



Khalsa Primary School
Faith inspired education



Khalsa Primary School: Vision Statement.

We help develop our pupils to become exemplary citizens within British society. We foster a stimulating and challenging environment. All members of the school community are respected, motivated and prepared for the challenging world in which we live.

Behaviour Policy 2021-2022

1. Aims

This policy aims to:

- Embody the Five Core Values of: **Compassion, Contentment, Love, Humility and Truth**
- Include the principals of going beyond academic achievement (**Kirat Karna**), **beyond the individual (Naam Japna)** and **beyond selflessness (Vand Chakna)**
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude towards learning, other pupils and members of staff
- Incorrect uniform
- Not displaying the Five Core values

Serious misbehaviour is defined as:

- Repeated breaches of the school rules/class code of conduct
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Mobile phones, toys, electric games, football cards, sweets and chewing gum are not allowed.
- Possession of any prohibited items. These include:
 - Stolen items
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Principal will also approve this policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour in everything that they do particularly when dealing with behavioural incidents
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording all behaviour incidents, deemed sufficiently serious, on the SIMs system as even relatively minor changes in behaviour can be a sign of a safeguarding issue for the family and the dates of changes and types of incidents recorded can be helpful in purpose of triangulation
- Promptly discussing changes in behaviour with parents and carers face to face or via a telephone, not waiting until the next Parents' Evening and not via the Class Dojo application.

The senior leadership team will support staff in responding to behaviour incidents. There is clear hierarchy when dealing with incidents:

1. The first adult whose notice is drawn to the incident which requires intervention deals with the incident. If the incident is considered to be sufficiently serious OR the reaction of the child is considered to be not sufficiently apologetic, then the class teacher must be informed (unless it is the class teacher who is dealing with the incident)
2. The next adult to be informed is the Phase Leader, however, it is expected that the majority of incidents that take place within the School are to be dealt with by class teachers. This is so class teachers are able to build productive working relationships with the children and ensure that children understand that the class teacher is a figure of authority
3. If the PL feels the incident is sufficiently serious then the Vice Principal must be informed who will decide with the SENCO and PL if a behaviour support plan is needed.
4. The Vice Principal will then decide if to inform the Principal.
5. The Principal will then make the decision if a fixed term exclusion is needed.
6. It is then the Principal's duty to inform the Governing Body at the next full meeting.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the class codes of conduct which are drawn up in the first few days of the start of new year, displayed within the classroom and communicated to the Parents via the Class Dojo application.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support you child(ren) with any sanctions they receive.

6. Pupil code of conduct

Pupils are expected to:

- Follow the Five Values in everything that they do
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school particularly when moving to and from the Gurdwara
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Key Stage One will follow the STAR code of conduct

Stay safe and be kind.

Try your best at everything.

Always tell the truth.

Respect everyone and everything.

Key Stage Two will follow the School code of conduct

Be Ready

Be Safe

Be Respectful

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Positive recognition of a something tangible rather than a generic “well done”
- Use of a recognition board
- Being invited to “Hot Chocolate Friday”
- Dojo Points¹ (no negative points to be allocated; refresh Dojo points every half term)
- Positive notes sent via Class Dojo²
- Being made Super Citizen
- Awarded a prize at the end of the year.
- Use bucket filler notes to show kindness.

The school may use one or more of the following sanctions, when giving a sanction it is important that you remain calm and composed:

- Keeping the child(ren) behind to speak to them about their actions (this should be no longer than 2 minutes)
- A period of “Time Out” the time out space should be in the classroom giving the child an opportunity to calm down, breathe, look at the situation from a different perspective and compose themselves.
- Holding a restorative meeting

¹ When awarding Dojo points teachers should be aware that the more that are given out the less value that each has, a child who has gained 1000 points over the course of a year has been awarded 6 points per day.

² Again less is more one or two per week for exceptional performance.

*Child to sit on their own within the class room/sent to parallel teacher/ phase leader/Assistant head teacher

- Referring the situation to a more senior member of staff, this should be completed during breaktime or lunchtime
- Speaking to the child's adult at the end of the school day. When speaking to the child's adult at the end of the day try to start with something the child has done well during the day then mention some the behaviour you are concern about and try to end on a positive note. A brief record of this meeting should be recorded on SIMs.

In very rare cases of persistent poor behaviour the following sanctions might be used:

- Placing the child on a behaviour support plan
- Placing the child on report
- Internal exclusion*
- Fixed period home exclusion
- Managed move to another school
- Permanent exclusion

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged – the majority of behaviour occur in the Khalsa Primary School occur when children are bored be this in the classroom, playground, dinner hall or Gurdwara
- Display the pupil code of conduct which should be developed during the first few days of the new year. An ideal pupil code of conduct should be just three words and a lot of discussion about what those words mean in the class and beyond. A suggestion would be Ready, Respectful and Safe (shortened to RRS); questions for the discussion should include: What does this look like in the class? How will you show you are Ready for learning? etc.
- Develop a positive relationships with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines³, it is expected that the following techniques, or versions of, should be found in all classes across the school:

³ It is well understood that children make positive choices when they are aware what is happening next and who is doing it.

