



Behaviour Policy

Date: September 2025

Prepared by: Headteacher & Assistant Headteacher

Agreed with: Chair of Trustees

To be reviewed and updated: September 2026

BEHAVIOUR POLICY

Background and Purpose

Tarbiyyah Boys Secondary School's Behaviour Policy is reviewed in order to enhance good practice and further develop the scope of the provision. Particular regard is given to ensuring outcomes are consistently applied across all classes and across both sections.

Behaviour difficulties are closely linked to a failure of a student to access education and make progress. This may be due to a myriad of reasons including social groupings, underlying conditions (such as mental health problems), major upheavals in life circumstances, SEN not properly met, etc.

Organisational scope

This Policy relates to all members of staff; parents and guardians; students at Tarbiyyah Boys Secondary School.

Our Aims

Tarbiyyah Boys Secondary School seeks to be a well-ordered, safe and supportive independent school in which the individual can achieve his/her best at all times. To enable this, a common code of conduct operates throughout the school which recognises and is tolerant of the rights of all to learn without being distracted by others.

Positive means will be used to encourage and foster good behaviour throughout the school which stem from our "RECIPE" for success - Resilience, Eemaan, Courage, Integrity, Progress and Excellence.

Anti-social or disruptive behaviour will be swiftly isolated and dealt with.

Our Objectives

A common set of procedures and standards of behaviour will be adopted throughout the school by staff and students alike. These will be incorporated in such documents as the Staff Handbook; the School Rules; student noticeboards and the Parent/ School Agreement.

Clear guidance will be given to students and their parents / guardians, making them aware of the standards expected at Tarbiyyah Boys Secondary School and how best they can support the School. The School will inform parents immediately of all serious cases of unacceptable or poor behaviour and seek their support in addressing the problem.

Clear procedures will operate informing staff how anti-social or disruptive behaviour is to be dealt with. These will involve a series of staged measures from dealing with incidents at source through to referral to the Head Teacher. Although good discipline competencies will be expected from all Staff, they can also expect support from senior colleagues in dealing with complicated behavioural problems.

Students who have more complex issues related to specific circumstances, EAL etc will need more specialist support to tackle the underlying causes. In these cases, the Pastoral Team should make the relevant investigations to ensure that student's needs are met. This may include contacting outside agencies and specialists where the school is not able to provide the required support.

A varied system of rewards will be used at Tarbiyyah Boys Secondary School to encourage and recognise good behaviour. However, it is essential that good behaviour must be seen as the norm and that nothing short of the code of conduct will be expected. Likewise, by encouraging the qualities of self-discipline and tolerance students will be encouraged to develop a positive self-image based on acceptable behaviour and good conduct.

Staff and students are encouraged to adopt a system of assertive discipline whereby behaviour is seen as a matter of concern to all and all will take joint responsibility for enforcing the code of conduct. Staff will monitor behaviour throughout the school and act on all infringements swiftly.

Focus on positive behaviour is reiterated by the school ethos and underpinned by the reward structure. Behavioural expectations and sanctions for Consequences will be displayed throughout the school.

Policy Statement

Tarbiyyah Boys Secondary School recognises the value of good behaviour and discipline, to support staff; parents/ guardians and students. Tarbiyyah Boys Secondary School believes in promoting the wellbeing of students, thereby enhancing and impacting the quality of education they receive.

The recognition of a school-wide policy on behaviour will encourage consistency of practice and promote a culture where staff and students are well supported at key points in their time at Tarbiyyah Boys Secondary School.

Roles and Responsibilities

All staff are responsible for encouraging good behaviour among members of the school community. They are expected to carry out certain discipline competencies and in the case of teaching staff, maintain good classroom practices.

Most cases of student indiscipline can and will be dealt with at source by the member of staff concerned. However, in more serious cases staff may need to report poor behaviour to the appropriate higher body. **Staff have the responsibility to apply the school's system of rewards and sanctions. Consistency at all times will be expected.** Designated Staff are expected to contribute to detention.

Form Tutors are responsible for monitoring the behaviour of their classes. They are able to provide other staff with relevant background information on students and make suggestions for relevant strategies to deal with them. They will monitor their students on a daily basis with such procedures as work and conduct reports. Subject teachers are a pivotal point in any dealings with a particular student and should be kept informed at all times as to developments relating to poor behaviour. In the first instance it will be the individual subject teacher who will contact parents, although this might not be the case for the most serious matters.

