



KPS BEHAVIOUR POLICY

Khalsa Primary School Behaviour Policy

1. Policy Statement:

Khalsa Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our vision is to nurture well-rounded individuals who demonstrate academic excellence, social responsibility, and are spiritually grounded.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct and dynamic interventions that support staff and learners.

2. Aims of the Policy:

- To embody our school core values of: **Kindness, Honesty, Achievements, Love, Service to others and Aspiration**
- Include the principals of **going beyond academic achievement (Kirat Karna), beyond the individual (Naam Japna) and beyond selflessness (Vand Chakna)**
- To create a culture of exceptional behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly and shown respect
- To promote a culture of positive reinforcement and recognition to encourage positive behaviour
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care and empathy for others
- To promote community cohesion through improved relationships
- To ensure that exceptional behaviour is a minimum expectation for all
- Outline our system of **rewards and sanctions which are shared and displayed in the classroom**

3. Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

4. Expectation of Adults

All staff are responsible for:

- Creating a calm, supportive, and safe classroom environment.
- Upholding the "meet and greet" routine at the classroom door and around the school.

- Planning engaging, challenging lessons that meet the diverse needs of all learners.
- Utilising the visible positive points ladder and Class Dojo throughout every day.
- Retaining ownership of discipline by following up on every incident and engaging in active, reflective restorative dialogue with learners.
- Challenging poor behavior in every instance, never ignoring or walking past a pupil behaving inappropriately.
- Implementing de-escalation techniques, recognising hidden stressors for vulnerable pupils, and recording incidents promptly.

Teaching Staff will uphold the Teachers' Standards (See Appendix 3 for detail).

'Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

Senior leaders:

The Senior Leadership Team will not deal with behavior referrals in isolation, but will stand alongside colleagues to guide, model, and demonstrate unified consistency. The SLT is responsible for:

- Actively "meeting and greeting" pupils throughout the day and maintaining a highly visible, supportive presence across the site, particularly during transitions.
- Upholding and celebrating staff and learners whose efforts go "over and above" expectations.
- Supporting staff in managing pupils with complex, persistent, or entrenched negative behaviors.
- Using behavior and exclusion data strategically to evaluate, target, and adapt school-wide behavior practices.
- Taking immediate charge of serious incidents
- Maintaining a visible and encouraging presence within their respective Year Group areas to support appropriate conduct.
- Directly supporting staff in returning learners to a productive state of learning, which includes sitting in on reparation/restorative meetings.
- Celebrating outstanding effort among staff and pupils.
- Ensuring Class Dojo messaging is utilised effectively to communicate positive behavior to parents and carers.
- Identifying and targeting the professional development and training needs of staff in their teams.

The Headteacher is responsible for:

- Reviewing and approving this behavior policy, ensuring it meets national minimum expectations and legal duties.

- Ensuring the school environment actively encourages and reinforces positive behavior.
- Ensuring that staff handle poor behavior promptly, consistently, and fairly.
- Ensuring all staff undergo thorough induction and regular training on the school's behavior culture, including the impact of SEND and mental health needs on behavior.
- Ensuring this policy works in complete alignment with the school's Child Protection and Safeguarding Policy.
- Regularly reviewing behavior data to ensure that no specific group of pupils (including those with protected characteristics or SEND) is being disproportionately impacted by sanctions.

The Local Advisory Board

The Local Advisory Board is responsible for:

- Reviewing any data analysis relating to both positive and any behaviour related incidents.
- Collaborating with the Headteacher to review this behavior policy and monitoring its overall effectiveness.
- Holding the Headteacher to account for the implementation and consistent application of the policy across all groups of pupils.

The Role of Pupils

Pupils have the right to learn and play in a safe, supportive environment, but they also have a direct duty to contribute to this environment. Pupils are expected to:

- Follow classroom and school rules to the best of their ability.
- Understand and engage with the school's rewards and consequence processes.
- Cooperate fully with other pupils and follow the reasonable instructions of all school staff.
- Take care of school property, the physical environment, and the community both inside and outside school.
- Treat others with kindness, respect, and dignity, refraining from disruption.

