



## Birchfield Independent Girls School

Birchfield Independent Girls School complies with the terms of the 1998 Data Protection Act, and any subsequent relevant legislation, to ensure personal data is treated in confidence, in a manner that is fair and lawful.

### **BEHAVIOUR, REWARDS AND SANCTIONS POLICY** **A Policy for Raising Achievement through Effective Behaviour Management**

Abdullah ibn ‘Amr (radhi Allaahu anhu) said:

*“The Prophet (sallaa Allaahu alaihe wa sallam), was neither coarse nor loud. He used to say, “The best of you is the one who has the best character.”*

Saheeh Al-Bukhari

The Noble Prophet (sallaa Allahu alayhi wa sallam) said:

*“The most perfect believer in respect of faith is he who is best of them in manners.”*

Sunan Abi-Dawud - Book 40, Hadeeth 4665

This policy will be read in conjunction with the following policies; child protection and safeguarding policy, attendance policy, bullying, cyber bullying and anti-bullying policy and exclusion checklist policy.

#### **Aims: Care, Consideration and Co-operation**

At Birchfield Independent Girls School, we aim:

- To create an environment to encourage and reinforce good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school’s expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

At Birchfield Independent Girls’ School, we ensure to do the following:

- Be courteous
- Be positive
- Provide Quality Learning Experiences
- Recognise Achievement
- Maintain clear and consistent expectations of high standards
- Use strategies that seek to change behaviour avoiding confrontation
- Use the consequences of Cool - off and On - Call where necessary
- Follow up with sanctions that seek to change the behaviour
- Keep parents informed

We aim to increase pupil's self-esteem through consistent, meaningful positive rewards. We use the rewards system to:

- Teach appropriate behaviours and establish positive relationships
- Praise pupils often
- Recognise pupils' responsible behaviours with rewards
- Motivate pupils
- Increase parental contact regarding pupil success
- Ensure that all pupils can achieve recognition of their successes
- Create a positive classroom environment for teachers and pupils through the recognition of achievements

In order to succeed, the rewards system will:

- Be consistently applied and applied to all
- Be given based on performance
- Be valued by all
- Be applied by all teachers fairly
- Be as achievable in Year 11 as Year 7

“Good behaviour is a necessary condition for effective teaching to take place.” (Education Observed 5 - DES 1987)

The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

### **Standards of Behaviour**

In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus, the school has a central role in the pupils' social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the pupils' developing ability to conform to our behavioural goals.

The pupils bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we aim to work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### **School Ethos**

The adults encountered by the pupils at school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

#### **As adults we aim to:**

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons will have clear objectives, understood by the pupils, and differentiated to meet the needs of pupils of different abilities. Marking and record-keeping can be used both as a supportive activity, providing feed-back to the pupils on their progress and achievements, and as a signal that the pupils' efforts are valued and that progress matters.

### **Classroom Management**

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

Classrooms will be organised to develop independence and personal initiative. Furniture is to be arranged to provide an environment conducive to on-task behaviour. Materials and resources will be arranged to aid accessibility and reduce uncertainty and disruption. Displays will help develop self-

esteem through demonstrating the value of every individual's contribution, and overall, the classroom provides a welcoming environment.

Teaching methods will encourage enthusiasm and active participation for all. Lessons will aim to develop the skills, knowledge and understanding which will enable the pupils to work and play in co-operation with others. Praise will be used to encourage good behaviour as well as good work. Constructive criticism will be a private matter between teacher and pupil to avoid resentment.

### **Rules and Procedures**

Rules and procedures will be designed to make clear to the pupils how they can achieve acceptable standards of behaviour.

- They will be positively stated, telling the pupils what to do rather than what not to do.
- Everyone involved will be actively encouraged to take part in their development.
- They will have a clear rationale, made explicit to all.
- They will be consistently applied and enforced.
- They will promote the idea that every member of the school community has responsibilities towards the whole.

