



Khalsa
VA Primary School

Behaviour Policy

together we shine

Behaviour, Our Vision and its Implementation

Our Vision

We will ensure that our children have the best educational experience it is possible to have and, as a result, are fully prepared for life beyond our school. We want our children to understand their faith, to articulate their values and to be able to act in a way which reflects these. Our school is at the heart of the community which it serves; we create children who are ready to contribute and improve themselves, those around them and the places we live.

Our behaviour policy is intended to uphold and support the school's vision by providing a safe and supportive environment in which we are all able to learn and grow. We believe that understanding expectations and being able to reflect on how we may or may not have met them is a key principle for personal growth.

Promoting Positive Behaviour at Khalsa

Our curriculum, in particular our PSHE curriculum, reinforces school expectations and discusses specific matters such as friendship and other relationships, bullying and self-esteem. In addition to the taught PSHE curriculum, several important factors play an important role in promoting positive behaviour in our school:

- Regular assemblies led by staff at all levels with a focus on school expectations, values, healthy relationships and positive behaviour.
- Mindful leaders and/or teachers help to lead mindful practice every day in the classroom. This plays an important role in teaching children to acknowledge their emotions and regulate them.
- The use of Zones of Regulation in classrooms whereby children can indicate their feelings visually.
- School Councillors play an important role in communicating with staff members about behaviour issues they notice and take action to support positive behaviour e.g. through organising 'friendship patrol.'
- We have a trained Emotional Literacy Support Assistant who is available to deal with any issues which staff feel are affecting self-confidence or a child's happiness in school.

The Role of Parents and Governors

While this policy applies mainly to children and staff within the school, it is important that parents and governors read and understand it. Parents should have the same behaviour expectations for their own children as the school and understand the systems in place to recognise, or sanction if necessary, certain behaviours. Governors too, will be expected to support the school policy and challenge its use as necessary.

Safeguarding

All staff should be aware of safeguarding issues and our school policy when dealing with behaviour, including issues around child on child abuse. This is most likely to include, but may not be limited to:

- bullying, including cyberbullying
- physical and verbal abuse
- sexual abuse, violence or harassment, including cyberbullying and/or sexting
- initiation/hazing type violence and rituals

All staff should be clear as to the school's policy and procedures with regards to child on child abuse. Please see Safeguarding Policy for further details.

A further explanation of bullying and how we deal with it can be found in our Anti-Bullying Policy

Special Educational Needs and Disability

We recognise that for a small number of pupils, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Educational Psychologist. As stipulated in Part 4 of the DDA (disability discrimination act 1995) and the Equalities Act (2010) Khalsa will not treat disabled pupils less favourably without justification and we will make reasonable adjustments to ensure that they are not disadvantaged compared to their peers.

Golden Rules and Expectations at Khalsa

Our Golden Rules are based on the teachings of Guru Nanak Dev Ji, the founder of the Sikh faith. From these rules, we have developed key expectations which we expect everyone in our school community to uphold and model at all times:

- ***Naam Japna – Remembering God***
 - We think, speak and act with Waheguru Ji (God) in mind
 - We always try to act in a way the Gurus have taught us
 - We show respect and are honest at all times

- ***Kirat Karo – Working Hard***
 - We take pride in our work and always do our best
 - We take an active part in our learning by listening, talking and working together
 - We learn from mistakes

- ***Vand Ke Chhako – Caring and Sharing***
 - We look after each other and our environment
 - We act with kindness, fairness and respect
 - We help others to learn, to be safe and to be happy

The Key Principles of Good Behaviour at Khalsa

Our behaviour strategy, underpinned by our expectations, rests on several key pillars which staff must ensure they adhere to:

Adults who act with warmth and kindness

We expect our staff to model the behaviour that they wish to see in children. That means that they should behave with kindness and positivity and speak to children in a way that reflects this.

