



Akaal
Primary School

Behaviour Policy



Approved by Trustees – July 2017
Review Date – July 2019

1. Behaviour Expectations at Akaal Primary School

At Akaal Primary School, we will ensure that **every member of the school community feels valued and respected**, and that **each person is treated well and fairly**. Our intention is to be known as a **caring community**, whose values are built on mutual trust and respect for all. We recognise the importance of clearly stated values and shared beliefs among all staff which underpin expected standards of behaviour and quality of relationships.

The code of conduct for pupils makes our expectations of good behaviour very clear. We believe that children's behaviour is central to the learning process and is an intrinsic part of education.

This policy details our strategies for managing behaviour effectively in order to contribute to improved learning and enable the school to succeed in the core purpose of our work – to reach the highest standards for our children

2. Aims

The Behaviour Policy aims:

- To promote self-discipline and proper regard for authority among pupils
- To encourage good behaviour and ensure that the standard of behaviour is acceptable
- To create a school community which is based on care for and consideration towards other people
- to promote and maintain a positive school climate and ethos

3. Principles

In considering all matters relating to behaviour and discipline, the following principles have been agreed:

1. All children have a **right to learn** and all staff have a right to teach.
2. All children can **make choices** about their behaviour and should be helped to exercise that choice responsibly.
3. All children should be encouraged to **be honest** about their behaviour, with themselves and other people, and helped to learn from their experiences.
4. All children should know that **they are liked** and listened to and will be treated with respect, consideration, politeness and concern.
5. All children should learn that **good behaviour has consequences**, which may include rewards, and that good behaviour is appreciated and encouraged.
6. All children should learn that **inappropriate behaviour has consequences**, which may include punishment, and that following these consequences, a fresh start is available.
7. All children should know that inappropriate behaviour will not be ignored or overlooked and that in rejecting the behaviour, **the child is not rejected**.
8. All children should see that staff have **high expectations of behaviour**, apply the Behaviour Code consistently and share responsibility for maintaining high standards throughout the school and grounds.

4. A Positive Approach Managing Behaviour

Our approach to managing behaviour is based on:

- **recognising and rewarding appropriate behaviour.** Positive attitudes and responses enable us to create a safe, secure and calm environment for all members of the school community
- **a well-defined, structured approach** that is clear to all members of the school community and which is consistently applied
- **a clear Code of Conduct** which is shared with all stakeholders
- learning through **the school's curriculum** (formal, informal and incidental) which equips children with the knowledge and skills required for responsible behaviour and self-discipline, and encourages children to respect themselves, other people and property

These values include the Sikh tenets:

- ***Economic Independence through honest earning (Kirat Karni), hence achieving a greater sense of self-reliance and individual autonomy***
- ***Individual and collective welfare (Naam Japna) for creating mental peace and self-management to reduce impulsive anti-social behaviour and to realise corporate responsibility for the well-being of all***
- ***Learning to share (Vand Chhakana) all forms of wealth such as money, skills, knowledge and other resources with all to create equality in society***
- ***Service beyond self (Sewa) as selfless service to humanity equals service to God in the Sikh faith.***

5. Roles and Responsibilities

5.1 Trust Members will:

- oversee the application of the general principles underpinning this policy as stated in this document
- ensure the practice and principles outlined accord with Sikh values

5.2 The governing body will:

- provide a written statement of general principles (as shown in this document) and may offer guidance to the Head Teacher in relation to particular matters
- delegate responsibility for the day to day discharge of the school Behaviour Policy to the Leadership Team and staff of the school
- receive regular reports on the implementation of the Behaviour Policy
- keep the Behaviour Policy and procedures relating to discipline under review to ensure they are effective and equitable
- act upon any parental complaints and hear any appeals with regard to Exclusions.

5.3 The Head Teacher will be responsible for:

- regulating the conduct of pupils, agreeing rules and guidelines with staff and keeping them under review
- ensuring the Behaviour Policy is known within the school and applied reasonably and equitably
- inform parents of the school Behaviour Policy and its application

5.4 Staff will:

- follow the principles and practices of the school Behaviour Policy
- provide good role models for the children by setting high standards in all aspects of self-conduct, dress and interpersonal relationships
- liaise with the leadership team to support them in implementing behaviour policy and practice

5.5 Parents will (by accepting the principles in any **Home –School Agreement**) agree to:

- ensure their children attend school regularly and punctually
- support the implementation of the school Behaviour Policy
- take advantage of all opportunities for communication with the school
- provide firm and effective behaviour guidance at home

Pupils will (by accepting the principles of the **Home-School Agreement**) agree to:

- accept responsibility for their own behaviour
- know and respect the school's ethos and Code of Conduct
- use and school or class councils to express their views and concerns

6. Working with Parents

The school strives to build a positive and lasting partnership with parents as the child progresses through school. The Behaviour Code acknowledges the vital part parents play in instilling positive values and attitudes at home and supporting the school's efforts to maintain high standards of behaviour.

