



Behaviour Management Policy

This policy has been written as guidance for staff, parents or carers with reference to the following guidance and documents:

The Equality Act, 2010
The Children Act, 1989
Education and Inspections Act 2006
SEND Code of Practice, 2014
Keeping Children Safe in Education, Sept 2022
Behaviour in Schools, Advice for headteachers and school staff July 2022
Ensuring Good Behaviour in Schools, 2012
Behaviour and Discipline in Schools, July 2013
Behaviour and Discipline in Schools, February 2014
Preventing and Tackling Bullying, October 2017
Use of Reasonable Force, July 2013

Introduction

Alamiyah School uses as its guiding principle for the conduct of its staff, the highest example of behaviour encompassing compassion, understanding, tolerance, fairness, equality and respect. The policy sets out behavioural guidelines for the school community and specific ways in which we will deal with behavioural issues. This will ensure consistency of approach, a secure, safe and happy environment and encourage mutual respect and self-discipline.

Aims

At Alamiyah we believe that pupils flourish in their learning when they know how they are expected to behave and have a clear understanding of the values and principles promoted by the school. Pupils should be free to play and learn without fear of being disturbed, hurt or unfairly restricted by anyone else.



We aim to:

- create a healthy school community founded on the basis of compassion
- value one another's perspective and backgrounds
- respect and protect one another's person and property
- promote exemplary behaviour amongst staff and pupils through the use of positive discipline throughout the whole school
- protect the right of all pupils and staff to be in a peaceful, safe and secure environment conducive to learning and development
- eliminate bullying, racism or any anti-social behaviour
- set clear expectations of respectful and good behaviour
- be consistent in its application, including the use of consistent and clear language when acknowledging positive behaviour and addressing misbehaviour

Approach

Alamiyah School's approach to behaviour management centres on implementing a code of behaviour for pupils and establishing school rules with pupils at the start of the year and reinforcing these rules daily and consistently across the school.

Code of Behaviour

Each pupil is expected to:

- listen attentively to others
- be prepared to receive lessons
- assist the teacher when requested
- maintain an organised, tidy, clean and peaceful classroom environment
- contribute their ideas and skills when appropriate
- respect the ideas, contributions and achievement of other pupils;
- recognise the rights of others (pupils, teachers, visitors and general public)
- take responsibility of their own actions and their consequences
- be respectful to all adults and pupils, including visitors to the school as well as members of the general public



In order to fulfil our intention to provide all students with a secure, friendly and peaceful learning environment, it is expected that pupils will also:

- be polite, courteous and respectful to other pupils and adults
- respect the personal space of others
- use acceptable and appropriate language at all times. The use of racist, derogatory or obscene language is unacceptable and prohibited
- handle the property of others including the property of the school with care and respect
- be punctual to ensure that everyone takes part in the morning circle time
- be industrious about all work and strive for excellence
- play responsibly, respecting the personal space and rights of others and avoiding rough play

Pupils are taught explicitly what good behaviour looks like through modelling both by staff to pupils and pupils to each other, reminders of rules, through SMSC, PSHE as well as RE lessons where pupils have the opportunity to discuss and explore a wide range of topics, including the purpose behind rules and procedures and the importance of adhering to them (e.g. brings about peace, harmony,...). Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support is identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

Positive Discipline

At Alamiyah a positive approach to discipline is employed. The school understands that behaviour is a form of communication. Pupils are constantly communicating their needs and wants through their behaviour whether it is constructive or disruptive. Disruptive behaviour, whether physical and/or verbal, is displaying the child's belief system about themselves and how they feel. Discovering the belief behind the behaviour is a crucial starting point in positive discipline. The aim of positive discipline is to help provide children with the tools to effectively manage their own behaviour in order to promote self discipline, self esteem and well being. This is done in an environment of mutual respect and encouragement.

All disciplinary measures will adhere to Montessori's ethos of positive discipline. Staff treat pupils within these guidelines at all times and if necessary refer to the policy, training notes



or consult other members of staff for guidance and support.

