



# **ABU BAKR AL-IHSAAN ACADEMY**

## **Behaviour, Rewards & Sanctions Policy 2025**

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| <b>Welfare Officer &amp; Behaviour lead</b> |
| Nasira Nadeem                               |
| <b>Welfare Support Officer</b>              |
| Gita Patel                                  |

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| Reviewed:<br>September 2025 | Next Review:<br>September 2026<br>(or sooner if required) |
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# Behaviour, Rewards & Sanctions Policy

*'Indeed, I have been sent for no other reason but to perfect good character.'*

**Hadith**

The Prophet of Allah (peace be upon him) himself displayed exceptional character and was himself a manifestation of excellent character to the extent that he was praised by Almighty Allah in the Qur'an.

*'And you surely, possess sublime moral excellences.'*

**Surah Al Qalam:4**

This policy provides a model of good practice that covers all aspects of school contributing to the development of excellent behaviour and character within a positive ethos both inside and outside the classroom.

The establishment of good standards of behaviour is a whole-school responsibility of all staff in partnership with pupils and parents. Mutual support, consistency and regular communication are essential components of an effective partnership.

Effective behaviour management is essential for the smooth running of the school. The school recognises the importance of teaching appropriate behaviour and does this explicitly through the curriculum and implicitly through example.

All members of the school are expected to help maintain an atmosphere conducive to learning within a framework of mutual respect, courtesy and consideration, allowing teachers to teach and pupils to learn.

## **AIMS**

The overarching aims of this policy are:

- To develop character as embodied by our beloved prophet (peace be upon him).
- To promote good character and encourage achievement.
- To support pupils in learning self-discipline.
- To enable effective teaching and learning.
- To create a safe and secure environment for pupils and staff.
- To teach pupils to understand, accept and respect differences in individuals.
- To promote respect for all incorporating Fundamental British values.

- To promote equality especially with regards to the nine protected characteristics.

## **REWARDS**

High levels of motivation can be developed in various ways. In particular, the achievements and contributions of pupils, both as individuals and groups, should be recognised and commended. Encouragement, praise and reward are an essential part of positive behaviour.

| <b>Rewards used at Abu Bakr Al-Ihsaan Academy</b>                                                                                                                                                                                                                                                                                                |                                |
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| Verbal/nonverbal recognition<br><br>Display of work<br><br>Positive comments in the school planner<br><br>Special responsibility e.g. class ambassador or prefects<br><br>Letter or well-done card to parents/guardian<br><br>Recognition in assemblies<br><br>Positive and encouraging comments in reports                                      | <b>Regular rewards</b>         |
| Awards and prizes distributed at achievement assemblies each term/year.<br><br>Rewards based on merits accumulated termly/annually.<br><br>Subject rewards awarded bi-annually.<br><br>Attendance & punctuality awards at the end of the year.<br><br>Appointment of prefects, leaders and members of School Council<br><br>Annual reward visits | <b>Termly or Annual awards</b> |

## **Merits**

These are issued to pupils as recognition for positive behaviour; Merits are awarded by staff for both academic excellence and service to the school. Accumulated merits will be rewarded with prizes.

Bronze, silver, gold and platinum certificates are given at the end of every term and will be awarded when pupils have collected 50, 100, 200 and 300 merits respectively.

- Pupils should keep a record of merits awarded in their merit sheets/Planners.

- Merits should be awarded for excellent work above and beyond that which is normally achieved by a pupil. (In some exceptional circumstances merits can be awarded for good behaviour.)
- Do not award merits for work which is only what is expected.
- Do not award merits for minor acts of community service (carrying bags or opening doors).
- Awarding more than one merit for the same service or piece of work should only be done in exceptional circumstances. Two merits are the maximum that can be given for any act or service.

## **SANCTIONS**

Pupils will not always behave in the way we may wish and we will then implement sanctions which are two-fold:

- A sanction will be issued as a consequence of inappropriate behaviour.
- To encourage pupils to reflect on their inappropriate behaviour and learn strategies to avoid such behaviour in the future.

All staff are responsible for the behaviour and discipline of pupils under their supervision and should use effective strategies and sanctions to maintain an orderly environment for learning.