1. Use of Embellished Countdowns to get the class silent and ready for instruction.
2. Before the children can complete learning the following information should be made clear to them:
 - (i) Time and task: what the task is and how long they have to complete it
 - (ii) Resources: what they will need and where they will find it
 - (iii) Outcomes: What is expected by the end of the allotted time
 - (iv) Groupings: individual work, paired work, groups, seating arrangements etc
 - (v) The Stop Signal: a reminder of the countdown.
3. Reflective questioning (mini plenaries)
4. Drawing out success criteria for the task with the class.
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement
 - Having a plan for dealing with low-level disruption. The following plan is included here as guide:

Pre Step 1: A non-verbal indication.

A non verbal indication could include a look, a gesture, repositioning of yourself or a hand on the shoulder etc.

Step 1: Reminder

A reminder, delivered in private, of the expectation for behaviour in the class/Gurdwara/dining all/playground/corridor. In the class when delivering a reminder refer to the class charter or the Five Values, elsewhere refer to the Five Values. Reminders can be repeated if required but it is expected that the majority of behavioural incidents will be kept at this stage.

Step 2: Caution

A clear verbal caution delivered in private, making the student aware of their behaviour and clearly outlining the consequences if they continue. At the end of this interaction the phrase "Think carefully about your next step" is very powerful.

Step 3: Last Chance

Speak to the student in private giving them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. The following example is a possible way that conversation could develop:

I noticed you are... (having trouble getting started/slightly off task/wandering around etc)

It was the rule about... (lining up/staying on task etc)

You have chosen to...

Do you remember last lesson when...

That's who I need to see today...

Thank you for listening.

If the child reaches stage three then a 2 minute detention should be served.

Step 4: Time Out (At all time children need to be supervised by an adult, time out is not being sent out of class for five minutes unsupervised)

Time out is a short time inside your partner teacher's class children must be accompanied, preferably by an adult when being sent to another class, in the book corner or at the side of the playground where the child has the opportunity to calm down, breathe, look at the situation from a different perspective and compose themselves.

Step 5: Repair (If the class teacher has reached stage 5 then the incident must be recorded on SIMs)

This might be done at breaktime or a more formal meeting where some of the following questions should be addressed.

- i. What happened?
- ii. What were you thinking at the time?
- iii. What have you thought since?
- iv. How did this make people feel?
- v. Who has been affected? *
- vi. That's a lot of people affected isn't it?
- vii. How have they been affected?
- viii. What should you do to put things right? *
- ix. How can we do things differently in the future?

With younger children two questions should be selected, the ones highlighted with an asterisk are suggested.

8.2 Behaviour in the playground during lunchtime and playtime

Children who are bored or unsupervised are more likely not to follow the expectations for behaviour, therefore, it is imperative that adults are on duty at the time and place where they are expected.

At the commencement of the year a meeting between the Pupil's Parliament, Pastoral Leader, Support Assistants and the Lunch time Controller will be held to formulate a code of conduct for lunchtimes and playtimes, for in the dining hall and in the Gurdwara. Once these have been agreed, then the representatives will report back to rest of the class holding a circle time to discuss them. Before this meeting, a Class meeting must take place so that all pupils can have their say. Once agreed, signs will be made and displayed around the playground, dining hall and in Gurdwara.

End of the play time procedure:

Two whistles will be blown for the children to follow the direction:

First whistle - Children to freeze

Second whistle- children to walk sensibly to line up

Once agreed the code of conduct must be followed by all members of staff.

Any incidents during these times must be reported to the class teacher in order for them to record the incidents on SIMs.

8.3 Behaviour in the dinner hall

See above

8.4 Behaviour in the Gurdwara

It is the responsibility of class teacher to drop off and collect their class from the Gurdwara. All children should have at least a patka in school with them to cover their head; children should walk in single file/ pairs, in silence to the Gurdwara and on the return to their class. While sitting in the Gurdwara it is expected they will follow the code of conduct.

Adults in the Gurdwara should follow the steps detailed below to deal with poor behaviour choices:

Pre Step 1: A non-verbal indication.

A non verbal indication could include a look, a gesture, repositioning of yourself or a hand on the shoulder etc.

Step 1: Reminder

A reminder, delivered in private, of the expectation for behaviour in the class/Gurdwara/dining all/playground/corridor. When delivering a reminder, it is important that the adult refers to the Five values and the Code of Conduct. Reminders can be repeated, if required, but it is expected that the majority of behavioural incidents will be kept at this stage.

Step 2: Caution

A clear verbal caution delivered in private, making the student aware of their behaviour and clearly outlining the consequences if they continue. At the end of this interaction the phrase "Think carefully about your next step" is very powerful.

Step 3: Last Chance

Speak to the student in private giving them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. The following example is a possible way that conversation could develop:

I noticed you are... (having trouble getting started/slightly off task/wandering around etc)

It was the rule about... (lining up/staying on task etc)

You have chosen to...

Do you remember last time in the Gurdwara when you sat and listened really well...

That's who I need to see today...

Thank you for listening.

If the child reaches stage three then a 5 minute detention should be served back in class with the class teacher.

Consistent poor behaviour in the Gurdwara must be dealt with by the class teacher in the first instance and then by the Vice Principal and Principal following the stages.

8.4 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour during the induction period.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and Full Governing Body every two years. At each review, the policy will be approved by the Principal.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body every two years

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy/Keeping children safe in education policy
- Anti-Bullying Policy
- Mental well-being policy
- RSE policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Body every two year.