The role of the Parents

The role of parents and carers is vital in helping the school maintain excellent standards of behavior. Parents and carers are encouraged to:

- Familiarise themselves with this behavior policy and actively reinforce its rules and values at home.
- Support their child in meeting the school's behavior expectations.
- Inform the school promptly of any changes in circumstances or challenges at home that may affect their child's emotional state or behavior.
- Actively participate in the life of the school, attend celebration assemblies, and engage in any pastoral or restorative work (such as behavior reviews) following an incident.

5. Recognition and Rewards

One of the key aims of this policy is to encourage pupils to practice good behaviour by operating a system of praise and reward.

Informal rewards include:

- Giving praise that is clear and specific to the action/behaviour seen e.g. "Good Listening."
- Sharing work with others teachers, the senior leaders, headteacher and wider school community.
- Telling parents or carers about positive behaviours.
- Praising pupils work.
- Publishing pupils work in school newsletter.

At Khalsa, we also recognise good behaviour, effort and conduct in the following ways:

Focus	Praise Method	Approach
Demonstrating one or more of the Khalsa Values. Kindness Honestly Achievement Love Service Aspiration	Class Dojo Points	<p>Dojos are awarded to pupils for demonstrating the 'KHALSA' values. Dojo Points (no negative points to be allocated; refresh Dojo points every half term)</p> <p>Please see appendix 1 for the Points ladder.</p> <p>This will also link to the House Points System and individual reward system.</p> <p>15 Dojos: 2 House Points 25 Dojos: 4 House Points and a Rising Star stationery prize 50 Dojos: 6 House Points and a Shining Star treasure box prize 75 Dojos: 8 House Points and a Shooting Star new reading book prize</p> <p>Pupils will receive the relevant reward when they reach each milestone.</p>
Working together as a class to demonstrate the Khalsa Values and follow the school rules.	Golden time	<p>The class works together throughout the week to earn 30 marbles. When the jar is full, the class earns 15 minutes of Golden Time on Friday afternoon. This encourages collaboration, teamwork and a shared sense of responsibility for demonstrating the Khalsa Values and following the school rules.</p>
Positive Behaviour, Achievement and	House Points	<p>Please see appendix 1 for the Points Ladder</p> <p>House Points System provides opportunities to earn House Points for positive behaviours around school, Personal</p>

demonstrating the values.		Development and contributions to the local community. See appendix 1 for the points ladder.
Exemplary Attitude and consistently demonstrating all the 'KHALSA' Values.	Super citizen Award	Awarded at the end of each month KS2 - Monday afternoon (2.30pm) and KS1 - Friday afternoon (2.30pm) in the hall. These awards will celebrate efforts, achievements, demonstrating the values and being exemplary. Teachers will write about the achievement which will be read by class representatives in the school assembly, the certificate and rosette will be awarded in the whole school assembly. Pupils will meet and hear from an exemplary member of the public.
Learning and Achievement and British Values	Weekly Celebration Assembly	KS2 - Monday afternoon (2.30pm) in the hall. KS1 - Friday afternoon (2.30pm) in the hall. Values/Star of the Week Award. Each month there will be a new Value focussed on linked to our school and British Values.
Values and Behaviours	Positive Recognition	Positive notes sent via Class Dojo. These will focus on pupils going 'over and above' in terms of the school's values and their behaviours over the course of the week. There is no expectation on the number to be given out by teachers.
Values, Progress and Achievement in subject specific areas.	Awards at the award ceremony	These yearly awards, in the form of trophies and certificates, will recognise pupils who consistently demonstrate the school's core values: Kindness, Honesty, Achievements, Love, Service to others and Aspiration and or have excelled in a specific subject. These will be handed out in the last celebration event at the end of the academic year.
Learning, Attitudes, Values and Behaviours	Postcard Home	The Headteacher will send home a postcard to pupils who demonstrate exemplary behaviour, values or attitude to learning. A postcard will also be sent home when significant improvement over time has been demonstrated.