### **Encouraging Positive Islamic Behaviour**

At BIGS, all teachers, parents and learners are expected to be committed to ensuring excellent Islamic etiquettes at all times within the school. We believe that good behaviour and discipline in our school is essential for effective teaching and learning to take place.

### **Aims**

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour inline with Islamic morals and classroom management
- To encourage the development of good moral personalities
- To encourage consistency of response to both positive and behaviour
- To promote self-esteem, self-discipline and positive relationships
- To encourage the involvement of both home and school in the implementation of this policy

### **Rewards are given for the following reasons:**

- Good Islamic behaviour throughout the lesson
- Actively participate in the lesson
- Complete any homework set at acceptable standards

### **House Points**

Each class has been divided into four groups and house points are rewarded to pupils in these groups for good class work and homework, behaviour and other reasons. The groups are named as Safa,

Marwa, Mina and Arafa. The groups with the most house points are rewarded with a termly reward, i.e., a trip or treat. Pupils will not request the House Points from their teachers.

## **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for pupils. Rates of praise for behaviour will be as high as for work.

Recognition of the following rewards is presented publicly during assembly:

- House Points, which are signed by staff once completed – the winning house points group will be given additional privilege
- Star Student of the month awarded and added to school honours board
- Letters sent home informing parents of positive behaviour
- Certificates
- Book awards
- Prize awards/school medals
- Additional privileges

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The use of punishment will be characterised by certain features:

- It will be clear why the sanction is being applied
- It will be made clear what changes in behaviour are required to avoid future punishment
- Group punishment will be avoided as they breed resentment
- There will be a clear distinction between minor and major offences
- It will be the behaviour rather than the person that is punished

Sanctions range from expressions of disapproval, through withdrawal of lessons (isolation), to detentions, to referral to the headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. This may include pupils who use abusive language towards staff, physical assault to staff or fellow pupils, racist and vulgar language. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures will take place to eliminate these as

contributory factors. Additional specialist help and advice may be necessary. This possibility will be discussed with the Headteacher.

### **Communication and Parental Partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since we believe that these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a pupil is giving cause for concern, it is important that all staff working with the pupil are aware of these concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the pupil's welfare. Early warning of concerns will be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in most aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is a cause for concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will also be discussed.

### **Disciplinary Procedure for Pupils**

The following **DISCIPLINARY PROCEDURE** needs to be followed by all members of staff for persistent misbehaviour of pupils:

1. Isolation Procedure: After two warnings have been given in a class, an isolation will be issued. The procedure for this is as follows:
  - The teacher issuing the isolation needs to fill out a classroom incident form, then the class prefect will take the pupil to another classroom. Work needs to be set by the teacher and the pupil needs to complete this work in the isolation session.
  - The Isolation Slip needs to be given to the prefect who will then show it to the teacher supervising the isolation. The prefect will return the isolation slip to the issuing teacher, who, **will need to place this slip in the "ISOLATION Pockets" found in the staff room.**
  - If the pupil receives a second isolation, a letter will be sent home to inform the parents of these isolations by the detention officer.
  
2. Once the pupil has received three isolations, a detention will be issued to the pupil by the detentions officer, who will then inform the form teacher regarding this. If the pupil receives an

isolation after her detention, the detentions officer will notify the form teacher to summon the parents to discuss the matter, through sending a letter home.

3. The form teacher will then place the pupil on a behaviour report (available on the staff hard drive R:) The pupil is observed by all staff. The form teacher and headteacher will monitor the behaviour report at the end of each day.
4. Mentoring arrangements may be made and the pupils are given two weeks to change their behaviour. Pupil is requested to meet with the mentor every week to report progress. An Individual action plan is written up by the Mentor.
5. If misbehaviour persists, suspension, for a certain length of time which is to be decided by the headteacher.
6. If misconduct persists, the parents, form teacher, headteacher meet, followed by a decision to exclude the pupil concerned.
7. It is the duty of all members of staff to ensure discipline is maintained at all times. Each member of staff is also responsible for the discipline of the class she is teaching.