The Pastoral and behavioural lead is responsible for supporting teachers in matters of classroom discipline and student behaviour within their subject areas. They will monitor this through a system of classroom observations and shared good practice within the department. The help they might provide could include: withdrawal of individuals from certain teaching groups; advice and support on teaching methods; interviewing individual or small groups of students with behavioural problems within their subject area. Behavioural lead is expected to monitor sanctions issued by members of their department.

Behavioural support is responsible for the welfare of students within each year group. They monitor students' behaviour where this is reaching serious proportions (i.e. across a number of subject areas) and offer advice and support in dealing with individual students. They will support staff with behavioural incidents and may be called upon in serious cases needing immediate attention. Furthermore, they coordinate the school response once parents become involved.

The Head Teacher has overall responsibility for standards of behaviour. This involves informing staff, students and parents of the school's behaviour policy and the code of conduct; enabling new staff to acquire and develop discipline competencies; enforcing the system of rewards and sanctions as described in the behaviour policy. Only the Head teacher can make the final decision to exclude a student.

Trustees have responsibility for ensuring that the school publishes and operates its behaviour policy. In cases of temporary and permanent exclusions from school, they act as an appeal body in cases of dispute, in accordance with DCSF Guidance on **"Improving Behaviour and Attendance"**.

Parents/ guardians have a responsibility to ensure that they and their children are aware of the school's behaviour policy and support the school in its application.

Students are responsible for learning the code of conduct and applying it to their dealings with staff, fellow students and adults within the school context (including all school trips and visits).

Tarbiyyah Boys Secondary School will ensure that teachers will:

1. NOT ask students to stand up against the wall, door or windows.
2. NOT shout at close quarters at a student or exhibit any other type of reprimand that may indicate aggression or the threat of aggression.
3. Try to calm situations down. Students should be allowed to 'climb off' and then asked to explain their behaviour.

Promoting Positive Behaviour - School Merit System - M1-M3

OFSTED RELATED STANDARDS:

3. (h)	Utilises Effective Strategies For Managing Behaviour And Encouraging Pupils To Act Responsibly (ISS1 – QUALITY OF EDUCATION)
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5(b) (iii)	encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely (ISS2 – SMSC)
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The Merit System has been designed to encourage, reward and promote exemplary work and good behaviour. It has also been designed to give recognition to pupils who make a positive contribution to the school that may otherwise go unnoticed. It provides a whole-school approach to celebrating success and motivating pupils to achieve their best. Promoting positive behaviour will allow our young people and our staff to work within an ethos of mutual respect.

The Merit System encourages positive behaviour by recognising good behaviour and good work which in turn will help to create an environment at Tarbiyyah Boys Secondary School where pupils are motivated to learn, achieve and improve. Poor behaviour will be recorded through the Consequence System and monitored closely by Pastoral Care and the Senior Leadership Team with subsequent action taken as required. This will help to ensure that any students who are not meeting expectations are provided with adequate support to improve.

When de-merits are given however it is imperative that this is not the first warning a learner is given and also that the learner is made aware at that time that a demerit is being issued.

Criteria for merits are displayed within the classrooms. This will in turn help to encourage students to work towards achieving a merit and also to ensure a consistent approach of use across each department.

Merits can be awarded for the following categories:

M1 (1 Merit)	Learners have shown work that exceeds the class teacher's expectations in relation to the pupil's ability or attitude. E.g., consistently hitting personal targets Work completed within the time frame diligently
M2 (2 Merits)	Learners have shown excellent endeavour and contribution to the whole school ethos within lessons stretching their own personal capabilities. E.g., Making a stand out presentation or a pronounced improvement in academic performance.
M3 (3 Merits)	Learners have shown effort that demonstrates exceptional attitude/kindness/endeavour that is expanded out of the classroom for the school or community in relation to schools' ethos. E.g., Setting up a charitable cause Helping others when they need support out of their own free will.

Celebrating Success

When pupils are awarded a merit, they should be told directly by the member of staff allowing immediate praise to take place as part of the process. The allocation of merits will be monitored by the Pastoral Care Team and SLT. This information will be shared with parents/guardians via letters once per term. Pupil success will also be celebrated through school assemblies and notifications.