In dealing with matters of indiscipline or unacceptable behaviour, staff should always:

- Act justly and fairly and be seen to do so.
- Establish a relationship of respect with pupils.
- Make it clear to the pupil why the sanction is being applied
- Deal promptly and personally in matters of discipline.
- Apply a consistent approach.
- Ensure it is the behaviour and not the person that is being punished.
- Ensure sanctions are proportional to the offence.
- Take account of age, maturity and special needs of the pupil or any other relevant circumstances.

Sanctions MUST NOT...

- Degrade pupils or cause them public or private humiliation.
- Cause physical pain to pupils.
- Involve physical force.

| <b>MINOR</b><br>Low Level Disruption                                                                                                                                                                                                                                                                                                                                                                      | <b>CONCERN</b><br>Poor Behaviour                                                                                                                                                                                                                                                                                                                                                                             | <b>REFERRAL TO WSO</b><br>Persistent Poor Behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>INTERVENTION</b><br>BEHAVIOUR OFFICER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>MAJOR</b><br>REFERRAL SLT/HEAD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>SERIOUS</b><br>HEAD TEACHER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>CLASSROOM BEHAVIOUR</b>                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>SCHOOL INCIDENTS (&amp; persistent CB)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Examples include</p> <ul style="list-style-type: none"> <li>Talking out of turn/shouting out</li> <li>Not on task/wasting time</li> <li>Not following instruction</li> <li>Distracting behaviour/noises</li> <li>Disturbing the teacher/lesson</li> <li>Out of seat without permission</li> <li>Late to lesson</li> <li>Sitting in incorrect seat</li> <li>Other low level class disruption</li> </ul> | <p>Examples include:</p> <ul style="list-style-type: none"> <li>Persistent 'Stage 1' behaviour</li> <li>Ignoring instructions</li> <li>Lateness to lessons without valid reason</li> <li>Chewing or eating in class</li> <li>Dropping litter / food</li> <li>Talking in Assembly/Salah/test</li> <li>Running in classroom/corridors</li> <li>Copying others work</li> <li>Other stage 2 behaviour</li> </ul> | <p>Examples include:</p> <ul style="list-style-type: none"> <li>Persistent 'Stage 2' behaviour</li> <li>Not following instruction after a warning</li> <li>Missing a class detention</li> <li>Cheating in test</li> <li>Disrespectful dialogue about another child</li> <li>Misuse of classroom equipment</li> <li>Minor damage to another child's or school property</li> <li>Persistent disruption to lesson</li> <li>Intentionally upsetting another pupil</li> <li>Other stage 3 behaviour</li> </ul> | <p>Examples include:</p> <ul style="list-style-type: none"> <li>Persistent stage 3 behaviour including 4<sup>th</sup> + occurrence</li> <li>Deliberately causing distress to another pupil.</li> <li>Harassment</li> <li>Misuse of school property</li> <li>Missing detention WSO</li> <li>Spreading hurtful rumours</li> <li>Lying to get out of trouble or to get someone else in trouble</li> <li>Aggressive behaviour towards peers (non-contact).</li> <li>Refusal to follow instruction</li> <li>Playful fighting- Water fight</li> <li>Persistent disruption to lesson</li> <li>Graffiti</li> <li>Cyber bullying- minor</li> </ul> | <p>Examples include:</p> <ul style="list-style-type: none"> <li>Persistent stage 4 behaviour</li> <li>Persistent poor conduct in school</li> <li>Defiance or challenging authority</li> <li>Deliberate breaking school rules</li> <li>Verbal threats of violence</li> <li>Verbal abuse</li> <li>Disrespectful dialogue towards member of staff</li> <li>Leaving a learning environment without permission</li> <li>Deliberate damage to another child's or school property</li> <li>Carrying mobile phone</li> <li>Deliberately targeting another child-bullying</li> <li>Aggressive behaviour towards peers (contact)</li> <li>Inappropriate behaviour on trip</li> <li>Truanting from lessons/ school</li> <li>Cyber bullying- major</li> </ul> | <p>Persistent stage 5 behaviour</p> <ul style="list-style-type: none"> <li>Physical violence</li> <li>Verbal abuse towards member of staff</li> <li>Leaving the school premises without permission</li> <li>Vandalism</li> <li>Using mobile phone/device in school</li> <li>Bringing prohibited material to school</li> <li>Stealing</li> <li>Inappropriate physical behaviour/contact</li> <li>Actions which affect the health and safety, welfare and learning of members of the school community.</li> <li>Any form of peer-on-peer abuse including sexual harassment or violence.</li> </ul> |
| <p><b>First occurrence;</b></p> <ul style="list-style-type: none"> <li>No H/W submitted</li> <li>No H/w planner</li> <li>No exercise book</li> <li>Incorrect/missing equipment</li> <li>Incomplete classwork</li> <li>Poor presentation of work</li> <li>Incorrect uniform</li> <li>Lack of contribution in class activity/group work</li> </ul>                                                          | <p><b>Second occurrence;</b></p> <ul style="list-style-type: none"> <li>No H/W submitted</li> <li>No H/W planner</li> <li>No exercise book</li> <li>Missing equipment/resources</li> <li>Incomplete classwork</li> <li>Poor presentation of work</li> <li>Incorrect uniform</li> <li>Lack of contribution in class activity/group work</li> </ul>                                                            | <p><b>Third occurrence;</b></p> <ul style="list-style-type: none"> <li>No H/W submitted</li> <li>No H/W planner</li> <li>No exercise book</li> <li>Missing equipment/resources</li> <li>Incomplete classwork</li> <li>Poor presentation of work</li> <li>Incorrect uniform</li> <li>Lack of contribution in class activity/group work</li> </ul>                