

# Behaviour Policy

Arish Top Model College “ATM”

Mission: Raising Scholars through electronic learning channels

Motto: Special ability and character originate from God, the only wise.

## Behaviour Management Policy

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## **1. Behaviour for Learning Policy Principles**

This policy sets out the School's aim to provide a disciplined and ordered community in which all children, irrespective of ethnic or religious background, appearance, sexuality or ability, can learn and feel safe, where every member of the school feels valued and respected and all pupils are fairly and consistently treated. In particular, this policy aims to outline the measures to be taken to encourage good behaviour and to prevent all forms of bullying among pupils.

### **1.1 Aims and Objectives**

The objectives of this policy are to promote good behaviour, self-discipline and respect and to show the place of the School's rewards and sanctions:

- by ensuring that all members of the Arish Home School community - students, staff, parents and Council - understand their role in making exceptional contributions to the creation of a stimulating, caring and secure environment where pupils are encouraged to realise their potential in all areas of school activity (*Appendix 1, Home School Agreement*)
- by making clear the standards of behaviour and commitment that the School expects from students
- by encouraging students to adopt positive attitudes and values such as consideration, honesty, dignity and respect for others
- by setting out the means by which the School will acknowledge, praise and reward pupils when they reach these standards and thereby help them grow into responsible and independent members of the school community
- by giving a clear, easily understood framework in which pupils who fail to meet these standards will be told that this is the case, be given clear guidelines and expectations for improvement and issued with a proportionate school sanctions as appropriate

### **1.2 Strategies to meet these objectives:**

- Regular and systematic provision of positive and negative behaviour data so that appropriate actions can be taken
- Positive discipline approach and de-escalation techniques
- Regular reinforcements in assemblies, Learning Group Sessions and lessons
- Consistent use of published expectations
- A clear rewards and sanctions.
- Regular provision for staff, students, parents and council in the professional development of Behaviour for Learning

### **1.3 Policy impact indicators:**

- Members of the school community make exceptional contribution to a safe, positive learning environment further evidenced by an atmosphere of respect and dignity
- All lessons are orderly and pupils are visibly enthusiastically enjoying their learning
- Students show a mature attitude and display responsible behaviour at all times; in lesson, before and after school, break times, lunch-times, and in their journey to and from the school
- The school environment is calm, orderly and considerate
- There are improvements in behaviour over time for any individuals or groups with particular behavioural difficulties

- Incidents of bullying are rare through acute awareness of its different forms and the community actively prevents it from occurring
- Student achievements and rewards increase

#### **1.4 Policy monitoring and evaluation methods:**

**(Review may take place annually based upon monitoring and evaluation which will take place once each trimester)**

- Inviting staff feedback through surveys
- Inviting feedback from students through the PTA/Home and School Club meetings
- Analysing data to highlight trends and patterns
- Inviting feedback from parents of their perception of behaviour.

## **2. Policy Implementation**

### **2.1 A consistent approach:**

It is the duty of all members of staff to implement the systems within this policy to ensure consistency. Such an approach will give all pupils a fair opportunity to be successful within a positive environment with no misunderstanding of what is expected of them in their behaviour for learning. This applies to both inside and outside of the classroom. Staffers are expected to model the behaviour expected by the school in all interactions with students.

### **2.2 Behaviour in the classroom - a positive approach**

It is important that students' achievement in the classroom, with homework and when representing the school in sports, music & drama and competitions is recognised through fair and consistent implementation of the rewards system. We must all strive to look for the positive and encourage students to recognise and embrace their individual strengths and value their own successes. By placing emphasis on the use of rewards as a means of raising levels of attainment and achievement will also act to encourage appropriate behaviour, increasing students' self-esteem and creating a positive classroom environment.

### **2.3 Home School Agreement & Code of Conduct**

The aim of the Agreement is to encourage shared responsibility between home and school, so that each student achieves their personal best and, in so doing, contributes to the school community. This Agreement outlines the responsibilities of the partnership and the code of respect to be adhered to by students and staff. It is to be signed by the school, the student and their parent/carer.

