

The maintenance of good discipline is of paramount importance for the growth, welfare and development of pupils. At Azhar Academy Girls School, we aspire to instil good discipline amongst our students through a focus on Islamic *Akhlaaq* and *Adaab*. We believe that pupils should be given clear expectations, effective pastoral support and opportunities to build good social relationships. These aims are backed up by a system of rewards and where necessary appropriate sanctions.

The school exists for the benefit of its pupils. All pupils, staff, parents and others associated with the school are required to work together in a spirit of co-operation and understanding. Pupils are actively encouraged to fulfil their potential academically, and in all other school activities that they are involved in. Pupils are expected to relate well and to behave considerately towards others. We live in a society where social skills are vital to our wellbeing, and learning to interact with others is therefore a critical part of education. Pupils are reminded of the importance of respecting others, whether inside or outside school. Selfish actions are therefore to be discouraged, whether these actions are of a minor nature (e.g. dropping litter or wasting paper) or of a major nature (eg fighting, bullying, vandalism or theft).

It is the duty of all associated with the school to have high expectations and to strive to uphold our reputation, not just in accordance to school rules but also in keeping with our Islamic ethos. To this end, each student is given copies of a set of school rules (Appendix 1), classroom rules (Appendix 2), a 'Good Akhlaq Charter' (Appendix 3) and Code of Conduct (Appendix 4), which are explained to them by their form tutors. All these guidelines are also displayed in prominent areas within the school in order to help maintain a positive learning environment and develop student responsibility.

All of our school rules are based on the twin concept of 'rights and responsibility'. Fulfilling one's responsibility towards another is actually fulfilling their rights. As our rights are other people's responsibility, other people's rights are also our responsibility. The rules are no more or less than a statement of everyone's responsibilities.

Since all members of the school community have their rights and responsibilities, there are rules for all.

For example:

- **parents** have a responsibility to pay the school fees, be involved in their child's progress and fulfil the home-school agreement;
- the **school governors** have a responsibility to provide suitable accommodation and resources for the classes and lessons to take place;
- the **school senior management** has a responsibility to ensure that the quality of education and development opportunities provided to students in school are of a high standard;
- the **teachers** have a responsibility to plan and deliver their lessons professionally;
- and finally, the **students** have a responsibility to allow everyone to fulfil their responsibility towards them with ease and without any hindrance

Hence, all the rules for students are only there to ensure that their rights can be fulfilled in the best way possible.

Student Discipline

We encourage our students constantly to behave themselves according to a) the rules of Islam and b) the rules of the school.

We do this in two ways: by rewarding behaviour that conforms to the rules and by punishing, in various ways, behaviour which does not conform to the rules.

Rewards and Sanctions

The purpose behind positive (rewarding good behaviour) or negative (punishing misbehaviour) feedback on a child's behaviour is ultimately the same- to develop them into better humans and Muslims. Applying sanctions against negative behaviour is never intended to humiliate, denigrate or demoralise a student, but only to allow them the opportunity to reflect on their poor behaviour and to deter them from repeating it again.

Positive feedback begins with the smallest acknowledgement of good behaviour, such as a smile, a "Well done" or "MashaAllah" and so on. Marking students' work positively is a way of acknowledging good behaviour in work. Positive feedback is continuously and consistently reinforced by teacher comments & recognition in form time, assemblies, in the school newsletter, on school displays, letters to parents, achievement cards, certificates of merit and achievement, as well as a merit system. The school also has a prefect system as well as a Head Girl who is appointed annually. These students are encouraged to act as role models for their peers and also given certain privileges as well as responsibilities.

Student merits are now logged into behaviour on KSM. Teachers are able to record merits given to students for good work, good behaviour, effort, reliability and general contribution to the school. Each child is awarded a recognition certificate based on the number of merits they have acquired. Generally speaking, the school's primary aim is to focus on positive behaviour management and keep negative sanctions to a minimum. Research has shown that a positive behaviour management policy is more likely to bring about deep-rooted and sustainable 'good' behaviour.

