

Vision Statement:

‘To empower people to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.’



GFM Policy for Behaviour

Policy Updated By	Latest Publish Date	Monitoring Cycle
Lucy Hudson	June 2023	Bi-Annually

Schedule for Development / Monitoring / Appendices/ Review

This policy was approved by the Governing Body on:	
The implementation of this policy will be monitored by the:	Principal and Senior Leadership Team
The Policy will be reviewed annually, or more regularly in the light of any significant new developments. The next anticipated review date will be:	June 2024
Should serious incidents take place, the following external persons/agencies should be informed:	Akram Tarik (Principal) and in his absence Jacqueline Morris (Vice Principal)

The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.’ (Paul Dix)

Our Core Beliefs

GFM’s behaviour policy is underpinned by the fundamental Islamic values of **honesty, generosity and kindness, being mindful and calm, fairness, manners and forgiveness**. At GFM, we strive to create a community that promotes and rewards students who embody these values and use restorative justice to encourage students to make better choices which demonstrate respect for themselves and other members of the community.

- ☑ Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- ☑ Reinforcing good behaviour helps children feel good about themselves.
- ☑ An effective reward system and celebrating success helps to further increase children’s self-esteem enabling them to achieve even more.
- ☑ To celebrate equality, diversity and inclusion by understanding each child’s needs and their individual circumstances to ensure we act in the fairest way possible for that child, at that moment.



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Aims and Objectives

- To use a consistent approach to behaviour management to promote a calm, purposeful and safe atmosphere across school.
- To encourage student independence and self-regulation of behaviour through embedding understanding of how we can make better choices and take responsibility for our actions.

Responsibility

- It is the responsibility of all staff members to lead by example and re-inforce the positive behaviour policy at GFM
- To support each other to be successful by recording all behaviour on GO4Schools – both positive and negative.
- All teachers should uphold high expectations of student aspirations and excellence so that all can succeed.
- All members of staff, student and parent community must respect and support the behaviour policy.
- Complete thorough investigations if incidents and provide reports when requested
- Liasie with all stakeholders as necessary

Positive Reinforcement

- The School will promote good and improved behaviour by students through a system of recognition and rewards.
- House points will be given to students on Go4Schools that show off our GFM (Grow, Flourish, Mindful) these will be given by teachers in class and can be rewarded at any time in school
- Students will also receive weekly awards for wider contribution to the school
- There will be regular opportunities to celebrate success through Form time programme, assemblies, rewards and trips and the secondary newsletter
- Appropriate and fair consequences are used in response to repeated or serious disruption to learning.
- When a reward is given, it should not be removed as a consequence for subsequent misbehaviour.
- Similarly, a consequence should not be withdrawn once given.
- Recognition and reward may include:

Appendices



GFM Policy for Behaviour

Use of Mobile Phones

This is not permitted to be used in school, on school premises during the school day. It should be turned off and kept away within their bag. **The school is NOT responsible for any damage, loss or theft of students' mobile phones.**

If this happens for a second time, it will be confiscated, and parents will be asked to collect it at the end of the day. Students that forget their laptop/IPAD cannot use their phones to access Teams or study. Students should not keep their phones or any devices in the lockers. **The school is NOT liable for any damage caused to confiscated material.** Furthermore, in signing the KHDA Parent-School contract, stakeholders agree to abide by school policies.

Investigation of an Incident

When a serious incident occurs teachers must inform HOY. Care must be taken when interviewing students, whether they are potential victims or perpetrators. Ask students to write a statement first. HoY or SSLT can check the cameras.

Searching of students bags and lockers

If bags or lockers need to be searched, ask the student for their consent, with another adult present. If they do not consent, contact a member of SLT.

FS & Phase 1

Positive reinforcement of good behaviour will teach children to be proud of their learning achievements as well as enabling them to recognize their own positive behaviors and of their peers. During the first few weeks of



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school this approach is continually reinforced. Where sanctions are used children are reminded their choice has a consequence.