Misbehaviour is described at Alamiyah as ‘making the wrong choice’ or ‘making an error of judgement’. Mistakes are seen as opportunities to learn and to improve. Our role as staff is to support children in that process whilst protecting the right of all pupils to be safe and happy. Consequences for misbehaviour are always determined by the nature and frequency of the incidents in line with Positive Discipline Techniques and the School’s Montessori ethos. There will be no broad sanctions applied as we recognise that the same misbehaviour may be caused for different reasons and should be treated accordingly. At Alamiyah, we aim to ‘respond’ to misbehaviour and not ‘react’ to it.

With recurrent, persistent and severe disruptive behaviour, measures are first put in place to understand the root cause of recurring and continual disruptive behaviour. We see ‘problems as a means for solutions’. The aim is always to understand the child, remove any obstacles that may impede their development (and be the cause of their misbehaviour) and lay out steps/strategies to help the child develop inner discipline. Children often test and push boundaries, it is a normal process of their development as they make sense of who they are in the process of forming their personalities. The emphasis is on the journey of bringing the child to inner discipline and well being. This is our goal and how we measure the success of this approach.

Acknowledging Positive Behaviour

The School understands that encouragement can be more effective than discipline in motivating pupils. The School is committed to promoting and acknowledging good behaviour, and may do so in some of the following ways:

- verbalisation of positive action or quality by staff to pupils and parents;
- certificates which recognise contributions to the School Community;
- celebration assemblies; special privileges; awards for very specific achievements

Staff Training

All staff will be inducted into the Positive Discipline approach and training provided to ensure they are competent in applying it. They will also be expected to acquaint themselves with our



behaviour policy and our Positive Discipline approach through reading our policy, attending training and learning about positive discipline through resources that can be accessed through the Positive Discipline Association of which the school is a member. Staff are expected to model standards of behaviour within the school's Positive Discipline framework, good behaviour is commented upon specially both on an individual level and school wide basis. Community meetings, class meetings, achievement assemblies, compliment boxes, and a number of other initiatives reinforce positive behaviour on a regular basis.

This approach must be implemented in partnership with parents and carers in order to be effective and to have a long lasting impact.

Staff will also be inducted and receive training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation,

Parental Responsibility

Parents must have signed a parent partnership agreement which outlines the responsibilities of the parent including those around behaviour and attendance. Parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. DfE guidance 'Ensuring Good Behaviour in Schools' states that Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court imposed parenting order.

Parent Partnership

Good behaviour can only be maintained when parents take an active role to ensure good behaviour continues outside of the school. It is for this reason that we view parents and carers as partners in promoting good behaviour, values and morals. Parents are expected to support their children to behave well through providing a peaceful home, good routine, balanced diet, sufficient exercise, use of good language, parental support for learning and



the use of a kind yet firm parenting approach.

This is the ideal and cannot always be maintained or achieved even by the most attentive of parents. If there are issues in the home environment which may affect a child's behaviour, such as a separation or moving home then we expect parents to work with the school to support the child through the difficulty. Parents will also be informed of behavioural issues or incidents which occur at the school so that parents can work with the school to improve their child's behaviour and bring it back to an acceptable level. Parents will also be expected to attend meetings regarding misbehaviour which can be called at short notice if the behaviour is concerning or extreme. As a school, it is our policy to be transparent and work with parents as partners at all times unless a safeguarding concern means that this could put the child at risk.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Staff should have high expectations for all pupils, including pupils with Pupils with SEND and manage pupil behaviour effectively, whether or not the pupil has underlying needs. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. Where pupils are identified as having Special Educational Needs (SEN), staff should consider whether the pupil understood their misbehaviour and whether it is appropriate to impose a sanction.

A graduated approach to assess, plan, deliver and then review the impact of the support being provided should follow. If a pupil has an EHCP, the provisions set out in that plan must be secured and the school will work closely with the local authority and other agencies involved.

Adjustments can be made to routines for pupils with SEND, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary and some examples include:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in



sight of the teacher;

- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Resolving Issues/Conflicts

Pupils of primary school age will have the opportunity to resolve any conflicts between themselves through the means of a peace table.

Matters arising during the course of the day or week can also be placed on the class agenda and resolved through class meetings whilst being supervised by the class teacher.