### **2.4 Special Educational Needs**

We aim to include students with a variety of needs in all areas of school activity and maximise their achievements. Students with exceptional learning abilities and those having academic and behaviour difficulties will receive support that can take several forms: either within normal classroom work, individual instruction or withdrawal in small groups. Progress, including behaviour, is regularly assessed and monitored and reported to parents.

### **2.5 Mentoring**

At Arish, a positive approach to Behaviour for Learning is also encouraged through a needs based system that enables every student to be mentored at differentiated levels by a designated member of staff or an external Arish Community Mentor.

### **2.6 Learning Group Period-‘Show and Tell Activity’**

Show and Tell Activities/Portfolio Presentations also provide an opportunity to promote good behaviour for learning. Not only is this an opportunity for mentoring to take place but also an opportunity to implement social and emotional aspects of learning and develop students social, moral, spiritual & cultural development. We look to engender “a comprehensive, whole-school approach to promoting the social and

emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools”.

### **2.7a Morning Drills**

By 7.20am in the morning each day, on a class by class basis, students gather for drills in Mathematics, English, Spellings, Vocabulary, Written expression and Revision exercises prior to examinations when the time is due. This is done daily before the general assembly time.

### **2.7b Assemblies**

Assemblies are used regularly to support behaviour for learning giving an opportunity for promoting and exploring spiritual, moral, social and cultural information and activities. On arrival to assembly by 7.45am daily they will stand in their allocated position in silence whilst waiting for the assembly to commence. Students will also depart assembly when instructed.

### **2.8 Uniform**

We encourage our students to take pride in their appearance and expect all our pupils to wear full uniform throughout the school day, including on the way to and from school. Please see Appendix 2 for the uniform code.

### **2.9 Behaviour out of the School**

Pupils may be disciplined for any misbehaviour when the student is:

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

Students may be disciplined for any misbehaviour when 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 student or member of the public
- could adversely affect the reputation of the school

### **2.10 Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms:

- ✓ Hitting, kicking, pinching, throwing things or using implements to cause deliberate injury to another student;
- ✓ Spitting at or threatening a student;
- ✓ Racist, homophobic, sectarian or other offensive name-calling;
- ✓ Taunting or disparaging a student, his/her abilities or achievements, physical appearance or way of talking, or his/her family;
- ✓ Sending unpleasant notes;

- ✓ Extortion of money or items of property;
- ✓ Spreading rumours and malicious gossip about a student, including about the student's family;
- ✓ not talking to a student or not letting him/her join in activities

and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender. Bullying (and harassment see below) of any type will not be tolerated at Arish and will be dealt with using the sanctions system for incidents occurring in the classroom or at break & lunch times. Incidents that occur outside of the school such as bullying will also be investigated. Parents will be contacted immediately and subsequent action will be determined by the circumstances of the incident. If required, support for the victims of bullying will be put in place within the school. This may include a personalised timetable, break & lunch time support or the support of a member of staff.

### **2.11 Harassment**

Harassment is any unwanted physical, verbal or non-verbal conduct which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading humiliating or offensive environment for them. A single incident can amount to harassment. Incidents of harassment will initially be investigated and dealt with following the relevant school procedures.

### **2.12 Mobile Phones & Music Playing Devices**

Students are not allowed to bring mobile phones or music playing devices into the school premises and they must not be seen anywhere in the building. We will not allow mobile phones or music playing devices to interfere with learning and teaching. If mobile phones or music playing devices are seen in the classrooms, they will be confiscated immediately by the class teacher and taken to the Supervisors' overseer where they can be collected by parents/carers. The only exception to this rule applies when students might be directed by the class teacher to use their phone for a learning purpose. If a student refuses to hand over the phone, then procedures for serious incidents will be implemented.

### **2.13 The use of reasonable force**

On the rare occasions when it becomes necessary all the school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Arrangements will also be made to ensure that all staffs are aware of how to use reasonable force, and what 'reasonable' means in practice. The use of force is very much a last resort for staff that uses skill and experience to avoid such situations occurring. Staff at Arish will act in a professional way and seek to maintain the dignity and integrity of students in their care.