Provided that pupils are on track, they will be able to fully participate in a reward event which will take place at the end of each half term i.e., before the October break, before the Christmas break, before the Spring break and again in June before the summer break. These reward activities will be a mixture of both in-house and visits outside of school and will provide a formal opportunity for those students who are on track to be formally recognised and rewarded for their efforts. The students will be given information in advance about the reward activity / trip planned for the term to provide an incentive to work harder and ensure best behaviour

EXCELLENCE AWARD CERTIFICATES can be used to recognise achievements beyond the classroom every half-term and relates to contributions to the life of the school, outstanding pieces of work, perfect attendance and punctuality.

1. EXCELLENCE Award for Most Improved Progress
2. EXCELLENCE Award for Attendance and Punctuality
3. EXCELLENCE Award for Kindness

The Excellence Award gives a Pupil 10 Merit Points

Awarding Merits to Pupils

1. Teaching staff will use online School Merit System found on SharePoint
2. Teachers may award at least one Class Merit to each pupil per week. There is no limit to the number of pupils in each class who can be awarded a Merit.
3. Non-Teaching staff can also award merits to pupils and they can also update the Merit System using their own logins.
4. Excellence Award Merits can be awarded to pupils at any time using the criteria above.
5. Students who get a certificate for the Subject Award automatically get 10 Merits added on.
6. Merits can be awarded at any time throughout the year.
7. Merit Assemblies will be held at the end of each school half-term

Merit Assemblies

Pupils will receive a Gold, Silver or Bronze merit certificate or a number of awards based upon a cumulation of their merits. This means that there will be an increasing number of Bronze, Silver and Gold winners in the second and third Merit Assemblies.

AWARDS	LEVEL SCORE
Bronze Badge	50
Silver Certificate	100
Gold Certificate	150
Bookshop Voucher	175
Platinum Badge	200
Free End of Year Trip	250

House Points

Students will receive 1 house point if they achieve 10 merits in a week for their House

Probationary Period for New Students

To ensure a successful transition into the school community, all new students are admitted to Tarbiyah Secondary School on a **half-termly probationary basis**. This period is crucial for the school to assess a student's ability to adapt to and meet the academic and behavioural standards outlined in this policy.

During this period, the student's progress will be closely monitored by their teachers and the Head of Year. Regular feedback will be provided to the student and their parents/guardians, and a formal review will be conducted at the end of the half-term.

If, following the review, the school determines that the student has not made a satisfactory adjustment and that the probationary period has been unsuccessful, a meeting will be scheduled with the parents/guardians. The purpose of this meeting will be to formally communicate the school's decision to **withdraw the student's place for the subsequent term**. The remainder of the current term (the second half-term) will serve as a notice period, during which parents/guardians are required to arrange an alternative school placement. The student's enrolment will cease at the end of the current term.

The Consequence System

Tarbiyyah Boys Secondary School implements a firmly grounded and proven method of behavioural discipline in the school referred to as 'The Consequence System'.

The consequence system is a simple and effective control measure made up of four codes. These are namely C1, C2, C3, C4 and C5 respectively. Each code denominates a countermeasure to the behaviour issue from a student.

The coding system works in escalation depending upon the severity of the students' actions. The sequence and definitions to the coding method are as follows: -

- **C1:** Initial verbal warning/discussion by a member of staff or teacher to a student when a school rule is broken;
- **C2:** Second verbal warning and discussion by the issuing class teacher. The student will receive a 15-minute detention during breaktime at the issuing class teacher's convenience.
- **C3:** Escalated action which results in a 60-minute detention. Three behavioural C2's in 1 week leads to an automatic C3 detention.
- **C4:** Escalated action which results in direct removal from the lesson and to complete work independently then serve an additional 60-minute detention.
- **C5:** Escalated action to involve an Isolation/Fixed Term Exclusion and pupil removed from class for one school day. This will also include parental contact, Headteacher/ Behavioural support involvement, a 'walk & talk' procedure and entered into the Behaviour Log.
- When a C5 is issued then depending on the reason it can fall under 3 categories:
 - a. Three behaviour detentions in 1 term
 - b. First C5 and hence a one-day fixed term exclusion/isolation
 - c. If an immediate C5 which includes physical abuse or serious verbal abuse then a fixed term exclusion is issued and the number of days decided by the Senior Leadership Team.

- d. If it is because of repeat C5 then this results in a two day withdrawal from class, if it is a third C5 in an academic year, then it will become a one-day fixed term expulsion. Each day will include 'Walk and Talk' with a school mentor to talk about his actions and give an opportunity for the child to explain his/her actions. After which he/she will be put back in class.
- e. On occasions to prevent a further C5, we may require a parent to intervene which means that parents will attend school with their child for a number of lessons decided by Behavioural Support. Feedback is then given to the parent and next steps are decided.