Self- regulation Framework

FS Self-Regulation Process					
	Regulation 1	Regulation 2	Consequence 1	Consequence 2	Consequence 3
	Low-Level Disruption	Low-Level Disruption	Low-Level Disruption	Unsafe Behaviour	Physical Abuse
	Action	Action	Action	Action	Action
	Talk to the child using blank level questioning in a quiet area. 'What has happened?'	Ask the child how they are feeling using self-regulation mirror/pictures areas, do not ask the child to look at you (in some cultures this is perceived as rude)	Visiting a buddy class for self-regulation time. Explain to the child why they are going there and how long they are there for.	Visiting HOY room. Explain to the child why they are going there and how long they are there for.	Visiting AHT/DHT. Explain to the child why they are going there.

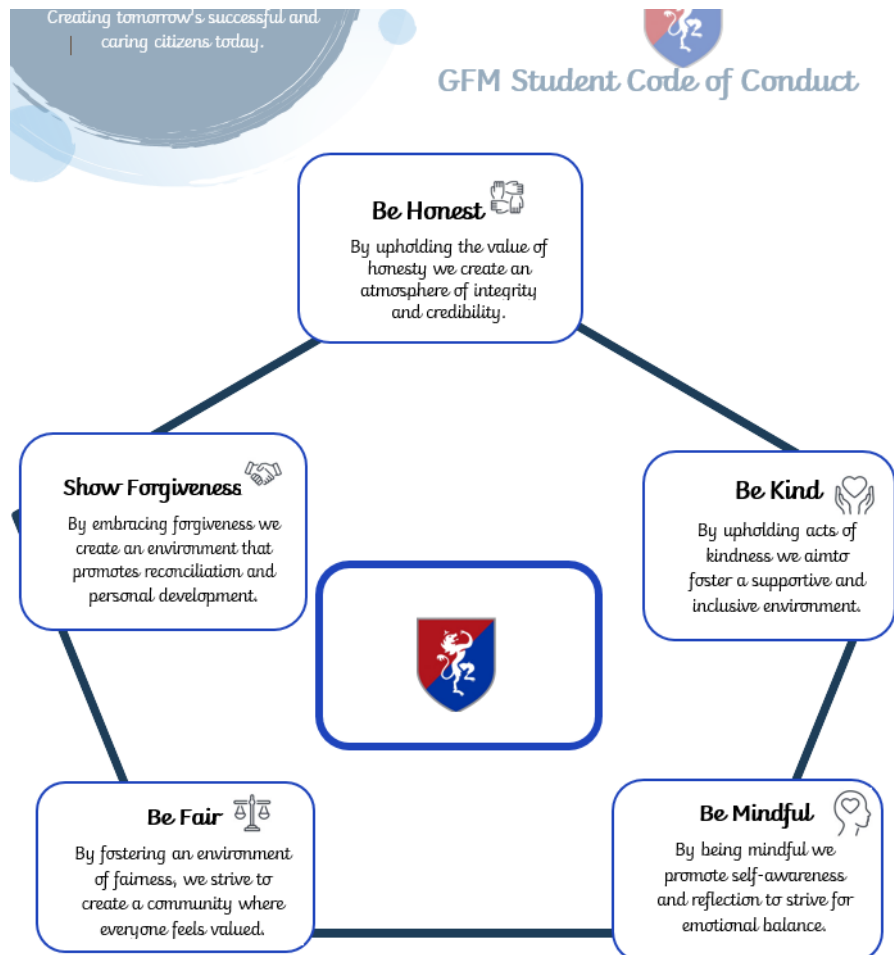


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Phase 2

During the induction period, students are introduced to our student code of conduct which embeds and promotes Islamic Values in making good behavioural choices. Positive reinforcement will teach children to be proud of their learning achievements as well as enabling them to recognize their own positive behaviors and of their peers.