Clear and consistent expectations

Staff should take the time to explain the expectations at regular intervals throughout the year. They should model how these expectations can be met at all times and look primarily to “notice” when these behaviours are met rather than where they are not. Children should know that positive behaviour is an expectation which deserves recognition not reward.

Routines which enable a calm and purposeful environment

Good behaviour in school is dependent on adults developing, rehearsing and consistently enforcing routines. Whole school routines are as follows:

- Moving around the school should be done so in a quiet and orderly manner, with children walking on the left and staff ensuring they are placed in a position to see as many children as possible
- Lining up anywhere should also be done quietly and calmly. Teachers should consider having a ‘line up order’ based on their knowledge of the class’ behaviour

Routines in class, such as putting books away, tidying up etc. reduce the space for negative behaviours to flourish and allow the school day to progress with efficiency. Staff should take time to identify and rehearse these routines throughout the year.

Consistent interventions for behaviour which does not meet expectations

In dealing with behaviours which do not meet our expectations, we expect our staff to be prepared, calm and consistent. This means that we deal with the behaviour issues without emotion (e.g. anger or frustration), discreetly where possible, and by following the steps as laid out in the behaviour flowchart in this policy.

Recognising Positive Behaviour

At Khalsa, we recognise behaviour, which exemplifies our expectations, in the following ways:

Verbal Feedback

We believe that verbal feedback, based on our school expectations, is the most effective way of reinforcing positive behaviour. Staff 'noticing' positive behaviour is something we expect all staff to do, all of the time. This might be in the classroom - *"I can see you're trying very hard, well done,"* around the school - *"Fantastic walking, thank you,"* or in the playground - *"You're acting in a kind way, well done."*

Recognition Boards

In each classroom, a recognition board acknowledges children who have exemplified the expectations, related to the Golden Rules. When children have demonstrated a certain behaviour, their name (or picture) can be added to the relevant part of the board. These boards should be refreshed every day; children must not have their names removed otherwise.

In some circumstances, children can be sent to a member of SLT for recognition of exceptional work or behaviour. In this case, staff should call ahead to ensure SLT members are free to speak to children.

Assembly Recognition

We have two rewards which are given out in assembly time:

- Golden Rules Stickers - given to one child in each class, each week. These children's names are listed in the newsletter.
- Values Badges - given to children who have demonstrated excellent behaviour related to the school value theme of that half term.

The purpose of these rewards is to promote discussion of our rules, expectations and values in assembly time and to recognise children who have exemplified the behaviour expected at Khalsa. Teachers should ensure they provide the names of the relevant children when requested.