### Warnings and Isolation Policy

Action	Explanation
Verbal warning	Misbehaviour
Verbal warning	Misbehaviour
Isolation 1	Class Teacher follows the isolation procedure above. Detention officer will keep a record of this.
Isolation 2	Class Teacher follows the isolation procedure above. Detention officer will keep a record of this. Once the pupil has received two isolations, a detention will be issued to the pupil by the detentions officer, who will then inform the form teacher regarding this. <b>A letter will be sent home to parents.</b>
Isolation 3	Class Teacher follows the isolation procedure above. Detention officer will keep a record of this. After the third isolation, an after-school detention will be issued.
Detention	After school detention starts immediately after school in room 11, and ends at 4.00pm. Girls will fill out a Reflective Detention Sheet. Girls who do not attend are given a further detention by the detention officer.

### Classroom Isolation Slip

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<u>Pupil's name:</u>	<u>Class:</u>	<u>Date:</u>
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<b><u>Subject:</u></b>	<b><u>Teacher's name:</u></b>	<b><u>2 warnings given:</u></b> <b><u>YES/NO</u></b>
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**Verbal warnings**

<b>*No equipment</b>	<b>Shouting out</b>
<b>Leaving seat without permission</b>	<b>Not respecting other opinions</b>
<b>Graffiti</b>	<b>Making distracting noises</b>
<b>*No homework</b>	<b>Not following an instruction</b>

**SEND TO SENIOR STAFF**

<b>Confrontational arguing with the teacher</b>
<b>Physically hurting or fighting with another</b>
<b>Endangering the safety of others</b>

**Note:**

**\* Staff will have records of all individual pupils regarding these sanctions. If repeated 2 times within every half term, the pupil will receive a detention.**

**Detention Policy**

The following will amount to a detention immediately:

- Items not allowed in school such as inappropriate magazines and or any other items prohibited in school
- Teacher's discretion with valid reason
- Three isolations

**After-School Detention - (supervised by teachers)**

After-school detentions are:

- 50-minute duration on Thursday afternoons.
- Operating from 3.10pm – 4.00pm in Room 11.
- Given in the week after it is issued – minimum of four working days is given.
- Issued if two isolations have been issued and recorded.

Parents will be given notice of the detention by the issuing teacher by recording in the homework diary, and informing pupils to show their parents who will need to sign it. In the case of the homework diary

not being available, the teacher issuing the detention slip will issue a detention slip. The issuing teacher will record the pupil's name (with reason and issuer's name) to the Detentions Rota, found on the staff notice board in the staff room. Monday is the cut-off point for that week's detention.

### **What will take Place in the Detentions?**

The pupil will fill out a reflective form for their actions and this will be kept by the detention's officer in a folder. The worksheets will be able to help the pupil why they received the detention and how they can prevent themselves from engaging in that sort of behaviour in the future. Additional work can be given by the issuing teacher. Detention officer will send a text message to remind parents the day before.

### **Detentions Procedure**

<b>Action</b>	<b>Explanation</b>
Detention 1	Detention issued by teacher and written in homework diary/slip. Teacher to record on detention rota in staffroom.
Detention 2	Detention issued by teacher and written in homework diary/slip. Teacher to record on detention rota in staffroom.
Detention 3	Parents called in by the detentions officer to meet with form teacher

**If detentions are continuously missed, then the parent/guardian will be called in school for a meeting to discuss further serious actions with a possible suspension of three days away from school at the discretion of the headteacher.**

**\*\*letter of detention**

### **Incorrect Uniform Policy**

The following procedures will be undertaken for pupils wearing the incorrect school uniform:

- Jewellery will be confiscated.
- The pupil will have to remove make-up immediately.
- The pupil will be detained in isolation during break and lunchtime if they do not follow the school uniform policy.
- Persistent violation of the uniform policy will lead to detention or other disciplinary action and parents will be called in for a meeting.