Phase 2 Student Code of Conduct

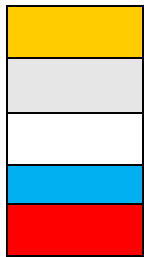




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Classroom management Non-Negotiables

- Each classroom must have a visible behaviour chart to allow children to regulate their behaviour.
- Each classroom must display student code of conduct.
- In **Years 1-6** Points will be awarded on **Go4Schools** inline with where students achieve on regulation chart at the end of the day.
- In **Phase 1** Points will be awarded on **Class Dojo**



Gold – 3 points

Silver- 2 points

Mindful – 1 point

Warning – 0 points

Consequence- Points deducted in line with escalation policy.

Points at end of Half Term	Reward
Top 3 students on G4S	Invitation to half termly reward party
Top 5 Students per class	Gold behaviour certificate awarded

Points are awarded in line with the Student Code of Conduct which promotes Islamic Values within student behaviour.

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Phase 2 Escalation Framework

If a child has not undertaken behaviour which constitutes a C3, but has 25 negative G4S points within a half term, class teachers must reach out to HOY/AHT for in class support strategies.

Warning/Regulation	Primary Consequence Escalation					
	Consequence 1 Minus 1 point	Consequence 2 Minus 2 points	Consequence 3 Minus 3 points	Consequence 4 Minus 5 points	Consequence 5 Minus 10 points	Consequence 6 Minus 20 points
Low level disruption Getting out of chairs and moving around classroom	Shouting in Lessons Ipad Misuage Taking peer's items Damage to another child's property Ignoring teacher instructions Name calling Low Level disruption	Unsafe physical behaviour Inappropriate language- In Arabic and English Significant damage to school property Inappropriate use of technology Verbal abuse to another staff / student Deliberate unkind	First instance of truanting Significant damage to other student property Stealing Intentional Physical abuse with no injury Racism Highly inappropriate language (inclusive of cultural disrespect) Bullying (perpetual)	Physical fight resulting in injury. Causing injury or serious harm to another student. Repeated acts of truancy Perpetual cyber bullying Repeated acts of racism Repeated highly inappropriate language Repeated Acts of Consequence 3	Repeated Consequence 4	Substance abuse Extreme physical abuse Extreme cyber bullying
Action: Class Teacher- Specialist teacher if offence happens in specialist lesson	Action: Class teacher Specialist teacher if the offence happens in specialist lesson	Action: Class teacher /Specialist teacher/ HOY	Action: 1) Teacher present at time of incidence to investigate using statement forms 2) Inform Head of Department 3)HOY to contact to parents	Action: Assistant Head Teacher	Action: Deputy Head Teacher	Action: Primary Head and VP/ P
Reminder of positive behavior required	Reflection Sheet to be completed by students at break time.	Implement Restorative Justice - complete booklet during break time.	Half Day Internal Exclusion (and Behaviour Chart where necessary)	Full Day Internal Exclusion Removal of privileges including Pink Pass/ School Trips/ Residential/ Extra-curricular days/ leadership opportunities.	One day external exclusion.	Permanent expulsion
Reflection on student code of conduct		Parents informed via phone call	Behaviour pack completed	Parents informed. See counsellor and return to class meeting with AHT. Behaviour plan for one week must be carried out before another internal exclusion can be given.	Parents informed. KHDA informed	Parents and KHDA informed
Escalation - Repeated offence in <u>same consequence category</u>						
If repeated C1	1. Parents to be informed via email if more than five C1s have been recorded per half term. 2. Phone call to parents 3. Invite parents in for Face to Face meeting 4. Invite parents and HOY for meeting					
If repeated C2	1. Parents to be informed via email if more than two C2s have been recorded per half term. 2. Invite parents in for Face to Face meeting 3. Invite parents and HOY for meeting 4. HOY to liaise with AHT for support					
If Repeated C3	If C3 occurs more than once, go to C4 actions. There must be at least one week inbetween exclusions to allow time for restorative justice impact.					



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Phase 2 Internal and External Exclusion Framework

Half Day Internal Exclusion

A child cannot have two consecutive internal exclusions in one week, after an internal exclusion a behaviour chart and support plan must be implemented by the CT for at least one week.