Whilst promotion of good behaviour is our goal, it will sometimes be necessary to employ sanctions in order to enforce school rules; to reflect the seriousness of a misdemeanour; to deter individuals from repeating the behaviour and to deter others from committing the same offence. In cases of bullying or other types of unkind or thoughtless behaviour, sanctions are necessary to allow victims and those who speak up to see that they have been listened to and valued.

Negative sanctions also begin with small gestures and verbal reprimands. Further negative sanctions include the setting of extra work, suspension of privileges, detentions, time out and exclusions. Negative sanctions at Azhar Academy Girls School never include verbal or physical abuse of the students.

The Student Disciplinary Procedure

In cases where a student is failing to respond to our efforts to manage behaviour properly, our student disciplinary procedure will be implemented.

The school has a structured and well-defined disciplinary procedure for instances when pupils are found to breach school rules/guidelines. These breaches have been categorised depending on their level of their severity. Each category has its defined starting point in the disciplinary procedure structure recorded below. Furthermore, apart from these structured disciplinary sanctions, many offences will also be punished with immediate informal sanctions, for example, vandalism by writing graffiti on walls will be punished by requiring the student to clean the graffiti and having make-up on by requiring its immediate removal.

The **Discipline Structure** is as follows:

CATEGORY:

1. **Verbal reprimand:** Pupils displaying inappropriate behaviour are initially given either a verbal explanation or warning by the teacher, who records the warning in the teacher's planner, cautioning the student that a second reprimand will result in a referral. This reprimand does not go on the student's behaviour record file.
2. **Referral:** Teachers document a referral for the student on KSM. The form tutor will discuss this with the student. Parents may be informally informed by the Form Tutor if deemed necessary. This referral will go on the student's behaviour record file.
3. **Detention:** Once a student has received three recorded referrals on KSM they will be held back after school on a Friday between 12.15 pm to 1.00 pm. Parents will be formally notified of this situation via text. Pupils may be put on monitoring (white) report during this period should they have received 9 referrals. (9 referrals mean a child would sit 3 detentions).
4. **Daily Report:** Once a student has received three detentions, a full disciplinary review meeting with the parent and school management will be called and the pupil will be placed on daily monitoring (yellow) report for a period determined by the Headteacher. Parents will be required to check and sign the report every day. If, at the end of that period, the report is not satisfactory, the pupil will be put on probation (red) report.
5. **Probation:** If the daily monitoring (yellow) report is not satisfactory or a student has reached the level of yellow report for the second time in an academic year, she will be put on probation (red) report for a period determined by the Headteacher. Parents will be required to check and sign the red report every day. If the red report is not satisfactory, the student will serve external/internal timeout. If there is no significant improvement whilst on probation, the school may have to consider the child's place at the school and may lead to expulsion.
6. **Internal/External Time out:** Also, for any breach of Level 6 onwards, the student will be subjected to a full disciplinary review prior to time out and warned of the results of persistent poor behaviour. After the time out, the pupil will be spoken to by the Student Mentor and placed on the monitoring (white) report for a week. They will also be informed that although the time out has gone on their file, they will be given a fresh start of the Discipline Structure process.
7. **Permanent Expulsion:** If there is still no satisfactory progress after three time outs or if the nature of the offence so demands (even if there is no previous record of poor behaviour), the student will be permanently excluded from the school register in line with DfE guidance.

The behaviour and attainment of pupils who have reached category 5 (probation) of the Disciplinary Structure will be further reviewed at the end of the academic year. Consequently, pupils who have been a constant source of low-level disruption may not be allowed to re-register at AAGS in the forthcoming academic year.

These procedures are only to serve as guideline for parents. The school management reserves the absolute discretion to revoke or alter these procedures under all circumstances. Especially persistent breach of any single rule will result in the higher levels of sanction being applied instantaneously. However, the school management will endeavour to inform parents within a reasonable timeframe if that occurs.