Behaviour Management

In order to achieve a disciplined environment and to assist children in developing self-discipline the following protocols apply:

- Rules governing the conduct of the group and the behaviour of both staff and children are discussed and agreed within the school and explained to all newcomers, both children and adults.
- Ground rules are realistic and understood by all staff and children at the school.
- Staff recognise that rules are most effective when the children themselves have been involved in deciding the boundaries of acceptable behaviour.
- All adults in the school ensure that rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of positive behaviour.
- Staff remember that unacceptable behaviour is dealt with most effectively through discussion and modelling. Adults in the setting provide a positive model for the children with regard to friendliness, care, courtesy and respect.
- Part-time members of staff adhere to the principles contained within this policy and inform the relevant class teacher of any misbehaviour. All incidents must be dealt



with regardless of time constraints but if necessary, behavioural issues can be passed over to the class teacher.

- Staff consider that children will not hear what they have to say until they feel heard themselves and all misbehaviour is addressed through open and non-judgmental discussion.
- Questions and discussions are used to encourage the children to take responsibility for their actions and to recognise the subsequent consequences.

Staff insist on acceptable standards of behaviour, work and respect when maintaining discipline. Staff recognise that pupils who are engaged and stimulated by their work are less likely to misbehave. They encourage positive behaviour by commenting specifically on specific positive actions or behaviour in accordance with positive discipline.

Positive Discipline Guidelines

At Alamiyah, staff must never:

- Shout or raise their voices in a threatening way
- Use techniques that are intended to single out and humiliate children
- Give ultimatums or use threats such as 'no playtime unless work is finished'
- Humiliate children or undermine their confidence and self-esteem in anyway.
- Enter into disciplinary discussions until all persons involved (including staff) have 'cooled off 'and are able to engage in conflict resolution without the intrusion of negative emotions
- Use punishment as a form of discipline but rather encourage children to think of their own logical consequences in a kind, friendly and non-accusing manner

An appointed person will be responsible for coordinating management of behavioural issues that arise.

Saahera Motara is the School's Behaviour Management Officer.

Important Points to Note

- All staff are responsible for handling behavioural issues.



- All the staff at Alamiyah are expected to model high levels of positive behavior and use the approach of being both kind and firm consistently.
- Where there is a problem between two or more pupils, staff will allow the pupils to try and resolve the issue independently and facilitate this where needed
- Through daily observations and interaction with the pupils staff will begin to learn their personalities and patterns of behaviour and will in this way be able to identify changes in behaviour and the reasons behind them. Staff will then be able to address problems in a natural way as they arise.
- When addressing a problem staff will present pupils with positive choices which will help to resolve any issues
- Staff will use positive strategies for handling any conflict by helping pupils find solutions according to the pupil's ages and stages of development,

Staff may offer suggestions to the children regarding the consequences of their behaviour and in all cases these will be respectful, reasonable and related to the misbehaviour. Only as a logical consequence and after discussion with the child may staff expect to:

- Encourage or remind children to experience their set consequence
- Change seat or place
- Ask a child to repeat unacceptable work
- Withdraw a privilege
- Ask a child to remove him/herself from group activities
- Ask a child to clean up any mess or rectify any damage that has been caused

Steps to undertake when Managing Behavioural Issues

Without eliminating the personal approach of each staff member, the following steps are generally followed by staff:

- Identify the misbehaviour and address it with the child in question. If a consequence already exists for the misbehaviour then follow through (i.e. interrupting or disturbing a group, requires the child to remove themselves from it)
- If there is no consequence choose a suitable time to discuss what it should be with the child.



- Maintain a manner that is calm, friendly and non-judgmental and share with the child how his/her behaviour has affected you and the rest of the group.
- If the behaviour is concerning and parents need to be informed then the incident should be recorded on a **Record of Behaviour Form** and signed by a staff member and parent. It is necessary that parents are aware of any concerning behavioural issues so that they can support with the behaviour at home. Alternatively if the behaviour is not concerning, parents may be spoken to informally as part of the usual parent communication and logged on the parent log.

Children who misbehave will be given one-to one adult support when necessary. Pupils will be spoken to kindly and every attempt will be made to understand the reasons behind any negative behaviour and work towards a better pattern of behaviour. Where appropriate this might be achieved by a period of 'time out' or 'cooling off'.