- Class teacher, HOY and AHT if needed complete investigation
- Parents informed by CT/ HOY or AHT of internal exclusion (dependent on severity of the incident)
- **Teacher prepares all work for student** including contacting MOE department for learning that will be missed in these subjects.
- Student completes learning in designated learning space for the day, including working with AHT to reflect on behaviour using *Student Code of Conduct Restorative Justice* sheet.
- Period 7- meeting with a counsellor before returning to class. CT to organise this with Counsellor.
- CT informs parents with an overview of how the day went for their child.

Full Day Internal Exclusion

A child cannot have two consecutive internal exclusions in one week, after an internal exclusion a behaviour chart and support plan must be implemented by the HOY and CT for at least one week.

- AHT completes investigation and informs parents.
- **Teacher prepares all work for student** includes contacting MOE department for learning that will be missed in these subjects.
- Student completes learning in designated learning space for the day, including working with AHT to reflect on behaviour using *Student Code of Conduct Restorative Justice* sheet.
- AHT, CT, Parent and child return to class meeting the morning after the internal exclusion.
- Behaviour plan created and implemented by CT for a minimum of one week post internal exclusion.





GFM Policy for Behaviour

External Exclusion

Unless for extreme cases, a child cannot be given an external exclusion without evidence of a prior behaviour plan being put in place. CT must have contacted HOY/ AHT/ DHT for support with behavioural concerns.

- AHT/ DHT complete investigation.
- DHT prepares exclusion letter – signed by Principal/ Vice Principal
- Parents informed by DHT of external exclusion. Parents are requested to attend a restorative return to school meeting after exclusion is completed.
- **Class Teacher prepares all work for student** - includes contacting MOE department/ specialist teachers for learning that will be missed in these subjects.
- Student completes learning at home
- Child's return to school - meeting with a counsellor before returning to class. AHT to organise this with Counsellor. Meeting with AHT to reflect on behaviour using *Student Code of Conduct Restorative Justice* sheet.
- Full behaviour plan in place with support from CT and AHT/DHT, parent and child.

Phase 3/4 Appendices

Detention Room

This space has been provided where we feel certain actions by student(s) may warrant some temporary time with regards to reflection. Teachers will denote a reflection after students have not complied with the V1, C1 warnings system. Students can receive 2 types of Reflection. If a student receives more than two C1s in a day he will have a C2 the following day. Students cannot eat or study during the detention and must sit in silence. If behaviour goes above a C3 a student can only be removed from the lesson after the HoY or SSLT approve it. They will then be kept in the Reflection room for one lesson. This is called a C3+

- C1- Logged warning on G4S, no reflection
- C2- 20-minute reflection during Break
- C3- 30- minute reflection during Break
- C3+-Removal from one lesson to the Reflection room

Reflection Room



GFM Policy for Behaviour

Students that have been excluded for a C4 offense will be able to do an internal suspension in the school. Students will follow a restorative program where they can reflect on their past misbehaviour and focus on a fresh start to improve. No devices will be allowed. Students will focus on core revision as part of their studies with the remaining time spent focusing on the schools behaviour policy and ways to support the student in the school. If two students have had a fight a restorative justice approach will be taken to ensure students can back to the classroom with their differences settled. If a student displays unacceptable behaviour in the Reflection room, his sanction will be escalated to a C5 and the following day he will be externally excluded.

Investigation process

Type 1: Parent complaint (see the complaints policy)

When senior leaders are conducting an investigation into a parent complaint, here are the steps must follow:

1. **Acknowledge the Complaint:** Senior leaders should acknowledge the parent complaint promptly and assure the parent that their concerns will be addressed seriously and thoroughly. A written confirmation is sent to the family.
2. **Review the Complaint:** Carefully review the complaint to understand the specific issues raised by the parent. Take note of any relevant details, dates, people involved, and any supporting documentation or evidence provided.
3. **Assign an Investigator:** Designate an investigating officer from the senior team to lead the investigation. The investigating officer calls the parent to introduce themselves and inform them that they are leading the investigation.
4. **Gather Information:** Collect all necessary information related to the complaint: staff and/or student statements, view any necessary CCTV footage, collate email threads. Refer to any relevant policies or procedures.
5. **Follow the trail within the findings:**
6. **Document Findings:** Thoroughly document the findings of the investigation on the investigation record, including relevant facts, statements, attaching evidence and listing recommendations and next steps. Maintain confidentiality and handle all information securely.
7. **Evaluate Policies and Procedures:** Assess whether any existing policies or procedures need to be reviewed or revised based on the findings of the investigation. Determine if improvements can be made to prevent similar complaints in the future.
8. **Communicate Findings:** Prepare a clear and concise report summarizing the investigation's findings. Share the report with all relevant stakeholders, including the parent who raised the complaint, while respecting privacy and confidentiality.
9. **Take Appropriate Action:** If the investigation reveals wrongdoing or a breach of policies, take appropriate action based on the severity of the findings. This may involve disciplinary measures, additional training, policy updates, or other corrective actions.



GFM Policy for Behaviour

10. Follow-up and Resolution:

Ensure that the parent is informed of the actions taken as a result of the investigation. Address any remaining concerns or questions they may have and provide avenues for further communication or appeal if necessary.

GFM Parents:

- GFM expects parents to communicate with staff in a positive manner
- GFM expects parents to work together to support our students
- Parents must support students attendance, uniform and punctuality
- Parents must support with making students understand their mistakes and support to help students make the right decisions
- Parents understand that after 3 warning letters, students can be blocked from re-enrolling at GFM
- Parents must come to collect their child from school after any serious incident
- We prefer to work in partnership with parents and when there are circumstances where a student is involved in repeated unacceptable behaviour or a serious incident, we will always prioritise communication with parents to help resolve the situation

Consequences

Outlined below are examples of unacceptable behaviour for learning and their consequences. This list is not exhaustive but serves as a guide. Where necessary, students with a Special Educational Need or Disability, may have an individualised Behaviour for Learning Support Plan, developed by the Inclusion Department.



GFM Policy for Behaviour

Level 1- Class Teacher/Form Tutor C1/C2 Logged on G4S	Level 2 – HoY C3 Logged on G4S	Level 3 - HoS input C4 Logged on G4S	Level 3 - Principal input Logged on G4S
<p>Example incidents</p> <ul style="list-style-type: none"> • Chewing gum; • Not following instructions; • No home learning; • Lack of equipment; • Short term lack of effort; • Disruption or disrespect to staff; • Littering • Incorrect uniform • Lateness • Lack of respect • Inappropriate use of technology; • Inappropriate behaviour between students • Inappropriate language • Reckless behaviour at lunchtime 	<p>Incident</p> <ul style="list-style-type: none"> • Persistence of Level 1 incidents • Extreme Rudeness • Verbally aggressive behaviour; • Bullying - verbal • Defiance • Graffiti of tables • Harassment; • Swearing or use of offensive language • Academic malpractice in assessments • Missing a detention equals to two C3s 	<p>Incident</p> <ul style="list-style-type: none"> • Truancy from school & lessons • Refusal to comply with our Policy; • Racial/gender harassment; • Fighting where another student has been punched • Cyber-bullying • Illegal item-Bringing an illegal item into school without intent • Searching inappropriate items on a school computer • Inappropriate behaviour on the school stairways • Graffiti of the school grounds • Selling of sweets/drinks/cards/games on the school grounds • 50 Negative points on G4S 	<p>Incident</p> <ul style="list-style-type: none"> • Aggressive behaviour; • Refusal to comply with our Policy; • Theft/arson/vandalism; • Inappropriate gender contact/abuse; • Racial/gender harassment; • Sexual contact with another student • Fighting- In which another student has been hurt • Bringing alcohol or drugs to school • CSE-Child sexual exploitation • Threatened violence; • Carrying a weapon; • Illegal substances related offence; • Making social media videos of staff and/or students • Grooming of younger students • Dropping of items on the stairwell • Damaging the school reputation inside/outside of the school • Physical aggression; • Bullying persistent/physical • Vaping/e-cigarette's, including selling/intending to sell • Cyber-Bullying • Pornography or illicit material • Academic malpractice in State exams • 100 Negative Points on G4S • 150 Negative Points on G4S