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| STAGE 1<br>Low Level Disruption<br><b>MINOR</b>                                                                                                                                                                                                                                 | STAGE 2<br>Poor Behaviour<br><b>CONCERN</b>                                                                                                                                                                                                                                                                                                                                            | STAGE 3<br>Persistent Poor Behaviour<br><b>REFERRAL TO WSO</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        | STAGE 4<br><b>INTERVENTION</b>                                                                                                                                                                                                                                                                                                                                                                                     | STAGE 5<br><b>MAJOR</b>                                                                                                                                                                                                                                                                                                                                                                                                        | STAGE 6<br><b>SERIOUS</b>                                                                                                                                                                                                                                                                                                                                                                   |
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| Warning from class teacher                                                                                                                                                                                                                                                      | Consequences from class teacher                                                                                                                                                                                                                                                                                                                                                        | Consequences from class teacher                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Consequences from BWO                                                                                                                                                                                                                                                                                                                                                                                              | Consequences from BO/SLT                                                                                                                                                                                                                                                                                                                                                                                                       | Consequences from SLT/HEAD                                                                                                                                                                                                                                                                                                                                                                  |
| <p>One or more of these will apply:</p> <ul style="list-style-type: none"> <li>• A quiet word from class teacher</li> <li>• Reminder of the school rules</li> <li>• Name on the board</li> <li>• Monitor pupil behaviour</li> </ul> <p>Teacher to update their class record</p> | <p>One or more of these will apply:</p> <ul style="list-style-type: none"> <li>• Moved seats</li> <li>• Note for parents in planner</li> <li>• Time out lesson (10 min)</li> <li>• Break/lunch detention</li> <li>• Additional work set</li> <li>• Create a behaviour Log</li> <li>• Formal warning</li> </ul> <p>In addition, Teacher to record behaviour on HUB &amp; update WSO</p> | <p>One or more of these will apply:</p> <ul style="list-style-type: none"> <li>• Referred to WSO</li> <li>• Separated from class onto reflection table</li> <li>• Lunch time detention-30 min</li> <li>• Case study -200 words</li> <li>• Phone call home (Made by WSO)</li> <li>• Subject report</li> <li>• Sent to Behaviour officer.</li> <li>• Set targets using behaviour log</li> <li>• 60 min after school detention</li> </ul> <p>Teacher/WSO to record behaviour on HUB &amp; update BWO</p> | <p>One or more of these will apply:</p> <ul style="list-style-type: none"> <li>• Removed from lesson</li> <li>• Reflection exercise</li> <li>• Case study 500 words</li> <li>• Letter of apology</li> <li>• Phone call home</li> <li>• Internal isolation-half day</li> <li>• Confiscation of item</li> <li>• Community service</li> <li>• Behaviour to be monitored report</li> <li>• Mentoring by WSO</li> </ul> | <p>One or more of these will apply:</p> <ul style="list-style-type: none"> <li>• Internal isolation-full</li> <li>• Home time detention</li> <li>• Behaviour Report</li> <li>• Behaviour contract</li> <li>• 1 day Suspension</li> <li>• BWO Meeting with parent</li> <li>• Meeting with head teacher/SLT</li> <li>• Re-admissions review</li> <li>• Name added to 'pupil concern list'</li> <li>• Mentoring by WSO</li> </ul> | <p>One or more of these will apply:</p> <ul style="list-style-type: none"> <li>• Fixed Suspension</li> <li>• Permanent exclusion</li> <li>• Staggered timetable</li> <li>• Termination of admission</li> <li>• Meeting with parent and Headteacher</li> <li>• Any form of peer-on-peer abuse including sexual harassment or violence will be dealt with on a case-by-case basis.</li> </ul> |