Serious or Persistent Behavioural Issues:

Behaviours that are serious and are a cause for concern include :

- aggressive behaviour towards others, can include using hands, feet or body
- rudeness whether verbal or physical
- non compliance
- refusing to comply, turn take and cooperate with others
- damaging materials, resources and equipment
- swearing and the use of verbal abuse
- bullying in any form, including name calling, singling others out, teasing
- aggressive tantrums
- displaying inappropriate sexual awareness or behaviour
- disruptive behaviour during group times or activities/presentations
- displaying challenging behaviour at meal times

The following needs to be taken into consideration whilst dealing with the behavioural issue;

- the age and developmental stage of the pupil
- the belief system/motivation behind the misbehaviour
- the context and situation leading to the misbehaviour



- the needs of the pupil and the needs of the group
- Number of occasions the child displays the behaviour
- Role models of those around the child
- Reasonable requests and expectations of the child
- The needs of the child and the needs of the group

Child on child Abuse

Safeguarding issues can manifest themselves in child on child abuse. *For further information on this please see the Safeguarding Policy.*

Managing Allegations Against other Pupils

Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse or sexual exploitation. *For further more detailed information on this please see the Safeguarding Policy.*

Suspension and Expulsion

Once these are all taken into consideration, the behaviour can be dealt with using an appropriate course of action.

- Any serious misbehaviour (including those listed above) will be logged on an **Record of Behaviour Form** (found in the School office) and passed to the Behaviour Management Officer (Mrs Saahera Motara). For serious incidents the Behaviour Management Officer, Deputy, and Principal will take the form and speak to the parent/carer about the incident. Parents will be required to read, sign and write a comment if they wish to. The form details the incident (based on the facts of the incident or observed behaviour) and the action that was taken to address the incident at its occurrence. These forms must be completed straight after any significant event by the most senior teacher who witnessed the incident and given to parents on the



same day unless there is some reason why this cannot be done.

- With persistent and/or recurring misbehaviour, a log will be kept detailing the type of behaviour and its frequency. This log will help highlight any patterns and draw up a clearer picture of the behaviour. This will hopefully lead to a better understanding of the cause of the behaviour and create a consistent approach between home and school. Once evidence has been collated, a meeting will be arranged with the parent/carer in order to identify and discuss possible triggers and solutions.
- However, after discussions, if the behaviour deteriorates or becomes persistent then the child will be suspended for a day. This can only be approved by the Principal which will be recorded in the sanction log. Please refer to the school's 'Exclusion Policy'
- If the behaviour becomes persistent and does not improve, the use of suspension may again be used for a longer period. As a last resort or if the behaviour warrants it, parents may be asked to permanently remove the child from the school. This is known as Permanent Exclusion or Expulsion. Again, only the Principal and Governors can authorise this. Any sanction will be logged. Please refer to the school's 'Exclusion Policy'
- Pupils at the Primary School may also be sent home/ suspended for the day without prior notice to parents for significant misbehaviour such as swearing or aggression.

Extreme Behaviour:

- On the occasion that a child becomes aggressive towards children and staff, and in the case where the child is unable to stop the aggression, the child may need to be taken to another room to calm down. A meeting will be called with the parents at the earliest opportunity to discuss strategies and an action plan to support the child.

In cases of serious or extreme behavioural issues, the school will consider whether the behaviour gives cause to suspect that a child is suffering or likely to suffer significant harm. It should be considered whether continuing disruptive behaviour stems from unmet educational or other needs. In this case staff will follow the school's safeguarding



procedures (See Safeguarding Policy) At this point a Multi Agency Assessment may be necessary.

Definitions

Reasonable means using no more force than is needed.

Control is passive physical contact which can be standing between pupils or blocking a pupil's path or active physical contact such as leading a pupil by the arm out of the class.

Restraint means to hold back physically or to bring a pupil under control.

Reasonable Force

Reasonable force or physical restraint would only ever be used as a last resort strategy and as a measure to protect the child from harming themselves or others (including property). Any use of restraint force by staff will be reasonable, proportionate and responsive not reactive. Reasonable force will be used in accordance with the DfE guidance Use of reasonable force (July 2013). Physical restraint covers the broad range of actions that involve a degree of physical contact with pupils. Force would usually be used either to control or restrain. This can range from guiding a pupil to safety through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. School staff would always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Situations when reasonable force may be used:

1. To separate pupils who are fighting
2. To remove disruptive pupils from a classroom where they have refused to follow an instruction to do so



3. To prevent a pupil behaving in a way that disrupts a school trip, visit or event
4. To prevent a pupil from attacking another pupil or member of staff
5. To restrain a pupil at risk of harming themselves through physical outbursts
6. To prevent a pupil from leaving a classroom where allowing them to leave would risk their safety or lead to behaviour that would disrupt the behaviour of others

When reasonable force is used by staff in the course of dealing with a serious incident, it is recorded in writing and logged. The parent/carer will be informed and asked to sign a form. A meeting will be arranged with the parent/carer to discuss the incident and way forward. The School would never use force as a punishment. It is important to know that this is unlawful as is corporal punishment, which is also completely prohibited at Alamiyah School.