### **Swearing Policy**

- If a pupil is caught swearing within a conversation, a detention will be issued.
- If the swearing was undertaken in an aggressive manner (in a fight/argument, then the pupil will be sent to the Headteacher). Disciplinary action will be taken.

### **Policy for Summoning Parents**

The following offences will amount to summoning parents to the school:

- Incorrect Uniform: Once a pupil has been disciplined; their parents will be summoned should they commit a second offence.
- Refusal of bag check
- Any other serious issue that may arise; then form teachers, subject teachers or the Headteacher will ring on discretion.
- Any medical emergency
- If pupils bring in mobile phones, an incident form being filled followed by a phone call to parents to collect the phone. With reoccurrences, then refer to the Suspension Policy.

### **Exclusion Policy**

This sanction will be given to pupils if they bring in the following items into school, or similar:

- Cigarettes and Tobacco
- Narcotics
- Drugs
- Harmful Objects (knives, blades)
- Tools, e.g., screwdrivers, needles (not used for a legitimate purpose)
- Firearms/weapons
- Alcohol
- Fireworks
- Inappropriate images
- Stolen items

For repeated behaviour offences, a full out-of-school temporary or permanent exclusion will occur for a number of days, as decided by the headteacher. Parents/carers will be required to ensure the pupil's supervision. Repetition of this *may* lead to permanent exclusion. It will be stated that the object of pastoral and disciplinary policy is NOT to exclude pupils, where possible. This is out of a genuine belief that our role is to improve pupils who are failing. In practice, permanent exclusions are rarely resorted to. In this period of time an educational plan is set by the form teacher and all subject teachers will provide class work for the pupil to undertake at home with the supervision of the parents. It is the responsibility of the parents to collect this work from the school.

### **Pupil Conduct and Misbehaviour outside the School Premises**

#### **What the Law Allows**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's Behaviour Policy, the teacher may discipline a pupil for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- 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
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

### **Out of School Behaviour**

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour

### **Sanctions and Disciplinary Action – Off-Site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.

The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

## **Code of Conduct**

### **Our Code of Conduct is:**

- We listen to each others' points of view, without interruption, and try our best to understand each other
- We use good words with one other, as Allah loves the one who is best in speech
- We are kind to each other for the Sake of Allah and help each other to gain reward
- We speak quietly and do not shout or raise our voices in anger, as anger is from *Shaytaan*
- We raise our hands to comment or question, as seeking permission is an aspect of positive Islamic etiquette
- We are silent when required, as expected by the teacher
- We observe the rights of others and the school
- We move quietly about the school and do not disturb each other; we do not run/scream in the corridors
- We keep our school clean and value our environment, as taught in Islam
- We encourage others to maintain the cleanliness of the school
- We take pleasure in our appearance, work and our school
- We do not tolerate bullying/abuse towards on another, as Muslim never hurts another person
- We believe no-one is better than anyone else, as only Allah knows about the true reality of our deeds and rewards
- We complete all class work homework to deadlines and to the best of our ability

## **Peer on Peer abuse**

### **Definition and Forms of Peer on Peer Abuse:**

There is no clear boundary between incidents that will be regarded as abusive and incidents that will be dealt with by the Birchfield independent girls' school's behavioural and disciplinary system. If one child or young person causes harm to another, this will not necessarily be dealt with as abuse: unkindness, physical fighting and harassment between children are not always or inevitably seen as

child protection issues. However, it may be appropriate to regard peer on peer behaviour as abusive if harm is caused because:

- There is a significant power imbalance between the young people concerned. The abuse of children is often constructed around an age differential between the abuser and the abused, but in cases of peer-on-peer abuse this may not always be the case. In such circumstances, power imbalances can manifest in other ways, for example gender, social status within peer groups, intellectual ability, physical development, economic wealth, social marginalisation and so on. It is important to note that the perpetrator and/or victim may well be subject to power imbalances with other individuals in an incident of abuse and so it is important to investigate any incident as fully as possible.
- The perpetrator has repeatedly tried to harm one or more other children.
- There are concerns about the intention of the alleged perpetrator. If evidence suggests that there was an intention to cause severe harm to the victim, this will be regarded as abusive whether severe harm was caused or not.