House Points System:

The Khalsa Primary School House System aims to bring together our school community and promote our school values. It is designed to reinforce and reward desirable behaviours for learning and to engender a team spirit and feeling of community. The House System connects all year groups within the school, providing them with the opportunity to further develop skills and experiences in order to become confident individuals and outstanding members of the school community.

During the year, the Houses compete against each other in a number of activities which may change from year to year, and may take place both in school and as an extra-curricular competition. Some of these activities and competitions include:

- Sports Events

- Music and Art
- Debating
- Poetry
- Masterchef/Bake Off
- Photography

The Points System:

- House Points will be awarded according to different categories. Please see appendix 1 for the different categories. It is important that staff do not deviate from this points system to ensure consistency and fairness with the House Points scoring.

Children will be given physical tokens which will then need to be placed in the House Points collector.



End of Term/Year Awards:

At the end of each half term, the points will be added up and the winning House Group rewarded with a prize such as a Non-Uniform Day.

The House Cup

In July, we will have a whole school ceremony to award The Khalsa House Cup to the House with the most accumulated points over the year. With the winning House Name engraved on the trophy/shield.

Zones of Regulation:

The Zones are a systematic, cognitive behaviour approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones.

All classes at Khalsa Primary School use the zones to teach pupils to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the yellow zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focus, content or ready to learn when in the Green Zone. This is the zone when optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick or bored.

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

6. Managing Behaviour

Alongside positive reinforcement for appropriate behaviour, the class teacher should follow the appropriate steps when it comes to inappropriate behaviour. See appendix 2 for the consequence ladder.

Our approach to behaviour management is consistent across the whole school and aims to support children in making positive choices and taking responsibility for their behaviour. When behaviour does not meet the school's expectations, the class teacher will initially use a reminder or prompt, alongside other appropriate low-key classroom strategies. This gives the child an opportunity to recognise and modify their behaviour.

If the behaviour continues or is repeated following the reminder, the teacher will follow the Consequence Ladder. This may result in the child moving to Step 1 or Step 2, depending on the nature and frequency of the behaviour. Consequences should be applied consistently and proportionately, with children given appropriate opportunities to make positive choices and reset their behaviour.

In exceptional circumstances, where an incident requires an immediate response, a member of the Senior Leadership Team will be called to support. These incidents will be dealt with outside of the usual Consequence Ladder.

All other behaviour incidents should be recorded using the school's Google Form . This enables the school to monitor behaviour patterns, identify recurring concerns and ensure that appropriate support and interventions can be put in place.

Every day is a fresh start for a child. This is backed up by clear and consistent explanations about why certain behaviour is inappropriate.

To support staff in setting appropriate expectations and to ensure consistency across the school, the following steps are taken to address behaviour that does not meet our expectations.

Incidents that fall under Steps 3, 4 or 5 of the Consequence Ladder must be referred immediately to the Headteacher or a member of the Senior Leadership Team (SLT).

Such incidents may include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking an adult or another child
- Other incidents that require an immediate response from the Headteacher or SLT

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. Restorative Practice

Khalsa Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

(Appendix 4 – Restorative Practice approach at Khalsa Primary School)

8. Recording:

All members of staff are trained to use **CPOMs** (secure online recording system) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents which relate to steps 3, 4 and 5 on the consequence ladder are recorded and therefore shared with SLT. Some of these incidents may include:

- a. Verbal incidents
- b. Physical incidents
- c. Damage to property
- d. Repeated defiance

Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance.