### **2.14 Vandalism of school property.**

On the occasion that any student damages school property, the parent or carer shall be requested to replace such a property. Non-adherence to this rule by a number parents may warrant the school introducing 'caution fee' for every student.

## **3. Rewards in School**

We believe that a school ideology of encouragement, celebration and praise (**during and at the end of the academic year**) is central to the promotion of desirable behaviour. Rewards and recognition play a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in procedures.

- Praise, both formal and informal, has a key part to play in our reward system and students are routinely praised in class and in more formal occasions such as end of term assemblies and occasion

## **4 Sanctions in School**

Sanctions are designed to result in a positive impact upon student behaviour and hence learning. The system of sanctions available to teaching staff is part of an overall framework of support for students and

should be regarded as only one aspect of the disciplinary procedures available. Repeated use of these sanctions towards individual students will be counter-productive, since much of their value lies in their rarity. When students do begin to collect frequent detentions other strategies should be considered, which will help the student recognise the existence of a problem and assist him/her to overcome it. They may include:

- ✓ A verbal reprimand.
- ✓ Extra work or repeating unsatisfactory work until it meets the required standard.
- ✓ The setting of written tasks as punishments, such as writing lines or an essay.
- ✓ Loss of privileges – for instance the loss of a prized responsibility or not being able
- ✓ To participate in extracurricular activity.
- ✓ Missing break time.
- ✓ A system of detention (confinement) with or without notification for parents, adequate supervision.
- ✓ A reporting system which allows staff and parents to monitor the behaviour, attitude and response to authority of a particular pupil over a given period;
- ✓ School based community service or imposition of a task – such as picking up litter; tidying a classroom
- ✓ In more extreme cases schools may use temporary or permanent exclusion

#### 4.1 Equality

Students have the right to expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between serious and minor infringements of the code of conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a student or students.

#### 4.2 Sanction Matrix

	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Examples of behaviour warranting a sanction</b>	Disruption to class. Infringing the School rules. Lack of co-operation. Minor disrespect	Bullying. More persistent disruption. Misuse of school property and services. Failure to attend school without a good reason. Harassment	One off rudeness/poor behaviour. Not responding to previous sanctions Multiple individual subject interventions in one term. Failure to attend confinement/ detentions. Repeated failure to attend a class lesson or several in one day.	Blatant rudeness and persistent defiance towards staff (cursing). Bullying. Wilful vandalism Violence. Theft. Serious misuse of services(i.e. internet)	Possession of sharp and injurious objects. Repeated act of stage 4 after those sanctions applied. Severe violence i.e. fighting. <b>SERIOUS BREACH OR PERSISTENT DISRUPTIVE BEHAVIOUR</b>
<b>Who deals with it?</b>	Subject teacher (if subject based)  Or any staff who encounters the above	Subject teacher (if subject based)  OR anyone who encounters the above behaviour	Supervisors' overseer with Faculty Support	Principal/Supervisors' overseer with Faculty Support	Principal/Proprietor

behaviour

<b>Examples of Sanctions</b>	Informal - verbal or written warning. Time-out (max 10mins). Break /Lunch time detentions set by individual teachers.	Detention after school with subject teacher	After school detention Academic isolation/suspension/ Advised to withdraw	Academic isolation/suspension/ Advised to withdraw	Advised to withdraw, Shifted School-Permanent exclusion process/expulsion
<b>Recording</b>	Not needed	Staff personal records	Written Statement taken. Phone call. Staff personal records	Written Statement taken. Phone call. Staffpersonal records	Written statement taken
<b>Informing Parents/Carers or Others</b>	No. At staff discretion	Discussion of incident with parent/other staff	Parents receive letter and attend meeting with supervisors' overseer	Parents receive letter and attend meeting with supervisors' overseer/Principal/ proprietor. May need to involve school council	Right of appeal. Involve school council and outside agencies if necessary.

### 4.3 Academic Isolation/suspension

As prescribed in the Sanction Matrix (4.2), the school may choose to place a student in academic isolation in the designated room or suspension away from the campus premises.