Different forms of abuse are well documented in our Safeguarding and Child Protection Policy, found on our website. These include physical, emotional, sexual abuse and neglect. In the context of peer on peer abuse examples include:

- Teenage relationship abuse (both physical and emotional),
- Girls and boys being sexually touched/assaulted,
- Initiation/hazing type violence, sexting,
- Prejudiced behaviours such as sexism, racism and social marginalisation,
- Bullying, where the context meets the criteria referred to above.

Issues surrounding Honour Based Violence (HBV), Forced Marriage and Radicalisation may also be relevant where coercion or power imbalances are involved between peers. It is also important to recognise that peer on peer abuse may well involve pupils here at the College and young persons and children in other contexts, thus making a full range of abuse types possible. When dealing with any disclosure of abuse it is important to remember the three bullet points above regarding power, frequency and intention. The extent to which any victim has given consent is also important.

### **Procedures Adopted when a Disclosure of Peer on Peer Abuse is made:**

The following general principles and guidelines will be followed:

#### **Initial Response**

- Any direct disclosure by a pupil of an incident of abuse will be taken very seriously and managed sensitively. Basic principles of listening sensitively, providing reassurance, not asking leading questions and not guaranteeing confidentiality will be remembered.
- All incidents will be responded to in line with the Safeguarding and Child Protection Policy.
- Any incident will be referred to the DSL without delay.
- The DSL will meet with staff involved and there will be subsequent interviews with the young people involved if appropriate.
- If the incident involves Sexting, use of the Policy and Procedures on Sexting should be made.

### Late to Lesson Policy

- Pupils do not have an excuse arriving late to lessons, unless they have a parents or teachers note outlining the reason.
- Pupils will be given no more than 5 minutes to arrive to detention.
- Staff will either detain pupils at lunchtime or break time.
- If pupil's lateness continues to occur, an after-school detention will be given

### Isolation Letters to Parents



***BIRCHFIELD INDEPENDENT GIRLS SCHOOL***

BEACON HOUSE, 30 BEACON HILL,  
ASTON, BIRMINGHAM B6 6JU

Tel: 0121 327 7707

E-mail: [admin@bigs.bham.sch.uk](mailto:admin@bigs.bham.sch.uk)

EST: 1990

Reg. Charity no: 1053283

Date:

Dear Parents,

Assalamu Alaykum

I am writing this letter to make you aware that your daughter ..... of class ..... has been isolated from her lesson twice due to her misbehaviour.

The next isolation that she receives will lead to her getting an after school detention.

Please can you make your daughter aware that her misbehaviour will have a great effect on her grades/levels as she is losing out on valuable time from the lessons.

If you have any questions or queries regarding these isolation's please do not hesitate to arrange a meeting with her form teacher.

Wasalaam.

Yours sincerely,

Miss Saba Khalid  
Detentions Officer



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BEACON HOUSE, 30 BEACON HILL,  
ASTON, BIRMINGHAM B6 6JU  
Tel: 0121 327 7707

E-mail: [admin@bigs.bham.sch.uk](mailto:admin@bigs.bham.sch.uk)

EST: 1990

Reg. Charity no: 1053283

Date:

Dear Parents,

Assalamu Alaykum

I am writing this letter to you in regards to your daughter..... of class..... who has been isolated from her classes on several occasions due to her misbehaviour.