9. Exclusions:

9.1 Our Legal Framework and Principles

- **Authority to Exclude:** At Khalsa Primary School, only the Headteacher (or Acting Headteacher in their absence) holds the legal authority to suspend or permanently exclude a pupil on disciplinary grounds.
- **Standard of Proof:** In establishing the facts of any incident, our Headteacher applies the civil standard of proof-on the balance of probabilities (determining that it is more likely than not that an incident occurred).
- **Public Law Standards:** We ensure that every exclusion decision is lawful, reasonable, fair, and proportionate in accordance with administrative and public law duties.
- **Hearing the Pupil's Voice:** Before making any decision to exclude, we support the pupil and give them the opportunity to express their views, taking into account their age, stage of development, and understanding.

9.2 How We Manage Suspensions (Fixed-Period Exclusions)

- **Definition and Single-Year Limits:** A suspension involves temporarily removing a pupil from school premises for disciplinary reasons. We ensure no pupil is suspended for more than 45 school days in a single academic year.
- **Lunchtime Suspensions:** Where disruptive behaviour occurs primarily at lunchtime, we may suspend a pupil for lunchtime periods only; each lunchtime suspension is formally recorded as half a school day toward governing board review thresholds.
- **Setting Work During Suspension:** During the first 5 school days of any suspension, we set and mark suitable work for the pupil (utilising Class Dojo, Google Classroom, or paper learning packs).
- **Alternative Provision:** From the 6th consecutive or cumulative school day of a suspension, our Governing Board arranges suitable full-time alternative provision.
- **Reintegration Strategy:** Upon return from any suspension, we conduct a formal reintegration meeting with the pupil and parents/carers. We implement tailored support strategies to foster a renewed sense of belonging and provide a genuine fresh start.

9.3 Permanent Exclusion as a Last Resort

- **Our Commitment:** In alignment with the Trustees of Khalsa Primary School, we consider permanent exclusion as an absolute last resort, exercised only after all reasonable behaviour interventions, pastoral support, and restorative strategies have been exhausted.
- **Statutory Grounds for Exclusion:** We will only permanently exclude a pupil:
 1. In response to a serious breach or persistent breaches of this Behaviour Policy; and
 2. Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in our school community.
- **Local Authority Notification:** Where permanent exclusion is necessary, we notify the Local Authority immediately so they can arrange suitable full-time education from the 6th school day.

9.4 Our Stance Against Off-Rolling and Unlawful Exclusions

- **Formal Recording:** We formally record every instance where a pupil is sent home or requested not to attend school on disciplinary grounds as an official suspension or permanent exclusion on CPOMS and school registers.
- **Strict Prohibition:** We strictly prohibit informal "cool-off" send-homes, part-time timetables used as behaviour management, excluding pupils due to academic performance or SEND, or encouraging parents toward elective home education.

9.5 How We Notify Parents and Authorities

- **Immediate Parent Notification:** Our Headteacher notifies parents/carers without delay (via telephone or in person), followed immediately by formal written notice outlining the reasons, duration, right to make representations, and remote access meeting options.
- **Notifying Governors and Local Authority:** We notify our Governing Board and Local Authority without delay for all suspensions and permanent exclusions, regardless of duration.
- **Safeguarding Notifications:** Where a pupil has an allocated social worker or is a Looked-After Child (LAC), we notify their social worker and/or Virtual School Head (VSH) without delay.

9.6 Supporting Pupils with SEND and Vulnerable Groups

- **Equality Act and Reasonable Adjustments:** Under the Equality Act 2010, we make all necessary reasonable adjustments for disabled pupils and ensure our processes do not discriminate against pupils with protected characteristics.
- **Proactive SEN Interventions:** If a pupil with Special Educational Needs (SEN) or an Education, Health and Care Plan (EHCP) is at risk of exclusion, we liaise early with parents and the Local Authority to review support plans or request an early EHCP annual review before considering exclusion.

9.7 Cancelling Exclusions

- **Cancellation Procedure:** If an exclusion is cancelled before the Governing Board meets, our Headteacher notifies parents, governors, the Local Authority, and social workers/VSH without delay, providing a full explanation and welcoming the pupil back immediately.