For the purposes of this policy, possible breaches of school rules have been grouped into 4 categories:

LEVELS:

1. Minor breaches: Sanctions will commence from **Level 1** (Verbal warning will be given) of the Discipline Structure for these breaches. Some examples in this category are:

- Eating or drinking during lessons
- Low-level disruption during lessons, such as talking, passing notes etc.
- Chewing gum
- Littering inside or outside school
- Graffiti on books etc.
- Wearing jewellery in school
- Using inappropriate language amongst peers

2. Intermediate breaches: Sanctions will commence from **Level 2 – 5** (Referral will be given) of the Discipline Structure for these breaches. Some examples in this category are:

- Not bringing the correct books and/or equipment to lessons
- Not doing the set homework
- Not taking care to look after completed work (losing it)
- Using offensive and/or vulgar language, eg. swearing
- Being absent from lessons without explanation (in-school truanting)
- Wearing or bringing in perfume/make-up
- Not being in uniform without a valid excuse
- Minor vandalism (non-vulgar graffiti on tables, walls etc.)
- Disrespectful behaviour towards members of staff

3. Major breaches: Sanctions will commence from **Level 6** (Internal or external timeout of the Discipline Structure for these breaches). Some examples in this category are:

- Bringing or handling unauthorised mobile phones and/or other electronic gadgets in school
- Truancy from school
- Fighting in school
- Theft of pupil's or school's property
- Abusive language or behaviour directed to any member of staff
- Leaving the school premises without permission
- Minor breaches of the student learning policy
- Minor breaches of Islamic principles/law
- Bullying

4. Serious breaches: Sanctions will commence from **Level 7** (Suspension including expulsion) of the Discipline Structure for these breaches *immediately*. Some examples in this category are:

- Physical assault on a member of staff
- Intoxication or being in possession of any form of intoxicant
- Smoking or bringing smoking equipment into school
- Major breaches of the student learning policy
- Deliberate damage to school property or premises
- Improper use of the school fire-fighting equipment
- Causing actual bodily harm (in a fight)
- Major breaches of Islamic principles/law
- Any behaviour likely to bring the school into disrepute
- Abuse of mobile phones, internet or other electronic media to intimidate, slander or otherwise abuse a member of the school, whether a student, staff or any other employee of AAGS

This policy applies to all students for as long as they are on the school roll.

Internal/external time out procedure

Where there is reason to believe that a student has misbehaved to the extent that a time out should be considered, the Headteacher will arrange for evidence to be collected, including statements from members of staff, the student(s) involved and other witnesses if possible. The Headteacher will carefully consider the evidence, consulting the Student Mentor and teachers as necessary, before deciding on the appropriate course of action.

The parents/family will be informed of the day(s) of the timeout via email and work will be set for the child to complete at home (for external time out), which must be collected from the teachers before the time out date.

After the time out/suspension is over, the child will be required to attend an interview with the Student Mentor, who will advise her as necessary and inform her of the monitoring schedule. In some cases, parents will be required to attend this meeting also.

Permanent Expulsion Procedure

If a permanent expulsion is deemed necessary by the Headteacher in accordance with the school's policies, the child will be required to be sent home pending any further investigations and deliberation. Since expulsion is such a serious sanction, the decision will not be taken immediately, but only after considered reflection and discussion amongst the senior management team. If the expulsion is agreed, parents/families will be informed by letter within 5 working days.

Appeals Against Expulsions

The role of the Headteacher is to implement the policies of the school as adopted by the governing body. If necessary, the governors will hear appeals from parents who believe that a policy is inappropriate or has not been applied correctly, or that there are mitigating circumstances in the case of their child.

Such appeals should be made in writing and addressed to the Director of Education. The director will convene a sub-committee of the governors within one week of receiving the appeal and parents will be invited to address the committee in person and bring to its attention anything they feel is relevant to the case.

The committee will respond in writing within one week. The decision of the committee is final.

Guidelines to Staff

The following are brief set of guidelines for staff to help encourage and maintain good behaviour within the school. In addition to leading by example, teachers should aim to engage and motivate their classes during lessons so as to maximise interest and minimise inappropriate behaviour. Lessons should also be differentiated according to pupil ability in order to keep them well-paced and interesting. Similarly, teaching styles or methods should vary from lesson to lesson in order to keep students stimulated and involved in the learning process.