#### Objectives:

- Isolate potentially dangerous, defiant, anti-social or seriously disruptive behaviour, thereby minimising the impact on the learning of others
- Ensure there is a calm and secure environment for students who are not behaving appropriately

### 4.4 Expulsion

Only the Proprietor may exclude/expel a pupil in line with statutory guidance. Permanent expulsion must be confirmed by the School Council. This decision MAY be scrutinized by an Independent Review Panel. If at all possible, parents/carers should be informed of the expulsion by phone before their receipt of the formal letter. This is a traumatic experience for parents/carers and their support of our decision is critical. A brief and balanced account of the incidents leading up to the expulsion should be provided to the Proprietor or her designee. Such accounts should not include any prejudicial or emotive language or extraneous comments that relate to other members of the student's family. Where necessary, witness

statements should be gathered as well as a version of events from the students themselves. The decision to exclude must be made in the light of the evidence, the seriousness of the breach and the effect upon the values of the school.





## Appendix 1 – Home-School Agreement

### THE PARENT/CARER

#### I/WE WILL:

1. Ensure that my child comes to school regularly on time and properly equipped
2. Make enquiries and inform the school about any concerns or problems that might affect my child's work or behaviour IN A PLEASANT MANNER and allow reasonable time for the processing of these requests.
3. Support the school and its policies as fully as possible.
4. Endorse my signature in the workbook after supervising my child's homework and also create other opportunities of home learning.
5. Attend discussions about my child's progress
6. Maintain an active interest and encourage my child in all aspects of my child's life at school.
7. Consider the needs and concerns of other parents.

Signed: \_\_\_\_\_ **Parent/Carer**

#### THE SCHOOL WILL:

1. Have a clearly stated published behaviour policy
2. Listen to, investigate and respond quickly to any concerns he/she or you may have
3. Provide a safe, caring and stimulating environment for your child to learn in
4. Maintain a balanced curriculum which meets the individual needs of each child
5. Ensure that your child achieves the best possible standards of work and behaviour, as a valued member of the school community
6. Set, mark and monitor homework and send home mid-term assessments of your child's work and achievement
7. Arrange Progress Review meetings so that progress can be discussed fully
8. Keep parents informed about school activities and events through quarterly newsletters, parent mail, Whatsapp, text messages and information on the school website.

Signed: \_\_\_\_\_ **Principal/Proprietor**

#### THE PUPIL

#### I WILL:

1. Adopt a positive attitude and participate fully in the life of the school
2. Attend school regularly and on time
3. Bring all the equipment and books I need every day
4. Wear school uniform and take a pride in my appearance
5. Do all my classwork and homework to the best of my ability
6. Be polite and helpful to others
7. Will not disrupt the work of other pupils
8. Take care of the school environment
9. Follow the school's Code including the dressing and the hairstyling code.

Pupil's Name \_\_\_\_\_

### **5a. PUNCTUALITY AND ATTENDANCE**

The academic day lasts from **7.20am – 3.00pm** from **Mon-Thur**, and **7.20am-2pm on Fri**. Students will be registered each morning. Students are expected to report for morning drills by 7.20am, attend all of the lessons on their timetable, and to arrive promptly to lessons. Poor attendance and lateness will lead to the collection of tardy slip and the students being dealt with through the School sanctions system. Students are expected to maintain a **minimum average attendance of 95%**. Students who consistently demonstrate poor attendance and/or an unsatisfactory attitude to learning and/or poor behaviour will jeopardise their place at Arish.

#### **Examples of acceptable reasons for absence from lessons include:**

- Illness (which renders you incapable of attending classes)
- Educational visits and other activities organised by the school

**Arish School Staff Absence:** Staff absences will not be disclosed as students will be expected to arrive to all lessons on time.

### **5b. GENERAL BEHAVIOUR AND DRESS**

All students will be expected to behave in a responsible manner in terms of respect and courtesy shown at all times to each other and to staff and visitors to the school. Pupils must appear in the **School Dress and hair styling Code-** Appendix 2

### **6a. EXAMINATIONS**

Talking or cheating during examination is not allowed. The school considers these as malpractice or misconduct.