10. Language

At Khalsa Primary school, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor choices or behave in response to physical changes in the brain's chemistry, which lead to undesirable behaviour.

As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as 'naughty', 'abuse', 'assault', 'perpetrator' and 'offender', much of which is more suitable to the criminal justice system.

11. Pupils' conduct outside the school gates

It is expected that Khalsa Primary School pupils will uphold the good reputation of the school when walking to and from school or on a visit with a school group, both through their behaviour and by their adherence to the school's dress code.

In dealing with an incident outside of school, the Headteacher will consider the following:

- If the misbehaviour has repercussions for the orderly running of the school.
- If the misbehaviour poses as a threat to another pupil, staff member or member of the public.
- If the misbehaviour could adversely affect the reputation of the school.
- Whether the behaviour results in the need for a consequence in school or an exclusion.

If the Headteacher feels the misbehaviour is linked to a safeguarding or child protection concern, then the safeguarding procedures will be followed in accordance with the school's Safeguarding Policy.

12. Children with Social, Emotional and Mental Health Needs:

Children who exhibit behavioural problems as a result of identified social, emotional and mental health issues are placed on the school's SEND register and provided with individual plans to support them.

In these cases, the SENDCO will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other therapies such as Lego Therapy, Drawing and Talking Therapy and ELSA, as advised by the Inclusion Manager, outside agencies, and according to advice from the educational psychology service where appropriate.

13. Use of reasonable force

In strict accordance with Section 93 of the *Education and Inspections Act 2006*, authorised school staff have the power to use reasonable force to safeguard pupils and maintain order.

Definition: 'Reasonable force' covers a broad range of physical contact used to control or restrain a pupil. 'Reasonable' means using no more force than is needed for the shortest amount of time.

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

The school does not use force as a punishment – it is always unlawful to use force as a punishment.

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving and will only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

Seclusion will not be implemented by staff through threat of punishment. The place to which the pupil is confined will be safe and not feel threatening or intimidating to the pupil. The pupil will be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving the use of seclusion will always be recorded and reported.

Seclusion, as defined in this guidance, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom. Schools should refer to the Behaviour in schools guidance for further information on these and other disciplinary measures.

Refer to Restrictive interventions, including reasonable force policy.

14. Screening and Searching Pupils

The school reserves the right to screen and search pupils for property and dangerous weapons should the need arise. This will be done respectfully and in accordance with the guidance set down to the teaching staff by the senior leadership team.

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”³ :

- 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.

Force cannot be used to search for items banned under the school rules.

15. Mobile Phone Policy (Mobile-Free Environment)

Khalsa Primary School operates a strict **mobile phone-free environment** throughout the school day.

- **Prohibition:** Pupils are prohibited from using mobile phones, smartwatches, or other smart technology with similar functionality at any time during the school day. This includes during lessons, transitions, breaktimes, and lunchtimes.
- **Sanctions:** If a mobile phone is seen or heard it will be immediately confiscated by a staff member, placed in a secure location, and only returned to a parent or carer after a formal discussion.
- **Exceptions:** Reasonable adjustments and adaptations are permitted on an individual, case-by-case basis for pupils with specific medical conditions (e.g., blood glucose monitoring) or disability-related communication needs. These exceptions must be pre-approved in writing by the Headteacher and SENCO.

16. Related Policies:

This behaviour policy is linked to the following policies:

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

Khalsa Primary School has a separate anti-bullying policy which should be followed if bullying is reported or suspected.