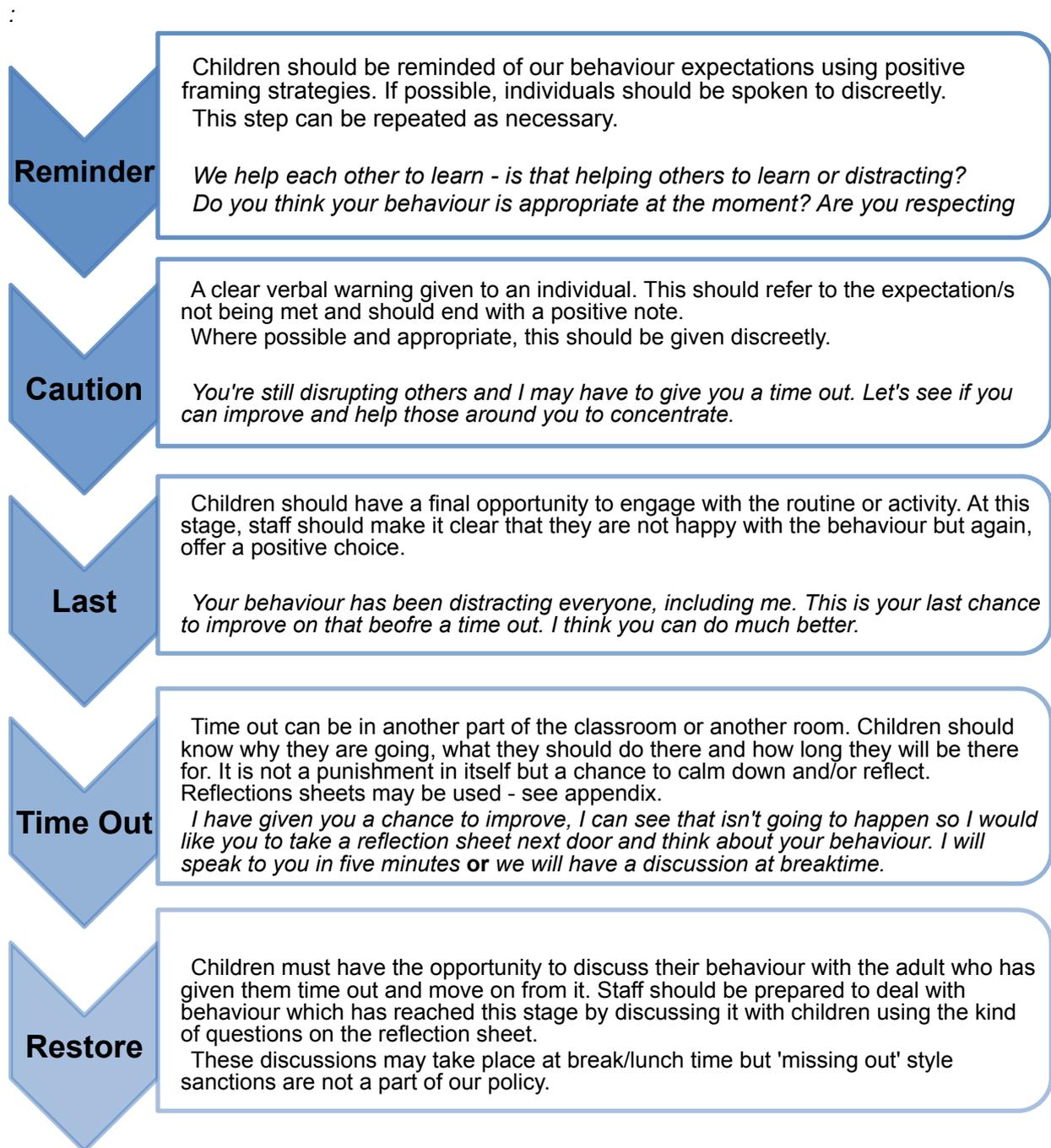
Class Reward Systems

Individual teachers may choose to use strategies such as marbles in a jar or table points to help promote positive behaviour when performing whole class routines e.g. lining up or tidying tables. It should be noted that these kinds of strategies are for group behaviours - such as those instances above - and not for individuals.

Material 'prizes,' golden time etc. should not be used as rewards for meeting expectations.

Behaviour Intervention Flow Chart

For general, low-level behaviour issues, all staff should follow the same protocol:



Additional Sanctions

While the Behaviour Intervention Flowchart should be used for most, low-level behaviour issues, there are certain situations where children's behaviour requires additional measures. These may include:

- Telephoning or meeting with parents or guardians
- Removal from class for a short period to continue work
- Creating a report card for persistent negative behaviour (see appendix)
- Involving SLT in a restorative conversation
- Suspension or exclusion (see *LA Exclusion Procedures* document)

In almost all circumstances a member of SLT will decide on the undertaking of one of the above measures. When speaking to parents informally, e.g. at home time, teachers should use their professional judgement to decide whether SLT should be informed, but should always record such conversations in their behaviour log.

Searching, Confiscation and Electronic Devices

The SLT have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or any item considered to be harmful or detrimental to school discipline e.g. toys, snacks or electronic devices.

