



Rashid School for Boys

Respect and Kindness ♦ Always Learning ♦ Ready for Leadership

Student Behaviour Policy (Secondary School)



Policy Summary

The policy outlines the expectations of the Headmaster and staff with regards to student behavior within the Secondary Section.

Student Behaviour Policy

Introduction

There is a consistent approach to promote respect, courtesy and high standards throughout the school. Every member of the school shares in the responsibility for encouraging good behaviour and students are more likely to behave well if we reward the positive and have high expectations. The right balance is required between reward and effective sanctions.

Code of Conduct

The principle is to promote a pro-active, positive approach which will help students to reflect more about their own behaviour.

An RSB code of conduct is one way of achieving this. It aims at encouraging a school-wide shared understanding of what we value most as a school. It is a process which consults and continually involves both students and teachers through discussion and debate. It is not meant to be a document as such, as it will always be revisited; it is the process that is important. However, each year we will need to reinforce our message through a variety of strategies. We envisage that this process will not only form an important aspect of our pastoral programme but will also be amplified across the curriculum.

Rewarding Good Behaviour: The Jawa'iz Scheme

This scheme is designed to promote positive attitudes to learning and improve self-esteem.

Throughout the Secondary Section we run a reward scheme called "Jawa'iz". Teachers give students Jawa'iz tokens as rewards for exceptional work, representing the school in sports or team events or for a wide range of achievements.

Students collect these Jawa'iz tokens and can then exchange them for prizes or treats. These rewards can range from buying ice cream in our once per week 'Jawa'iz Tuck Tuesday' to earning an afternoon at Wild Wadi. A form group can 'pool' their tokens for a whole class reward.

At the Graduation Ceremony a special Headmaster's Award will be presented to the Year 12 or 13 student who has excelled in many areas of school-life. In addition, a prize will be awarded to the Sportsman of the Year. This will be based on sportsmanship, individual skill and service to the school. The Rashid School Award is made to the student with the best GCSE results. Their names will be displayed on the Roll of Honour Boards in reception.

There is also an Arabic and Islamic Studies Award and this is presented at the Graduation Ceremony to the graduating student who has made the greatest contribution to Arabic and Islamic Studies within the school. The Student Council Award goes to the Student Council member who has done most to support the Council and the school during the year.

At the end-of-year assembly, subject prizes will be awarded: one will be for Years 7 and 8 and the other for Years 9 and 10. Heads of department will nominate two boys for each prize. The final decision will be left to the headmaster after consultation with co-ordinators and form tutors.

At the end of each year a Head's Commendation list will also be announced and the names will be displayed in the school.

Dealing with Unacceptable Behaviour

In the secondary department there are a number of strategies we may use to deal with unacceptable behaviour. These include:

- lunchtime detention;
- referral during a lesson;
- placing student on report;
- contacting parents/guardians;
- withdrawing a student from that lesson for a fixed period of time;
- providing support for the student if appropriate;
- The Deputy Head's list for students who are failing in one or more aspects of school life;
- The Headmaster's List for students who are causing serious concern.

Referral

There are times when a student's behaviour impedes the learning of others and he does not respond to requests from the teacher. Under such circumstances the student could be referred. However, referral must not be used too readily, and it is not recommended for arriving late to class. The following guidelines should be followed:

- **During the lesson**
Let the student know what aspect of his behaviour is of concern and warn him of the consequences if necessary. If his behaviour does not improve, make him stand outside your classroom for a few minutes, until he is ready to re-join the group; if his behaviour continues upon his return send him to the administration block where the teacher 'on call' will be notified.
- **End of lesson**
Make sure the incident has been reported on an 'incident report form' and speak with the tutor and / or the co-ordinator to decide on what action is considered the most appropriate.
- **Follow-up action**
All referral incidents **must** be followed up later that day by the co-ordinator with the tutor. This may require further information from the subject teacher/head of department. Appropriate action will then be decided by the tutor with the co-ordinator, after consulting the teacher.
- **The role of the teacher 'on call'**
The teacher 'on call' will simply need to mind the student until the end of the lesson. It is an opportunity for the student to 'cool off' and reflect on his behaviour. They will be provided with a referral form to write down what took place. At the end of the lesson the student should be sent to his next lesson unless the duty teacher feels the student is not in the right frame of mind. In such cases the student needs to be referred to the co-ordinator. Referral itself is not the sanction.
- The role of the deputy head is to ensure a record of all such incidents is kept.

Lunchtime Detentions

Teachers are expected to use lunch times for punctuality issues and providing opportunities for students who have failed to complete homework tasks to their satisfaction. For repeat offenders, incident reports should be used to alert the tutor team that there is an issue with either punctuality or non-completion of homework. Grades on progress sheets should reflect such problems. After school 'Wednesday' detentions should only be used for serious behaviour issues.

Support Period

Sunday to Wednesday, 2:45pm to 3:30pm is designated as a Support Period. This is part of the school day and can be used to help students catch up with work, as a sanction or to provide support in a wide range of areas

Deputy Head's List

A student may appear on this list if there is a concern such as repeated lateness or absence, at a level that requires intervention, but is not currently leading to 'failing' the school year. Students who are obtaining a number of yellow progress sheets may also be added so that they can benefit from the additional guidance and support offered by this raised level of supervision.

Headmaster's List

This is a list of students who are at risk of losing their place at Rashid School for Boys due to their unacceptable behaviour, poor attendance, lack of effort or failure to make progress. Receiving two consecutive red progress sheets automatically leads to the student being placed on the list. The purpose of the list is to provide support for students who are experiencing difficulty in school and to help them understand what is expected and how they can improve. It is hoped that the outcomes will always be positive. However, if a student 'fails the year' then a recommendation can be made that they either repeat the year or leave Rashid School for Boys. (See section 3.2 for details.)

Temporary exclusion

A student could be excluded from school for a period of up to five days for incidents such as:

- smoking or having cigarettes or tobacco in school;
- refusing to follow the reasonable instructions of a teacher;
- verbal abuse or threatening behaviour towards a member of staff or student;
- fighting.

Student expulsion

This could occur when there is:

- a serious breach of the law;
- violent or dangerous behaviour;
- an act which could seriously damage the good name of the school or its members.

It could also occur after an extended period, when having tried all reasonable strategies, involving staff and family, the student has failed to respond and continues to disrupt the learning of others. (See section 3.2 for details on the Headmaster's List.)