### **Low level offences within classroom (Column 1)**

For low level offences it is our school policy that staff should speak to pupils and encourage them to be more responsible towards their behaviour in a manner guided by the teachings of the Qur'an and the guidance of our Prophet (SAW). A short detention of up to 15mins can be issued which does **NOT** require a formal notification to parents. This detention can take place during break time or lunchtime. A pupil can be sent out of the classroom to reflect on their behaviour when there is no improvement. However, this should be for a maximum of 5 minutes only. Should senior staff be required, please ask a pupil to notify the office.

**When using the behaviour consequences chart, it is expected that staff will ensure the following:**

- It must be clear to the pupil why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- The sanctions are proportionate to the behaviour.
- It should be the behaviour rather than the person that is being sanctioned.

### **EXPECTATIONS IN CLASS**

Pupils have a responsibility for maintaining an appropriate learning environment in the classroom. All pupils must ensure they promote a safe and productive atmosphere in which all pupils can achieve. Disruptive behaviour hinders the education of others and is unacceptable.

Pupils must:

- Be on time to lessons
- Enter and leave rooms sensibly without pushing, shoving or shouting
- Get their equipment ready and planners out
- Always follow instructions - not challenge or argue
- Stay on task and work as hard as they can - not disrupt the learning of others
- Put their hand up to speak, or if they need help, not interrupt
- Respect others.
- Use appropriate language, not swear or argue
- Ensure they keep their hands, feet and other objects to themselves
- Wait for the teacher to dismiss them at the end of the lesson



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### **EXPECTATIONS IN AND AROUND SCHOOL**

In order for the safe movement of pupils around the school site it is important that all pupils move in an orderly manner around the school during lesson changeover, break and lunch.

Staff on duty will ensure pupils are moving around safely. If any misbehaviour is identified, it will be recorded and the welfare officer will address the issue.

Around the school, pupils must:

- Always follow instructions first time, not challenge or argue.
- Walk around school, keeping on the right-hand side, not run or linger around.
- Move around school quietly, not shout, scream or name call and quickly get to lessons using the most direct route.
- Be polite and respectful to all the people you meet in school
- Not push, shove or name call.
- Not damage other peoples' property.
- Keep the school buildings clean and tidy
- Not graffiti or litter at any time.
- Ensure all food & drinks are consumed in the dining area at break and lunch time.
- Leave the playground punctually at the end of break and lunchtime.

### **CHEWING GUM**

The school is a gum free zone. Any pupil chewing gum in school whether in the classroom or around school will be sanctioned.

## **MOBILE PHONES**

Mobile phones should not be brought in to school where possible. If parents put in a written request which is approved by the headteacher, pupils should switch the phone off and leave it in the office.

If pupils do not hand in their phones and are found in their possession the mobile phone will be confiscated.

Where phones are confiscated, parents need to make an appointment with the Welfare Officer to collect the phone at the end of term.