Level	Sanction	Escalation
C1	Warning in class	C2
C2	15-minute detention during breaktime at the issuing teacher's convenience	3 C2s in a week = meeting with Pastoral Support and automatic detention
C3	Afterschool 45/60 minute detention 3 C2s in a week C1-C3 in 1 lesson	3 C3s in half term = Internal Isolation and meeting with parents
C4	Immediate removal from lesson and additional detention	3 C4s in half term = External suspension and meeting with parents
C5	Major incidents - Internal isolation / Suspension for entire day or more 3 C4s in half term	3 C5s in a year = Potential Permanent Exclusion

A CONSEQUENCE C1 OR C2 REMAINS ON THE BOARD FOR THE WHOLE DAY.

There may also be cases where a permanent exclusion takes place, but this will be only in extreme cases and only after discussions have been held with mentors and SLT and Proprietor.

C3 CONSEQUENCE PROCEDURE

As part of our Consequence procedure a C3 denotes a sanction which indicates a detention.

AFTER SCHOOL DETENTION: - NON-BEHAVIOURAL

A **45-minute detention** will take place for all C3's on **the Day received** which are related to: HOMEWORK, PUNCTUALITY and UNIFORM ONLY.

AFTER SCHOOL DETENTION (C3-BEHAVIOURAL):

If a pupil does get a C3 for behaviour from Mon-Friday, they will receive a **60-minute detention** on **the day received**.

If they receive a further behavioural detention during the week then they will receive the second detention the following day after school. A third detention of the same offence would mean that we would have to follow our 'Three Strikes Policy' which involves parents coming in for Intervention to prevent further C3's from occurring.

See the 'table of consequences' below for all categorised instances meriting a C3 and those persistent actions that can be raised to a C3.

The detentions can be issued and will be issued after sufficient reminders have been given and despite the reminder the pupil continues with the action.

Tarbiyyah Boys Secondary School Three Strikes Rule:

Tarbiyyah Boys Secondary School operates a 'three strike' procedure to ensure that sanctions are minimised. To limit the number of detentions, then the first course of action may include regular counselling sessions that are documented. This is also dependent on the reason for sanction.

If any sanction (other than lateness which has its own policy) is repeated three times within a half-term then on the third occasion this is then logged as a Concern. A parent is requested to come in with the pupil the following day to discuss reasons as to why the pupil has repeated this sanction and suggestions/strategies to overcome this problem are set. A child cannot enter the classroom after the third time until a parent accompanies them. Once a meeting has been held the following day then the pupil will go to class and serve their third detention at the end of the day. If this persists again within the term then parent will be called straightaway and further methods discussed.

To further improve the behaviour at Tarbiyyah, then we may ask for your help to collectively improve the behaviour by on occasion asking a parent to come to Tarbiyyah to sit in a lesson where the pupil of concern is in. If pupils realise that both school and parent are working together then we feel this will greatly increase the rate of improvement in behaviour and allows us to maintain contact with parents at all times when issues arise and have found this to be very effective.

This applies for all other issues except with a more severe sanction. If a pupil receives three C4's then they are suspended and not allowed to enter unless accompanied by a parent/guardian to discuss the issue. If a student has received 3 temporary exclusions I, then the future of the pupil at the school is considered and drastic steps can be taken following a SLT meeting with the Governing Body.

If a pupil fails to make it to the detention intentionally then the detention is doubled the following day. If they continue to miss it, then pupils can receive a C4 and parents are called.

ALL ENTRIES WILL BE LOGGED IN THE SCHOOL BEHAVIOUR LOG FOR RECORD KEEPING.

If a student undertakes a prohibited course of action that is categorised as extreme or severe, the student's parents/guardians may be called into school and the student placed in Isolation/fixed term exclusion pending a final outcome from the investigations into the offence(s). If the student

persists in an extreme series of actions and does not show any signs of improvement, the school may decide to permanently exclude the student from the school. Following a fixed term exclusion, a meeting is held with the parents before their return to the school and pupils are put on a 2 week report to identify and monitor their behaviour.