GFM Policy for Behaviour

Consequences

Outlined below are examples of unacceptable attitude to learning and their consequences. This list is not exhaustive but serves as a guide:

V1- First verbal warning

C1- Second warning, to be logged on G4S

C2- Consequence 2- 20 minute lunchtime reflection

C3- Consequence 3. 30 minute lunchtime reflection **Immediate phone call home**

C3+-Consequence Removal from lesson and sent to the mindfulness room for one lesson, **Immediate phone call home**

C4 (for serious actions– internal suspension warning letter issued

C5- For extremely serious cases listed above, external suspension, warning letter issued

Report Card System

The Report card system will be issued to any students with persistent misbehaviour. These reports will be given to students for two weeks starting with the Form tutor. Parents will be informed that they are on report. Failure to improve behaviour will lead to the Yellow report with exclusion from break-times. Failure to improve on the yellow report will lead to a red report, exclusion from school and a warning letter being issued to the student. Report card procedure is attached in the Appendix.

- Green to start for Form Tutors
- Yellow for Heads of Year
- Red for Secondary SLT

Escalation for Exclusion

- Students can be excluded from the school for serious or persistent breaches of the school's Behaviour for Learning Policy, and if allowing the student to remain in school would harm the education of other students.
- Only the Head of Secondary, or acting Head of Secondary, can exclude a student from the school. Before doing so they will consider the facts and evidence, allow the student to give their version of events, and take into consideration if a student has SEND needs.
- The Head of Secondary will immediately inform parents in writing regarding the following: The reasons for the exclusion; the length of the exclusion; Information about the parent's right to make representations; the process of parent meetings and reintegration following the exclusion.



GFM Policy for Behaviour

- Students that have no previous misbehaviour in the school and receive a C4 will receive a 1-day internal exclusion. Students' parents will be notified to attend a meeting in school and given a warning letter to sign which will be sent to the GRE and KHDA. Students will begin a yellow report and a support plan will be put in. Students could receive longer than 1 day depending on the seriousness of the incident
- Students that receive a second exclusion will be given a 3-day external exclusion Students' parents will be notified to attend a meeting in school and given a second warning letter to sign which will be kept for the KHDA, students will be given a red report and a support plan will be put in place to support the student. The parents must sign an undertaking contract over the students behaviour
- Students that receive a third exclusion will be given a 3-day external exclusion and no access to online learning. Students' parents will be notified to attend a meeting in school and given a warning letter to sign which will be kept for the KHDA. These students will be blocked from re-enrolment in the school.
- For students that receive a 4th/5th exclusion, parents will be notified to attend a meeting in school and given a warning letter to sign which will be kept for the KHDA. These students will be blocked from re-enrolment in the school.
- Following a period of exclusion procedures are in place to support the student reintegration back into lessons. This includes a parental meeting to reinforce expectations and joint support; a report to track positive and negative behaviours as part of a behaviour contract; an undertaking contract and, if applicable, a period of internal isolation.

Warning Letters and Undertaking Contracts:

- Students can get a warning letter for a C4 or C5 offense
- Students will receive an undertaking contract for a second/third warning letter, students can also receive an undertaking contract for a serious safeguarding incident
- Students can also get a punctuality warning letter for coming late more than 5 times in a term
- Students can get a punctuality warning letter if they come late to lesson more than 10 times in a term without a valid excuse
- Students can get a uniform warning letter if they wear the incorrect uniform 10 times in a term

Support for Excluded Students

Some students will need more support to adjust to school life and may need extra guidance and support that the school can offer this may include a range of adapted action plans and interventions.

Monitoring and review

This policy has been discussed and agreed by the GFM teaching staff and leadership teams for implementation.



GFM Policy for Behaviour