## **'Out of Bounds' Areas**

For Health & Safety reasons certain parts of the school site have been designated as 'out of bounds' for pupils. At times, when it is necessary for pupils to go to these areas, permission must be obtained from a member of staff.

The 'Out of Bounds' places are:

- Any classroom/office without a member of staff.
- The staffroom
- All external areas apart from the playground.

## **Isolation**

For behaviour identified in column 4, individual pupils may be separated from their class for the duration of at least half a day. Parents will be informed of this sanction. Provision for lunch and break must be made by the individual pupil. The pupil cannot partake in any special events that are scheduled during this time.

## **Severe Offences**

Severe offences may result in fixed or permanent exclusion. A discussion with parents, the pupil concerned and the Head Teacher will take place to decide the future of the pupil at our school. The school reserves the right to determine fixed term exclusion before discussions with parents take place. Pupils can be excluded for up to 5 days or be permanently expelled.

The Head Teacher may also request pupils to carry out other duties/sanctions, e.g.

- Letter of apology
- Picking up litter in the playground

- Tidying a classroom
- Help clear the dining hall after lunch
- Removing graffiti

### **Continued Unacceptable Behaviour**

Pupils who consistently fall below our behaviour expectations may be asked to stay at home and can return only accompanied with parents where discussion between all parties concerned will take place before the individual concerned can return to the classroom. This will be accomplished, where possible, within 48 hours.

### **Behaviour Reports**

Reports are provided for pupils to help them manage their own behaviour.

All reports must be signed by parents at the end of the day, the report must be shown to the member of staff who issued it at the beginning of the following day. If the report is unsatisfactory, further sanctions may be applied.

### **EXPECTATIONS IN THE COMMUNITY**

The behaviour and attitude pupils display coming to and from school is as important as behaviour and attitude shown inside of school. It is vital pupils represent our school in a positive light.

Pupils should not:

- Wait by the school gates at the end of day unless their parents have informed the school.
- Ask any friends to meet them outside the gates or to enter the school premises
- Sitting or hanging around on the walls and fences of local residents.
- Causing a nuisance to local businesses
- Littering gardens by throwing rubbish and debris into gardens or business premises

Pupils must show the utmost respect to all people in the community.

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere

off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Head Teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

**Staff also have the power to discipline pupils for misbehaving outside of the school premises when:**

- Taking part in any school-organised or school related activity or
- Travelling to or from school or
- Wearing 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.

## **UNIFORM**

It is the school policy that all pupils wear school uniform when attending school or when participating in school organised events. Form tutors will regularly check that pupils are wearing the correct uniform.

Our policy for school uniform is based on the notion that school uniform:

- Promotes a sense of pride in the school
- Engenders a sense of community and belonging to the school
- Is practical and smart
- Makes pupil feel equal to their peers in terms of appearance
- Is regarded as suitable wear for school and is considered by parents as good value for money
- Is designed with health and safety in mind

Pupils must ensure they:

- Wear the school uniform correctly and smartly.
- Keep it clean

Pupils are expected to be in full school uniform at all times.

**Girl's uniform:**

|                           |                                                                            |
|---------------------------|----------------------------------------------------------------------------|
| A black abaya             | Ankle length                                                               |
| Black trousers            | Black leggings may be worn but the abaya must be long enough to cover them |
| Black School blazer       | Plain- no logo required                                                    |
| Navy blue hijab           | Placed securely around the pupils head at all times.                       |
| Black cap                 | A black cap must be worn beneath the hijab.                                |
| Plain black school shoes. | No logos or trainer styles                                                 |
| Plain black crew socks    | No ankle socks should be worn                                              |

**Jewellery & Make-Up**

No jewellery is allowed. No make-up is permitted. Girls must not wear any rings, necklaces, arm bands, earrings or studs.

If pupils are found wearing jewellery or uniform that is not permitted, it will be confiscated and only returned to parents, by appointment. Items not collected within 14 days will be donated to charity.

**Outdoor coats/ hats**

These should be dark colours (black, grey or navy blue) with minimal lettering or pictures. Hoodies, sports tops, denim or leather jackets are not allowed.

**School Bags**

School bags should be large enough for pupils to fit an A4 folder to and from school. Extravagant 'designer' style bags are not allowed.