Reasons for fixed term exclusion are but not exhaustive: -

1. Repeated refusal to obey school rules.
2. Swearing/cursing.
3. Serious disruption of other students' learning.
4. Serious or repeated bullying.
5. Repeated racial or sexual harassment.
6. Attacks on other students which result in little or no injury;
7. Possession of banned substances on school premises or trips;
8. Vandalism of school property.
9. Mockery and belittlement of staff (volunteers, teachers or SLT)
10. Theft.

Reasons for permanent exclusion are but not exhaustive: -

1. **Persistent** behaviour of the type given under fixed term exclusion.
2. Attacks on students resulting in injury.
3. Physical attacks, or threat of, on staff regardless of severity.
4. Serious criminal damage to school property.
5. Possession of and/or promoting or supply of banned substances on school premises or on a school trip.
6. Refusal to accept staff authority or use of abusive language towards staff (including posting inappropriate or offensive materials in paper or electronic form.
7. Spreading material in school amongst fellow students that is tantamount to the spread of corruption including materials of a sexual nature, material likely to cause harm or injury in some way, etc.
8. Sexual attacks (police involvement)

Table of Consequences

	Expectation 1: Punctuality, Equipment, Uniform	Consequence
1.1	Arrive at lessons promptly.	C2, C3
1.2	Bring relevant books to school every day.	C3
1.3	Line up quietly between classrooms.	C2, C3
1.4	Students should remove all outside clothing before the start of lesson	C3
1.5	Students to follow the school uniform rules.	C3
1.6	Required equipment is brought to the lesson.	C3
	Expectation 2: Respond Appropriately	Consequence
2.1	Look at and listen to the teacher when they are talking.	C1, C2, C3, C4
2.2	Follow all instructions first time.	C1, C2, C3, C4
2.3	Ask questions appropriately.	C1, C2, C3
2.4	Listen to the views of other students.	C1, C2, C3, C4
2.5	Do not disrupt the learning of others.	C1, C2, C3, C4
	Expectation 3: Work to the Best of Your Ability	Consequence
3.1	Focus fully on tasks.	C1, C2,
3.2	Complete work set	C1, C2, C3
3.3	Always complete your homework	C3
	Expectation 4: Respect People, Belongings And Environment	Consequence
4.1	Speak using an appropriate volume	C1, C2, C3
4.2	Listen when others are talking and speak at the appropriate time	C1, C2, C3
4.3	Do not use offensive language	C3, C5
4.4	Put all litter in bins provided	C1, C2, C3
4.5	Do not wilfully damage school property or property of others	C3, C5
4.6	Cheating in exams	C3, C5
4.7	Move around the school with due care.	C1, C2, C3
4.8	Do not bully or harass	C3, C5
4.9	Mockery and belittlement of staff	C3, C5
5.0	Theft of school or pupil belongings	C5

Reports:

On occasions, a student may be put on report for various reasons relating to behaviour or support. The SLT/pastoral/ support will decide how long the student is put on report and targets are given for the student to achieve. Parents will be invited to school or contacted to discuss the matter. The report is handed to a member of the SLT/Pastoral at the end of the day to sign and then taken home for parents to sign. When a child is on a fixed term exclusion, they are put onto report for several weeks upon return by default to monitor their behaviour.

If a child does not meet the targets successfully, then the SLT will decide on what steps to take regarding escalation. The possible consequences depend on missed targets and could include Detention for missed targets, Isolation or parents called in for a meeting with the Head Teacher.

Searching, Screening and Confiscation

Searching

School staff can search a pupil for **any item** if the pupil agrees.

- Headteacher and staff authorised by the Headteacher have **a statutory power to search pupils or their possessions, without consent**, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- mobile phones
- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and e-cigarettes
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been or is likely to be, used: to commit an offence or to cause personal injury to, or damage to, the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item that may be searched for.

Screening

Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.
- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not

expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching with consent

Schools' common law powers to search:

- School staff can search pupils with their consent for any item.
- **Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.**
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply: Isolation/ detention and call parents into school to discuss the matter.

Searching without consent

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items; and Tobacco and cigarette papers, e-cigarettes fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and

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

Who can search?

The headteacher or a member of school staff who is authorised by the headteacher.

Under what circumstances?

The staff member must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, they should be the same sex as the pupil being searched.

Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may **have in his or her possession a prohibited item**. The teacher must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that the pupil is concealing a prohibited item.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases, as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

- Staff may wish to consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item.

Searches for items banned by the school rules

An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.

The school will publicise the behaviour policy, which should mention the banned items, in writing, to staff, parents and pupils at least once a year.