- Model the standards of courtesy and *akhlaaq* expected from pupils.
- Make sure your lessons begin and end on time.
- Be prepared for lessons in terms of resources and aims.
- Ensure that all pupils are able to fully participate in all lessons.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make sparing, fair and consistent use of reprimands and punishments.
- Criticise the behaviour and not the person.
- Use private rather than public reprimands wherever possible.
- Avoid sarcasm and threats, which are not subsequently carried out.
- Avoid group punishment.
- Analyse and reflect upon your classroom management performance and learn from it.

Appendix 1

AAGS Code of Conduct

At Azhar Academy Girls School:

We respect the authority of our Creator and people in charge.

This means:

- We follow the instructions of those in authority (inside and outside of school).
- We make sure we attend school every day and on time.
- We adhere to the school and classroom rules.
- We follow the school dress code.
- We meet deadlines set by teachers.

We respect other people and ourselves.

This means:

- We treat others as we would like to be treated ourselves.
- We display good manners at all times, smiling and being cheerful.
- We are helpful, courteous and considerate to other people's feelings.
- We are tolerant of differences in other people and co-operate fully with others.
- We ensure that we avoid harming other people in any way- physically, psychologically or emotionally. This includes cyber bullying.
- We are organised and take advantage of all the learning opportunities provided.
- We do our best in everything we do and aim to achieve more than our potential.

We respect our surroundings inside and outside of school.

This means:

- We keep our surroundings clean and litter free.
- We keep the noise level low in and around the school.
- We respect books and equipment, avoiding damage, loss and neglect.
- We look after school property, buildings and furniture by avoiding damaging or defacing it.

Appendix 2

GOOD AKHLAQ WITHIN THE CLASSROOM

Commitment to learning:

- “To seek knowledge is compulsory on every Muslim.” [Sunan ibn Majah]
- “Who takes the path hoping for knowledge, Allah makes easy for him the path to Paradise. Verily, the angels lower their wings for the seeker of knowledge out of pleasure of what he is doing. Verily all in the heavens and earth seek forgiveness for the knowledgeable, even the fish in the water. The excellence of the knowledgeable over the servant is like the excellence of the moon on the night of the full moon over all the planets. Verily, the learned are the heirs of the Prophets, the Prophets do not leave dinar or dirham, but they are inherited in knowledge, and he who takes it, takes a great bounty.” [Abu Dawood, Ibn Maajah and Ibn Habbaan.]

Good Manners:

- Nothing is weightier on the Scale of Deeds than one's good manners." [Sahih Al-Bukhari]
- "The Prophet of Allah, upon him be peace, was never obscene or coarse. Rather, he used to tell us that the best amongst us were those with the best manners." [Sahih Al-Bukhari]

Respectfulness towards others, especially one's teacher;

- “He is not of us who does not respect our elderly, show mercy to our youth, and know the rights of those who teach us.” [At-Tirmidhi]
- “Are those equal, those who know and those who do not know?” [Al-Zumar, 39: 9]

Safeguarding one's tongue:

- “He who truly believes in Allah and the Last Day should speak good or keep silent.” [Sahih Muslim]
- “A true Muslim is he who keeps others safe from his tongue and hands.” [Sahih Al-Bukhari]

Avoidance of grudges and hatred:

- “It is not lawful to a Muslim not to speak to his brother for more than three days.” [Sahih Muslim]
- “And do not let the hatred of others make you swerve to wrong and depart from justice. Be just. That is nearer to piety.” [Al-Mâ'idah, 5:8]

Humility and self-improvement:

- "O you who believe! Let not a group scoff at another group, it may be that the latter is better than the former..." [Al-Hujuraat, 49:11]
- "Verily, Allah has revealed to me that you should adopt humility. So that no one may wrong another and no one may be disdainful and haughty towards another." [Sahih Muslim]
- “Nay, verily, a believer may not twice be bitten from the same hole.” [Sahih Muslim]