### **Standard School Equipment (11 items)**

All pupils must have the following basic school equipment:

- Black pen
- Blue pen
- Red pen
- Pencil
- Ruler
- Rubber
- Sharpener
- Scientific Calculator
- Protractor
- Planner

Form tutors will check regularly that all pupils have the basic school equipment.

### **Extremism & radicalisation**

All staff MUST be vigilant for any signs of extremism or vulnerability to being exposed to extremism.

Where there are concerns, **Mrs Gita Patel** will be notified and a written statement will be written on the concern form.

Each case will be looked at individually and depending on the incident appropriate steps will be taken. In extreme cases, a referral to Channel will be made, in some cases where it is felt it can be monitored in school, a meeting with the parents will take place where the concern will be discussed and appropriate action will be taken depending on the outcome of the meeting.

### **Bullying (including cyberbullying, prejudiced based bullying and discriminatory bullying).**

Our school's response to bullying does not start at the point at which a child has been bullied. We take an approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This involves talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for our pupils, depending on the particular issues they need to address. We work to an ethos of good behaviour where pupils

treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

The school will take the following measures to prevent bullying including cyberbullying, prejudiced based bullying and discriminatory bullying:

- Through the curriculum by creating effective learning environments in which:
  - the contribution of all pupils is valued
  - all pupils can feel secure and are able to contribute appropriately
  - stereotypical views are challenged, and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability
  - pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
  - all forms of bullying and harassment are challenged
  - pupils are supported to develop their social and emotional skills.
- We communicate the schools' expectations with parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
- Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.
- We involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- We regularly evaluate and update our approach including reviewing any acceptable use arrangements in school.
- We implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- We openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.

- We also teach children that using any prejudice-based language is unacceptable.
- We use external organisations and resources for help with particular problems.
- We provide effective staff training.
- We regularly reinforce how Bullying is unacceptable and will not be tolerated.
- Staff understand the principles and purpose of the school's Anti Bullying policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- We work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- We make it easy for pupils to report bullying so that they are assured that they will be listened to and action is taken.
- We encourage pupils that they should report bullying which may have occurred outside school including cyber-bullying, prejudiced based bullying and discriminatory bullying.
- The school provides pupils and parents a dedicated safeguarding email [safeguarding@abubakrschool.org.uk](mailto:safeguarding@abubakrschool.org.uk) to which they can communicate any worries or concerns they may have or report any bullying, cyber bullying, prejudiced-base bullying or discriminatory bullying they may be experiencing.
- We create an inclusive and a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- We celebrate success by sharing with pupils what is working well and applauding their efforts in order to create positive school ethos around the issue.

## Child on Child abuse

Staff are aware that children can abuse other children (often referred to as child on child abuse) and that it can happen both inside and outside of school and online. Staff must understand, that even if there are no reports in the schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to the designated safeguarding lead (or deputy) immediately.

It is crucial that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature.

Staff **must** ensure they do **not** downplay certain behaviours as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.



Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of
- initiating a person into a group and may also include an online element).