As the policy of this school we will now be taking action against this behaviour in which the next protocol of call would be having a meeting with your self.

We therefore would like to make an appointment for ..... at ..... to discuss this matter with her form teacher.

Your daughter needs to understand that her behaviour does not only affect her learning time but also effects the time with her peers.

It is very important that you attend this meeting so we can resolve the matter as soon as possible.

Wasalaam.

Yours sincerely,

Miss Saba Khalid  
Detentions Officer

**Letter to Parents – On Issuing Detentions**



***BIRCHFIELD INDEPENDENT GIRLS SCHOOL***

BEACON HOUSE, 30 BEACON HILL,  
ASTON, BIRMINGHAM B6 6JU

Tel: 0121 327 7707

E-mail: admin@big.s.bham.sch.uk

***EST: 1990***

***Reg. Charity no: 1053283***

**Date:**

Dear Parent/Guardian

Assalamu Alaikum,

I am writing this letter to make you aware that your daughter, .....  
In year ..... has been issued with a detention due to .....  
Detention will be on ..... after school which will start from 3:15pm and  
finish at 4:15pm. Failure to attend detention will lead to another detention being issued.

Your daughter needs to understand that her behaviour does not only affect her learning time but also  
effects the time with her peers.

It is important for your daughter to attend this detention.

Wasalaam,

Yours sincerely

Miss Saba Khalid  
Detentions officer

**Letter to Parents – Fairness and Attending After-School Detention**



***BIRCHFIELD INDEPENDENT GIRLS SCHOOL***

BEACON HOUSE, 30 BEACON HILL,  
ASTON, BIRMINGHAM B6 6JU  
Tel: 0121 327 7707  
E-mail: admin@bigs.bham.sch.uk

**EST: 1990**

**Reg. Charity no: 1053283**

Date:

Dear Parent/Guardian

Assalamu Alaikum,

I refer to your letter regarding your daughter.....  
year ..... not being able to attend the after school detention. We have lunchtime  
and break time detention for minor issues; however we need to have after school  
detentions for other matters. All pupils that attend our school are expected to attend after  
school detentions that they are given.

I understand that you need to pick up other siblings, however if you could make other  
arrangements or pick up other siblings first.

We expect co-operation from all parents on this policy for fairness of all pupils.

If you have any queries then please feel free to speak to me.

Jazakallah Khairan

Mrs R Mogra  
Headteacher

**Letter to Parents – Missing One Detention**



***BIRCHFIELD INDEPENDENT GIRLS SCHOOL***

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Tel: 0121 327 7707

E-mail: [admin@big.s.bham.sch.uk](mailto:admin@big.s.bham.sch.uk)

EST: 1990

Reg. Charity no: 1053283

Date:

Dear Parents,

Assalamu Alaykum

I am writing this letter to inform you that your daughter ..... of class ..... failed to attend her detention on ..... As a result of this she has now been issued a detention which will take place on ..... in room 11.

If she does not attend this detention, you will be called in to school to have a meeting with the headteacher and further sanctions will take place.

Your daughter needs to understand that it is imperative that she attends all detentions issued to her.

Wasalaam.

Yours sincerely,

Miss Saba Khalid  
Detentions Officer

**Letter to Parents – Missing Two Detentions**



***BIRCHFIELD INDEPENDENT GIRLS SCHOOL***

BEACON HOUSE, 30 BEACON HILL,

ASTON, BIRMINGHAM B6 6JU

Tel: 0121 327 7707

E-mail: [admin@bigs.bham.sch.uk](mailto:admin@bigs.bham.sch.uk)

EST: 1990

Reg. Charity no: 1053283

**Date:**

Dear Parent/Guardian,

Assalamu Alaikum,

I am writing this letter to make you aware that your daughter.....  
 In year..... has been issued with two detentions due to  
 .....and unfortunately has failed to attend both of them.