### **6b. PREVENTION FROM WRITING EXAMS/WITHHOLDING OF STUDENT REPORTS**

The Administration reserves the right to prevent learners from writing part/entire exams or hold student records, which may include trimester report cards, transcripts, transfer records and other formal school documents, in the event of any owed fees, end of the academic year celebration fees, PTA fees, unreturned texts, library books, team uniforms or other school property, or, outstanding school record requirements from the Registrar's Office (i.e passport photographs etc), such as emergency contact information, student health forms and updated immunization records.

### **6b. HANDWASHING**

In order to fight germs and infections, Staff, Parents and kids entering the school premises are expected and required to observe the hand hygiene/ hand washing procedure.

### **7. SICK POLICY AND MEDICAL INFORMATION**

We help to cut down on illness by requiring all children and employees to have regular check-ups. Keeping sick children (and staff) away makes sense. Please find out which illnesses mean your child has to stay home, and for how long. Kids having a high fever (temperatures above 37.5 °C or 99.5F and above) will have to be isolated, quarantined or sent home to be cared for by the parents. Kids having diarrhoea must have their stools well-formed before they can be returned back to school. Kids that have contagious disease would be quarantined and sent back to be cared for by the parents.

### **8.SANITATION**

Operation '**Clean up the Citadel**' exposes every child to the opportunity of learning and practicing cleaning of the classrooms and the environment on a chosen day of the month. Children in basic 4 and upwards are expected to take their turns in the roster for cleaning their classrooms on a daily basis. These steps are envisaged to augment the on-going home grooming and mentoring already provided by parents.

## **9. BABY/CHILD SITTER**

Parents that do finish their work late can actually rest their minds as the school employs a dedicated child sitter who will be saddled with the responsibility of caring for children left in the school after the hour of 5.30pm daily. They are to be given light refreshments, assisted when visiting the toilet, entertained with creative plays, music/videos. Parents will obtain a receipt of payment for this extra service.

## **10. STUDENTS HAVE A RIGHT TO**

- ✓ be valued as members of the school community;
- ✓ get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;
- ✓ make mistakes, and learn from them;
- ✓ be treated fairly, consistently and with respect;
- ✓ be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;
- ✓ be taught in a pleasant, well-managed and safe environment;
- ✓ work and play within clearly defined and fairly administered codes of conduct;
- ✓ experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;
- ✓ develop and extend their interests, talents and abilities

## **11. HOME AND SCHOOL CLUB**

Membership shall include parents, School Management, faculty members (teachers) and representatives of the pupils. Meetings (tailored towards parents' satisfaction in the academic and social development of kids/school development) shall be coordinated by the proprietor or her designee.

### **11A PARENT TEACHERS ASSOCIATION (PTA)**

Membership shall include:

1. General House/Congress
2. Executive Committee
3. Audit Committee.

Meetings (tailored towards parents' satisfaction in the academic and social development of kids/school development) shall be coordinated by the Executive Committee. PTA will be advisory and dedicated to the improvement and the advancement of the school.

### **11B Maintenance Fee/levy**

Fees, subject to review (in view of economic indices) will be determined by the school and shall be paid every term. The Maintenance Fee shall be meant for repairs and upkeep of school facilities and the school environment.

## **12. REFUNDS POLICY**

In order to withdraw a child from the school for any reason, the parent must submit a written notice of withdrawal specifying the effective date that the student is to withdraw from the school roll. Such a refund will be made within seven (7) working days of the School receiving the notice of withdrawal, original receipt of payment, request for refunds form and an evidence of the anticipated receipt of refunds/voucher. For clarity, the refunds will be calculated based on the cumulative attendance of the student in the school but if the withdrawal notice is received midway into the term, there is no refund whatsoever. A non-refundable fee of 1,000.00 naira applies to all requests. Appeal against withdrawal is processed through the Appendix3.

## Appendix 2– The uniform Code

### Girls

Blazer – Wine back and red checkers front (as supplied by school shop)

### No other badges to be worn attached to the blazer

Blouse -cream blouse with brown marks.

Red checkers skirt.

Blouse should be tucked in.

Tie- wine for everyone

Socks– Plain white socks

Shoe- Black

### Boys

Blazer – Wine back and red checkers front (as supplied by school shop)

Shirt – cream with brown marks and with collar.