Modesty:

- 'Every religion has its characteristic, and the characteristic of Islam is modesty.' [Muwatta Al-Malik]
- "Modesty brings nothing but good." [Sahih Muslim & Bukhari]
- "Modesty is one portion of belief." [Sahih Muslim & Bukhari]

Patience and avoidance of anger:

- "The strong is not the one who overcomes the people by his strength, but the strong is the one who controls himself while in anger" [Sahih Al-Bukhari]
- “Kind words and forgiving of faults are better than Sadaqah [charity] followed by injury...” [Al-Baqarah, 2: 263]

Honesty:

- "... be with those who are true [in word and deeds]." [Al-Tawbah, 9:119]
- "Verily, truthfulness guides to righteousness and righteousness guides to Paradise..." [Muslim & Bukhari]

Enjoining good and forbidding what is evil:

- "The believers, men and women, are protectors of each other; they enjoin what is right and forbid what is evil." [Al-Tawbah, 9:71]
- "Whoever amongst you sees an evil should change it with his hand. If he is unable to do that then with his tongue. If he is unable to do that, then with his heart, and that is the weakest level of Imaan." [Muslim]

Being mindful of one's time and remembering Allah [SWT]:

- "By time! Surely the human being is at loss. Except for those who have faith and do righteous deeds and exhort one another to truth and exhort one another to patience." [Al-Asr].
- "Surely in the remembrance of Allah do hearts find rest." [Ar-Ra'd, 13:28].

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Appendix 3

SCHOOL RULES

1. Be polite and show respect to all members of the School community and to visitors to the School.
2. Respect and abide by the Islamic values of the school and fulfill your responsibility towards others diligently.
3. Move about the school in a quiet and orderly manner and walk, not run, in corridors and on staircases, and keep to the left.
4. Make every effort to keep the premises and locality tidy. Litter must not be dropped in the building or on the way to and from school.
5. No pupil may go outside the boundary of the school, during the school day, without the permission of the Headteacher. Those with permission must sign out in the School Office, and sign in again when they return to the School.
6. Use only your allocated locker and be responsible for making it secure. Under no circumstances are you to use or tamper with anyone else's locker.
7. Wear your School uniform (as specified in the Uniform and Appearance policy) smartly each day, including on the journey to and from school.
8. Food and drink should be consumed only in the designated play areas and during designated times. Food and drink should not be carried around the corridors and staircases of the school and should not be consumed outside the front of the school. The chewing of gum is not permitted.
9. Only pupils with prior written authorization may bring in mobile phones into school, but must ensure that the phones are completely switched off before they enter the school and is not switched back on until they have left the school. No one is allowed to bring a mobile phone without prior authorization or any other electronic gadget into school.
10. Arrive promptly in School for the formal start of the day with adequate time for you to settle down before registration.
11. Use the front door only to come in and go out of school. Do not allow any strangers into school at any time.

Please remember that your behaviour out of school reflects on us all. Show courtesy to others, for instance by making way on the pavement. Avoid eating, drinking, noisiness or thoughtless behaviour in public. Wear your uniform properly, and with pride.

Appendix 4

CLASSROOM RULES FOR LEARNING

- We arrive on time to lessons and ready to learn
- We bring the correct equipment and books to each lesson
- We follow the class teacher's instructions
- We keep hands, feet and hurtful comments to ourselves
- We speak only when we have gained permission
- We keep our learning environment clean and tidy
- We organise ourselves to meet deadlines
- We pay full attention and try our best in all tasks

There are consequences when we don't follow rules because this affects our own learning & the learning of others

Appendix 5

PROCEDURE FOR DEALING WITH DISRUPTIVE PUPILS DURING A LESSON

Teacher speaks to the pupil.



Pupil is given a verbal warning and a choice i.e. to behave appropriately or be moved.



Pupil is moved.



If possible the teacher speaks to the pupil briefly outside the class.



Pupil is set the class work and escorted to another class.



If pupil refuses to move, send a note to the office requesting for either the Deputy Head or Headteacher to come and take over the situation.