As per the school policy action will now be taken towards this unacceptable behaviour. The next stage is to issue your daughter ..... with a third after school detention of one hour which will start from 3:15pm and finish at 4:15pm. Failure to attend this detention, also will lead to a meeting with parent/Guardians being set up, where discussions regarding further serious action.

Your daughter needs to understand that behaviour does not only affect her learning time but also effects the time of her peers.

It is very important that your daughter attends this detention and the matter can be resolved as soon as possible.

Wasalaam,

Yours sincerely,

Miss Saba Khalid

Detentions officer

<b>BEHAVIOUR POLICY</b>
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The following are basic behavioural rules to be followed by our pupils here at Birchfield Independent Girls School.

1. No running in the school especially in the halls, kitchen, corridors, stairway, laboratory, etc.
2. No shouting.
3. Respect towards one another and staff.
4. Respecting the school property.
5. Pupils are to use the main door 'C' (next the reception office) to enter and door 'B' to leave the building, otherwise stated.
6. No fighting, hitting, biting, pushing or kicking.
7. No abusive or foul language.
8. Be considerable about others when using equipment.

9. Sit down when eating or drinking.
10. Help each other and be good to one another.
11. Obedience towards staff members.
12. Respecting the teacher and peers during lesson time and not shouting out.
13. Raising the hand to speak to the teacher or answer a question.
14. Take part in the lesson.
15. Being punctual to school and each lesson.
16. Be equipped with the correct stationary, books and uniform.
17. Mobile phones are to be left at reception at the start of the day and collected at the end.
18. To leave the classroom and toilets tidy when using them.
19. Pupils are not allowed to wear coats during lesson time, unless otherwise. Coats are to be placed on the hooks provided in the dinner hall at the start of the school day.
20. To refrain from bringing personal belongings and large amounts of money to school.

**Appendix 1**

**REFLECTIVE DETENTION SHEET**

**Name** \_\_\_\_\_ **Form** \_\_\_\_\_

**What were you doing in lesson to get this detention? (Was it one thing or more than one thing?)**

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**Why did that deserve a detention? (Look at issues from the point of view of the teacher and your fellow colleagues)**

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**What can you do in future lessons to make sure you do not get a detention again? (Think of positive strategies that you can achieve)**

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**Signature (student)** \_\_\_\_\_ **Date** \_\_\_\_\_

**Appendix 2**

**Behaviour Posters, some of which are now displayed around the school site:**

## BIRCHFIELD INDEPENDENT GIRLS SCHOOL STUDENT CLASSROOM RULES

### Senior Staff Involvement

- Leaving class without permission
- Swearing (could lead to more severe consequence also)
- Being rude to a member of staff (could lead to more severe consequence also)
- Misplacing and damaging equipment
- Damaging others work
- Turning computers off from the mains
- Confrontation and Arguing with the teacher
- Physically hurting or fighting with another
- Endangering the safety of others

### Warning

- Talking across the classroom
- Copying others work
- Moving away from your seat without permission
- Not respecting fellow peers
- Leaving litter around and graffiti
- Throwing equipment across to others (pencils, rubber etc.)
- No homework\*
- Sitting on the table or feet on the table
- Sudden laughing, screaming, whistling, shouting / irrelevant noises
- Talking out of turn
- Not having relevant equipment in class
- Unable to follow teacher instructions
- Eating in lessons
- Late to lesson
- Not having wudhu for Qur'aan lessons or Salaah for legitimate reasons
- Lying to the teacher
- Chewing gum (also results in £1 fine)