Shirt should be tucked in and top button done up.

Shorts – Red checkers

Tie- wine for everyone

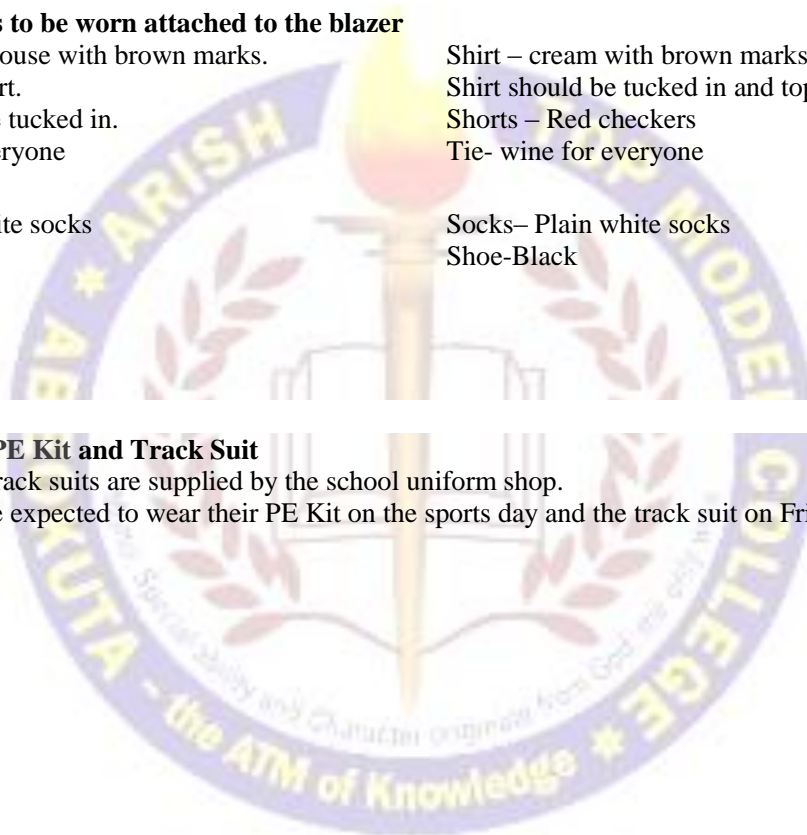
Socks– Plain white socks

Shoe-Black

### 1.Arish School PE Kit and Track Suit

All PE kits and track suits are supplied by the school uniform shop.

All pupils will be expected to wear their PE Kit on the sports day and the track suit on Fridays.



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## APPEAL AGAINST A DECISION TO WITHDRAW A PUPIL OR EXPULSION FROM ARISH TOP MODEL COLLEGE

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**Please attach a copy of the withdrawal advice letter from the school**

Pupil's Name:

Class:

Person Making Appeal:

Relationship to Pupil:

Address:

Telephone Numbers:

This appeal is on the grounds that (please tick relevant box – both can be ticked if applicable)

A. Correct procedures have not been followed

B. An unfair decision has been made

Major reasons for appealing (summary only)

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.....

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**(You may attach supporting documents to this form. It is important that all matters which you wish considered in the appeal are mentioned).**

Signature of person making appeal:

Date:

**Checklist:**

- Have you attached a copy of the notification?
- Have you attached additional information?

# REQUEST FOR REFUNDS FORM

Students's Name(s): .....Class:.....

Amount: ..... Official Receipt No.....

Reason for  
refund:.....  
.....  
.....

Name of Parent/Guardian to reimburse:  
.....

Address & Phone  
Number:.....  
.....

Parent/Guardian Signature:.....Date: .....

Account Name:..... Account Bank:.....

Account Number:.....

## For office use only

Refund Amount: N \_\_\_\_\_ Voucher No.& date/Evidence of receipt \_\_\_\_\_

Breakdown/Analysis (if needed) \_\_\_\_\_  
\_\_\_\_\_

Prepared by: \_\_\_\_\_ (Name & signature)

Proprietor \_\_\_\_\_ (Signature)

