCORPORATING POSITIVE HANDLING PLAN

School:

Assessor: Date of Assessment: Review Date:

RISK REDUCTION OPTIONS

Risk reduction involves an examination of risk management options and consideration of the benefits and drawbacks of each option for the pupil, staff and others concerned. After weighing up the options available, some may be discarded as unsuitable. This will usually be because they have insufficient impact on the risk or have too many drawbacks (e.g. the use of a time out room may be considered to be the best option but the room designated may be some distance from the pupil's class base and therefore impractical to use). It is however important that **all** options are considered. This gives a history into those strategies that have been both tried and have failed or have succeeded. Such information should be recorded below:

Measures Possible Options Benefits Drawbacks Proactive interventions to prevent risk of challenging behaviour or self-injury

Early interventions to manage risk of challenging behaviour or self-injury

Reactive interventions to respond to adverse outcomes