Mobile phones, iPads and tablets are not permitted to be brought onto the school site unless there are extenuating circumstances and a parent / carer has obtained permission from the Headteacher. Children who bring devices without said permission may have their device confiscated. This is the school's legal right.

Revocation of Parents' Licence to Enter the School Grounds

If a parent verbally or physically assaults a member of staff, the matter is immediately reported to the Local Authority and a letter sent from school detailing the withdrawal of the parents' right to enter school grounds. If appropriate, the police may be involved.

Physical Contact and Restraint

Reasonable physical contact is permitted between staff and children. This might include guiding a child into a classroom by touching their shoulder. The use of physical intervention is very rare and is, wherever possible, avoided. There may be occasions where the use of physical restraint is appropriate; for example if a pupil is hurting him/herself and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of

the incident. All physical intervention will be reported and recorded using SafeGuardMySchool.

Behaviour Outside of School

Children and staff are expected to uphold our behaviour expectations at all times; this includes when travelling to and from school, on school visits, activities or any other time which they are identifiable as a member of our school community. As such, the school reserves the right to implement this policy in any situation which negative behaviour might impair the learning, enjoyment or safety of others (whether they are a member of our school or not) or which could impact the reputation of Khalsa Primary School.

How we tackle bullying at Khalsa

Khalsa Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult, and we expect all staff to recognise and report any form of bullying.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher. A clear account of the incident will be recorded in behaviour logs. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

In our school community:

- Everyone must uphold the behaviour expectations written in this policy
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

In Khalsa Primary School, our definition of bullying is:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”

Types of bullying behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats

- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Involving the school community in developing our policy including a child/ pupil friendly version of our policy.
- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, assemblies, social and emotional learning programmes, circle time, peer mediation and playground buddies.
- Secure the safety of the target of bullying
- Take actions to stop the bullying from happening again
- Whole school learning - reflection on what we have learnt
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.

- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, ELSA (Emotional Literacy Support Assistant).
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- Peer mentors or buddies

Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult. Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher / tutor. When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

Responding to Bullying

We monitor and review all bullying incidents to determine any patterns or trends that may require further action. On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.

Procedures for parents:

If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. The headteacher is always informed of any bullying concerns at Khalsa and monitors the situation carefully.

If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher.

The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.

Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.

The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.

If parents feel that their concern has not been dealt with appropriately they should follow the schools complaints policy.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.

Appendices:

- i - Behaviour Reflection Sheet
- ii - Behaviour Log Sheet
- iii - Behaviour Report Sheet

Behaviour Reflection Sheet

For use in 'time out' situations if necessary

Name:

Date:

Step 1 - Be mindful of how you are feeling - Which one will you use?

10 Count Breath	Tummy Chest Breathin g	How Many Breaths?	Pause and Be	Finger Breathin g	Feet on Floor, Back on Chair	Flower Petal Breathin g
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Step 2 - Reflect on each question and write your ideas

What happened?	<hr/> <hr/> <hr/> <hr/> <hr/>
Why do you think this happened?	<hr/> <hr/> <hr/> <hr/> <hr/>
How did this make people feel?	<hr/> <hr/> <hr/> <hr/> <hr/>
What can we do to put things right?	<hr/> <hr/> <hr/> <hr/> <hr/>
How can we do things differently in the future?	<hr/> <hr/> <hr/> <hr/> <hr/>

Behaviour Log Sheet

This log should be kept as part of the class file. Please refer to the behaviour policy for details on behaviour interventions and sanctions and refer to a member of SLT if unsure.

NB Safeguarding concerns, including child on child abuse, must be handled as per the school policy. This sheet is **not an appropriate way to record concerns.**

Child's Name	Date & Time	Incident and Actions Taken

Behaviour Report Sheet

Only to be used with SLT approval

Child's Name		Class	
Behaviour Target			
Date	Teacher Comment	Child Comment	Signed

Was the Target Met?	
Any Next Steps	

SLT Comment	
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