Location of the search

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.
- It is a condition for admission at RA that the pupil consents to have their lockers, bags and outer clothing searched.

The use of force

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Items found as a result of a 'without consent' search

- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

- Where a member of staff finds tobacco, cigarette papers and e-cigarettes they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco, cigarette papers and e-cigarettes as they think appropriate but this should not include returning them to the pupil.
- Smart mobile phones will be detained until the end of the term and must be collected by parents on the last day of term.
- Where a member of staff finds an item which is banned **under the school rules**, they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Statutory guidance for dealing with electronic devices

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, **they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.** This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

The use of reasonable force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for 'Use of Reasonable Force in Schools' schools is available [here](#).

This means in our school:

By planning positive and proactive behaviour support, the occurrence of challenging behaviour and the need to use reasonable force will reduce.

We will write individual behaviour plans for our more vulnerable children and agree them with parents and carers.

We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect their pupils and students.

When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.

Policy context

It is recommended that this policy is read in conjunction with the:

- Anti-Bullying policy;
- Homework policy;
- Attendance and Punctuality Policy;
- Parent – School agreement;
- Equal opportunities policy;
- Health and safety policy;
- Remote Learning Policy
- Physical Restraints Policy

Policy Review

This policy will be reviewed on an annual basis or amended as and when deemed necessary.

Equal Opportunities

The Tarbiyyah Boys Secondary School is committed to ensuring equality of opportunity for all and consequently, will monitor the application of this policy and procedure to this effect.

REMOTE LEARNING BEHAVIOUR POLICY ADDENDUM

Online Learning Behaviour System

The below system is a whole school approach to applying and utilising the consequence system whilst Online Learning. Whilst we aim to ensure that learning is minimally affected, we are aware that on occasions pupils can cause disruption which ultimately affects the teaching and learning of pupils in an already difficult situation. Therefore, the following strategies are outlined to follow for any pupil who may not be following instructions.

Lates & Absences:

During Morning and Afternoon Registration:

The normal school procedure for absences and lateness will be followed where Admin will call home to identify the cause of a pupil being absent.

During Lesson Times:

Teachers check every lesson to ensure pupils are in class for each lesson. If a pupil is absent from a class then Admin is informed (via the Groups WhatsApp) and they will contact parent/guardian via **text**.

If a child is absent from a lesson on three occasions then the parent is **called** to identify the problem and absence is logged.

If a child is late for a lesson then a similar text is also sent to parents informing them that their child came in late for the lesson. 3 lates will also necessitate a phone call home and this is once again logged and monitored.

BEHAVIOUR: Reward and Sanction System

Managing Positive Behaviour:

We aim to ensure that at all times **praise for effort and positive affirmation** is given to all pupils to ensure engagement and positive reinforcement. This is achieved through verbal reinforcement and our Merit Systems.

Merits can be awarded for the following categories:

M1 (1 Merit)	Learners have shown work that exceeds the class teacher's expectations in relation to the pupil's ability or attitude. E.g., consistently hitting personal targets; work completed within the time frame diligently
M2 (2 Merits)	Learners have shown excellent endeavour and contribution to whole school ethos within lessons stretching their own personal capabilities. E.g., Making a stand out presentation or a pronounced improvement in academic performance.
M3 (3 Merits)	Learners have shown effort that demonstrate exceptional attitude/kindness/endeavour that's is expanded to out of classroom for the school or community in relation to schools' ethos. E.g., Setting up a charitable cause; helping others when they need support out of their own free will.

If on occasions, pupils do not follow instructions then the Online Consequence System will take effect.

C1: If a pupil does not follow an instruction set by the teacher or an expectation (SEE BELOW) is not met, then a C1 warning is issued.

C2: If a pupil continues not to follow an instruction or expectation then a C2 will be issued and the incident is now logged.

C3: Incident is now logged and the school Behaviour Support is informed via the schools WhatsApp. The student will now receive an after school detention.

Behavioural Expectations	Consequence
Have Camera and Mic switched off	C1, C2 then C3
To not communicate with others in the group during teacher instruction.	C1, C2, then C3
To always have correct uniform on	C1, C2 then C3
To complete all work set	C1, C2 then C3
To be always seated at a desk or table	C1, C2 then C3

To leave the meeting at Lunchtime and not to remain in class	C1, C2 then C3
To have all stationery and textbooks with them for all lessons	C1, C2 then C3