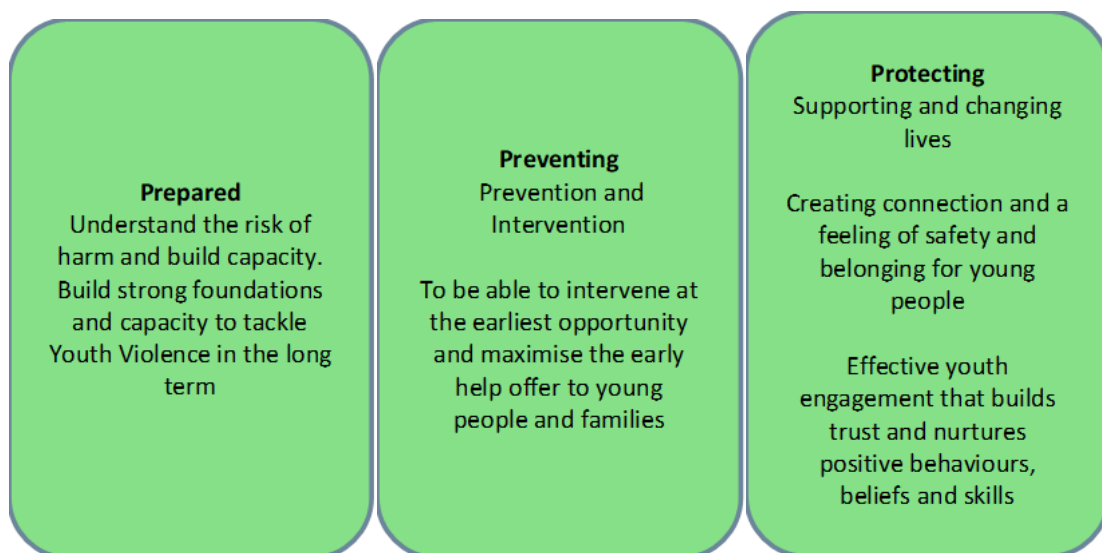
Any form of child-on-child abuse is unacceptable and should **never** be tolerated or dismissed as **“banter”, “part of growing up”, “just having a laugh” or “boys being boys”**. The school has a **zero-tolerance approach** to any form of abuse. The school recognises that different gender issues can be prevalent when dealing with child-on-child abuse. This could for example include girls being sexually touched / assaulted or boys being subject to initiation-type violence, however **any form of child-on-child abuse is unacceptable and will be taken seriously.**

## Sexual violence and sexual harassment between children/child on child abuse

All of our staff and volunteers are aware that sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are **never acceptable**. We know this abuse may be driven by wider societal factors beyond our school, such as everyday sexist stereotypes and everyday sexist language and adapt our curriculum as below to overcome this wherever we can.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

It is vital that we deliver a curriculum that is balanced in supporting children and young people to understand what child on child sexual abuse is, and this needs to be delivered to all key stages to ensure that we are:-



### **Sexual violence is defined as:**

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (We are aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

### **Consent is defined as:**

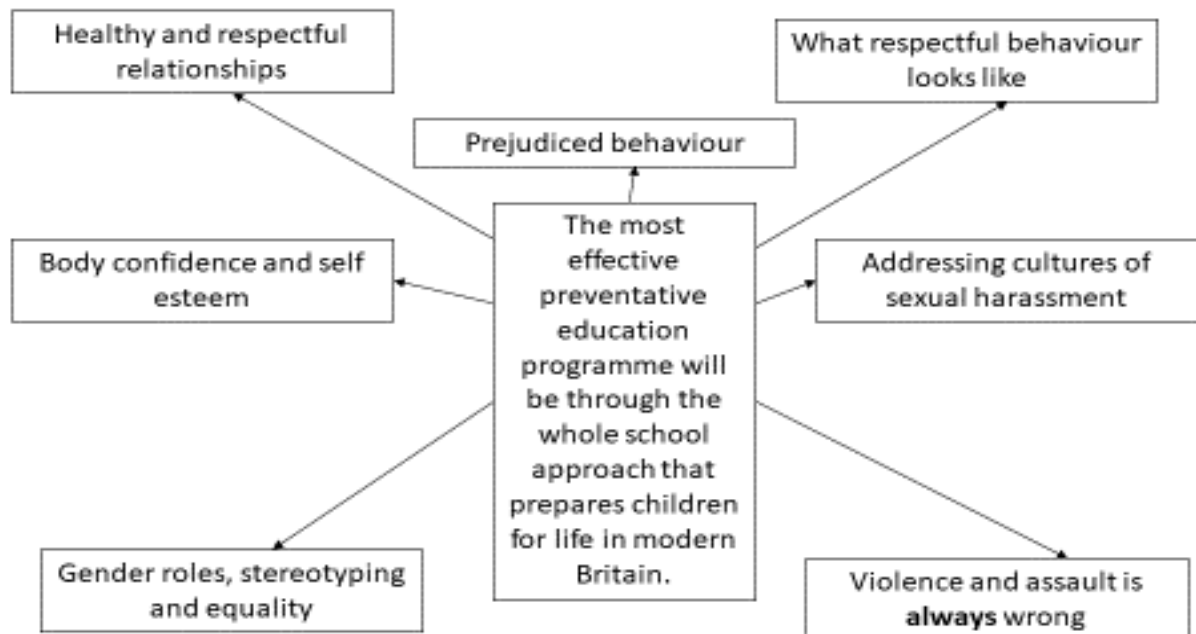
Having the freedom and capacity to choose.

Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual consent

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape

# Consent and the Curriculum



## **Sexual harassment is defined as:**

- 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school.
- Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (we consider when any of these crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence
- consensual and non-consensual sharing of nude and semi-nude images and videos
- sharing of unwanted explicit content is an offence
- upskirting (is a criminal offence)
- sexualised online bullying is an offence
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats

### **Harmful sexual behaviour (HSB):**

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB will be considered in a child protection context and Walsall Right Help, Right Time Continuum of Need guidance will be referred to.

When considering HSB, ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

### **Online:**

Sexual violence and sexual harassment occurring online (either in isolation or in connection to face to face incidents) can introduce a number of complex factors. These include the potential for the incident to take place across a number of social media platforms and services, and for things to move from platform to platform online. It also includes the potential for the impact of the incident to extend further than a schools local community (e.g. for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator(s)) to become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online.

Sexual violence and sexual harassment is **not** acceptable, will **never** be tolerated and is not an inevitable part of growing up

Sexual violence or sexual harassment must **never** be tolerated or dismissed as '**banter**', '**part of growing up**', '**just having a laugh**' or '**boys being boys**' as dismissing inappropriate behaviours leads to:

- ✓ A culture of unacceptable behaviours
- ✓ An unsafe environment for children
- ✓ A culture that normalises abuse, leading to pupils accepting it as normal and not coming forward to report it

All cases of child-on-child abuse sexual violence and sexual harassment will be dealt with on a case-by-case basis.

### **Online Safety:**

All online behaviour that may pose a risk to pupils or others must be recorded on a Child Concern Form and reported to the DSL.

### **Confiscated Items**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

Where members of staff confiscate items, all items must be given to the school office for the attention of the pastoral team. Confiscated items will be returned at the end of the term and only to parents, unless it is felt that it has been a repeated offence in that cases it will be retained until the end of the academic year. Any item deemed inappropriate will be safely disposed of.

### **Screening and searching**

The school has certain powers to screen and search pupils, these must only be done by a member of the pastoral team in the presence of another member of staff.

**The school has the power to search without consent and the use of reasonable force where necessary for "prohibited items" including but not limited to:**

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;

**The school has the power to search without consent but NOT the use of force for the following items:**

- Mobiles phones
- iPods
- iPad
- Tablets or any other technical equipment/ devices.

In the event of finding weapons, knives, illegal drugs and child pornography this will be handed over to the police.

All other items confiscated will be returned in accordance to the policy.

### **Physical restraint of pupils**

Staff are permitted to use reasonable force to control or restrain pupils only in certain circumstances. The school has a policy 'The Use of Restraint to Control Pupils' which must be followed and all such incidents must be reported to the Head Teacher who will inform relevant members of staff and the Governing Body.

### **Serious Incidents**

The following are classed as serious incidents and will be dealt with as such.

#### **1. Verbally or physically abusing staff**

- Pupils must never make aggressive physical contact towards any member of staff.
- Pupils must never argue back and intimidate staff.
- Pupils must never swear or shout at staff.

#### **2. Fighting with other pupils**

- Pupils must never make aggressive physical contact between two and a group of pupils.
- Pupils must never bully others.

#### **3. Bringing alcohol or drugs onto the school premises**

- Pupils must never possess, supply or consume alcohol/ illegal drugs on the school premises.

#### **4. Bringing a weapon onto the school site**

- Pupils must never bring any object, which can cause harm to themselves or others (knives, bars, tools etc.).

#### **5. Bringing Pornographic material or material of a sexual nature on the school site.**

- Pupils must never possess or bring into school any material of a pornographic or sexual nature.

If you choose to break any of these rules this will result in an exclusion and a meeting with your parents. You may not be allowed back into school, i.e. the exclusion may be permanent.

All abusers of alcohol or drugs will be referred to external agencies.