Appendix 1:

Star of the week - 1 house point.	KHALSA PRIMARY POINTS LADDER 	
Attendance - 2 house points for 100% attendance (half termly).		WHOLE-CLASS REWARD!  Work together to fill the jar with marbles and earn 15 minutes of Golden Time on Friday!
Winning a house competition - 2 house points.	75 DOJOS 	Half term reward – 8 house points & Shooting star – new reading book.
Most improved behaviour and attitude to work - 2 house points.	50 DOJOS 	Half term reward – 6 house points & Shining star – treasure box prize
Assisting an adult - 2 house points.	25 DOJOS 	Half term reward 4 house point & Rising star – stationary prize.
Demonstrating any of the ECO school values - 2 house points.	15 DOJOS 	Half term reward – 2 house points!
Exceptional contributions in assembly - 2 house points.		Let's begin!

Appendix 2:

KHALSA PRIMARY SCHOOL - CONSEQUENCE LADDER

<p>Step 5 – Examples</p> <p>Challenging or refusing to follow and adult's instructions Possession of weapons or drugs Persistent bullying or targeted physical or verbal behaviour Making racist, homophobic or discriminatory comments about others Violent or dangerous behaviour towards a pupil or adult No improvement after previous steps Using a mobile phone on school premises</p>	<ul style="list-style-type: none"> . Fixed / internal exclusion . Formal parent meeting with the HT . Behaviour/pastoral support plan. . Managed move . Plan (CAHMS, SEBDOS etc). . Formal review of provision and next steps.
<p>Step 4 - examples</p> <p>Repeated behaviour from Step 3 Leaving the classroom or adult supervision without permission Deliberately spitting at someone Stealing Bullying or deliberately targeting another pupil Unprovoked physical or verbal aggression towards others</p>	<ul style="list-style-type: none"> . 15 minutes time out with SLT to complete reflection sheet. Remove the child from the situation where appropriate. . Record of CPOMS. . Formal parent meeting with the HT. . Internal exclusion. . Behaviour/pastoral support plan. . Withdraw from trip/ event.
<p>Step 3: examples</p> <p>Repeated behaviour from Step 1 Refusing to complete classwork or take part in learning Throwing objects when angry or upset Physically or verbally hurting someone Being rude or disrespectful to an adult Swearing Lying Damaging or misusing school property, including books, furniture, equipment or playground items</p>	<ul style="list-style-type: none"> . 10 minutes time out given to the child in the classroom in the reading area. . Letter of apology. . Teacher to meet with parents and inform them of the step 3. . Record on CPOMS. . Agree next steps to prevent escalation (i.e. behaviour chart)
<p>Step 2: examples</p> <p>Calling out or speaking over someone Leaving your seat without permission Not listening to or following and adult's instructions Making disruptive noises Pushing in a line Running in the corridors Not moving around the school calmly and quietly</p>	<ul style="list-style-type: none"> . Clear, calm reminder of the rules. . A quiet word. . Pause and wait. . Praise of other children making the right choices. . Give them a clear choice. . Restate the expectation.
<p>Step 1 - examples</p> <p>Calling out or speaking over someone Leaving your seat without permission Not listening to or following and adult's instructions Making disruptive noises Pushing in a line Running in the corridors Not moving around the school calmly and quietly</p>	<ul style="list-style-type: none"> . Clear, calm reminder of the rules. . A quiet word. . Pause and wait. . Praise of other children making the right choices.

Appendix 3 – Teachers’ Standards

Department
for Education

Teachers’ Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
 - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 4 – Restorative Practice at Khalsa Primary School

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Why use a restorative approach?

- To build safer, happier schools
- To *change* behaviour, not punish - punishment doesn't meet needs of any of those involved
- To prevent situations where there may be kudos or 'street cred' attached to any punishment
- To encourage children to take responsibility for their actions
- To encourage children to feel that they belong (base psychological need), rather than being isolated or excluded
- To prevent a child being excluded and marginalised. This can lead to them becoming an issue in the wider community.
- To develop empathy
- To repair harm
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff in school use questions to support the restorative process. This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process.

The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed.

The child(ren) involved will agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

Restorative Questions 1:

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?
- How can we do things differently in the future?

Restorative Questions 2:

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?