DONT BREAK  
THE RULES

DONT BREAK  
THE RULES

DONT BREAK  
THE RULES

DONT BREAK  
THE RULES

## Behaviour for Success

**During school hours students are expected to follow teacher's instructions and to focus on their learning.**

**Failure to do this will result in the following stages:**

<b>Warning 1</b>	<ul style="list-style-type: none"> <li>• Speak with the teacher about the problem.</li> <li>• Listen to the feedback respectfully.</li> <li>• Work out a solution together with the teacher.</li> <li>• Make an agreement with the teacher to follow the solution.</li> </ul>	<p><b><u>Consequence</u></b> You continue with your learning.</p> 
<b>Warning 2</b>	<p><b><u>Minor sanction</u></b></p> <ul style="list-style-type: none"> <li>• Follow the teacher's instructions</li> <li>• You may be moved from your seat so you can concentrate better.</li> <li>• Reflect on your behaviour and how to improve it</li> </ul>	<p><b><u>Consequence</u></b> Possible lunch or break time detention.</p> 
<b>Warning 3 Out</b>	<p><b><u>Major sanction</u></b></p> <ul style="list-style-type: none"> <li>• This is SERIOUS</li> <li>• Listen to the advice of the teacher</li> <li>• Stay calm at all times</li> <li>• What is the right thing to do next?</li> </ul>	<p><b><u>Isolation</u></b> Detention after school if Isolation occurs three times – contact home.</p> 

**You are always responsible for how you act. No matter how you feel.**

## Students' Good Behaviour and Conduct

### Results in Rewards, Certificates and a Brighter Future

1. Good effort towards classwork and homework
2. Polite and good mannerisms
3. Being particularly helpful to staff members and fellow peers
4. Good group work
5. Having well-presented work achieving a good score in an activity/test
6. Good effort with behaviour
7. Showing initiative
8. Taking teacher feedback on board and showing a change
9. Acting responsibly
10. Taking responsibility for your own learning
11. Taking part in a school assembly effectively
12. Maintaining excellent work subject specific
13. Significant improvement to attendance and/or lateness
14. Participation in extra-curricular activities
15. Being a positive ambassador for the school
16. Maintaining a smart school uniform
17. Commitment towards work
18. Motivation to progress in class



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## Students' Behaviour and Conduct

### Types of Unacceptable Behaviour Resulting In Sanctions

- 1) Moving out of your seat without permission
- 2) Incorrect uniform without an adequate reason/letter of reason
- 3) No homework planner
- 4) Missing or no equipment in lessons
- 5) Failure to hand in homework by set date
- 6) Failure to bring in PE kit
- 7) Failure to present work properly
- 8) Failure to have homework planner signed
- 9) Failure to attend detention
- 10) Using inappropriate language
- 11) Shouting out or being rude
- 12) Passing notes in class
- 13) Insufficient work completed in class
- 14) Damaging another students work
- 15) Failure to return school equipment
- 16) Telling lies
- 17) Refusal to carry out teacher instructions
- 18) Copying someone else's work
- 19) Use of mobile phones in school when unpermitted
- 20) Missing lessons without an adequate reason
- 21) Smoking or using banned substances and / objects not allowed in school
- 22) Arriving late to class without an adequate reason
- 23) Physical violence or abuse
- 24) Abuse towards school equipment
- 25) Theft of school property / students' property
- 26) Cheating in tests and exams



**Zones at BIGS as follows:**

**ZONES AT B.I.G.S.**

Our beloved Prophet Muhammad (SAW) was of the best of manners and he guided us through his example.

We at B.I.G.S. aim to model this, and maintain appropriate noise levels and etiquettes around the school.

*The following are our guidelines:}*

**ZONE 1**



**MINIMAL NOISE LEVELS. SPEAK VERY QUIETLY. NO RUNNING**



**ZONE 2**



**MODERATE NOISE LEVELS. NO RUNNING**



**ZONE 3**



**MODERATE NOISE LEVELS. RUNNING ALLOWED**



GENERAL SCHOOL RULES ARE TO BE FOLLOWED AT ALL TIMES AND THERE SHOULD BE NO SCREAMING OR SHOUTING

**This document was produced January 2022 and is due to be reviewed January 2023**

Signed (Chair)..... Date.....

Print Name..... Date of next review.....

Headteacher.....