The school will always make reasonable adjustments for disabled children and children with special educational needs (SEN). Risk Assessments are drawn up as part of an individual behaviour plan for pupils who may exhibit challenging behaviour.

Staff Accused of Misconduct

All complaints about the use of force shall be thoroughly, speedily and appropriately investigated. Any allegation will be subject to LADO staff capability procedures (See Safeguarding Policy). Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Staff Rights and Responsibilities

Teachers employed by the school have the right to discipline pupils in accordance with the school's policy (DfE Guidance on Behaviour and Discipline in Schools). This right does not extend to volunteers unless an exception has been made by the Principal.

Screening and Searching Pupils



Teachers can confiscate pupil's property if the items are banned by the school. Staff at the school may search without consent for prohibited items including:

- knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item which has been banned by the school rules which has been identified in the rules as an item that may be searched for such as mobile phones.

Weapons, knives and extreme or child pornography must always be handed in to the police. For other items advice will be sought by the local police if the item is prohibited. If the item is banned by the school, the teacher may either return the item at the end of the day to the pupil or if the item causes concern to the school, the teacher will call in the pupil's parents to discuss and hand the item to the parent.

Disciplining beyond the School Gate

Teachers can discipline pupils at any time that the pupil is in school or elsewhere under the charge of a teacher such as on a school visit and in some circumstances even when they are outside of school, outside of school hours.

Alamiyah Pupils are considered bound by the rules of this policy even when they are:

1. taking part in any school-organised or school-related activity
2. travelling to or from school
3. wearing school uniform
4. in some other way identifiable as a pupil at the school.

or misbehaviour at any time even if the above conditions are not met which:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school



In all cases pupils can only be disciplined when they are under the lawful care of the staff member at the school or elsewhere.

Sanctions:

At Alamiyah School a record is kept by the Principal of the following offences (which are entered into the child's record):

- Malicious accusations against school staff
- Bullying, including racist, sexist or discriminatory bullying
- Improper behaviour towards a member of staff or another pupil
- Malicious damage
- Persistent disruptive behaviour
- Physical assault/ threatening behaviour
- Using pornography
- Racist abuse
- Sexual harassment
- Alcohol / Drug abuse
- Fraud or Gambling
- Sexual misconduct
- Theft
- Violence
- and any other activity that is illegal under English law.



The sanctions that will be imposed are set out in the section of this policy dealing with Suspension and Exclusion. Parents' attention is drawn to our Complaints Policy. It is the policy of Alamiyah to also keep a centralised record of pupil sanctions so that trends or patterns of behaviour may be monitored. This is kept securely in a locked cabinet in the office and is not disclosed to any third party, unless required by statutory regulations.

Supporting pupils following a sanction

Following a sanction, strategies are considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.



Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. The reasons that may lead to pupils being removed need to be transparent and made known to all staff and pupils; Parents will be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Monitoring and evaluating school behaviour

Schools are encouraged to have strong and effective systems for data capture, including all components of the behaviour culture. This is monitored and objectively analysed regularly by skilled staff. Schools should have a clear monitoring and evaluation cycle with engagement from school leaders; doing so assists with reporting on behaviour culture clearly and accurately. School leaders and staff should analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help a school ensure that it is meeting its duties under the Equality Act 2010.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Schools should be clear that even though the online space differs in many ways,



the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Suspected criminal behaviour

In cases when a member of staff or the Principal suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

Review

This policy will be reviewed annually or sooner or if there is any change in statutory guidance or legislation. See 'Policy Review Schedule'.

Adopted in a meeting at Alamiyah School on 14/08/2017

Signed: H Musa (Headteacher) and S Motara (Chair of Trustees)