The Behaviour Code and information about a child's behaviour is shared with parents in a number of ways:

- The Behaviour Code is summarized on the *school website*.
- *Informal discussions* between staff and parents may include reference to behavioural issues.
- *Behaviour Notes may be sent or phone calls made* to parents concerning their child's behaviour.
- *Head Teacher Behaviour Letters* are sent when appropriate.
- *Meetings with parents* are arranged about behaviour, if required, with a teacher or the Head Teacher, and may be requested by parents at any stage.
- Behaviour is reported on at *Parents' Evenings* and on *Annual School Reports*
- Any *Home School Agreement* or *Behaviour Information Leaflet* developed will include details of the Behaviour Policy and its implementation.

7. Policy and Practice

Akaal Primary School promotes **positive attitudes and behaviour** and believes **teachers have a right to teach and pupils have a right to learn.**

7.1 Akaal Code of Conduct - The School Rules

At Akaal, have **five school rules.**

- They apply to everyone involved in the school, adults and children.
- They apply in lessons, at play times and at going-home time.
- They apply to teachers, support staff, midday supervisors and parents in school.

They underline our desire for children

- to be happy and confident in school.
- to choose good behaviour all the time.
- to be assertive rather than aggressive.

At Akaal Primary -

All teachers have a right to teach and all pupils have a right to learn

At Akaal Primary, we

- Follow instructions first time
- Speak kindly and politely
- Keep hands, feet and objects to yourself
- Walk quietly in school
- Make good choices

7.2 Rewards

All children should learn that **good behaviour has consequences, which may include rewards, and that good behaviour is appreciated and encouraged.**

We want our children to behave well because it is the right thing to do. Ideally, the rewards for good behaviour should be intrinsic. However, rewards can be used to **recognise and reinforce good behaviour.** They can motivate children to behave appropriately and reflect the positive ethos of the school. Children need to know why they are being 'rewarded' and any rewards used need to be shared regularly with children so they have a good understanding of them.

Rewards include the **Akaal Learning Lanyards** which link six key Learning Behaviours to the colours in the school logo and to Sikh values.

<u>Learning Lanyards</u>	<u>Logo & Lanyard Colour</u>
Expert Thinker - I used great thinking	Yellow
Creative Genius - I created something fabulous	Blue

Challenge Chief	- I rose to the challenge	Red
Risk Taker	- I overcame my fear of failure	Purple
Values Ambassador	- I showed one of our values	Green
Choice Champion	- I made a good choice	Orange

In addition, class teachers may develop in-class management systems which may include certificates or stickers for good behaviour and learning. Certificates are also issued by the school for good attendance and punctuality.

7.3 Sanctions and Consequences

All children should learn that inappropriate behaviour has consequences, which may include punishment, and that following these consequences, a fresh start is available.

Children need to be aware that if they **CHOOSE** not to follow the rules then there will be **consequences as a way of supporting the child to change their behaviour.**

Curriculum activities **must not** be used as punishment (but work that has not been completed as a result of poor behaviour may be finished at some point eg playtimes/lunchtimes).

Each year group will have a **‘Behaviour Book’** which will be used to track and monitor inappropriate behaviour and allow us to have a clearer understanding of children’s behaviour patterns.

The Head Teacher will also keep a **‘Behaviour Book’** to record incidents where behaviour has been referred by teachers to the Head Teacher or is serious or repeated. The entries will be analysed to seek any trends or patterns and reported to governors.

7.3.1 Sanctions are available to staff to help in the management of behaviour. While the Stages suggest a possible progression, the stage chosen will reflect the frequency and severity of any misbehaviours. Staff are advised to liaise with the school leadership if they are unsure which Stage to apply.

Sanctions used in the management of inappropriate behaviour at Akaal Primary include:

- Stage 1:** A clear **verbal warning** or **name on board** and a reminder of what is expected
- Stage 2:** **Time Out** in class
- Stage 3:** **Time Out in another class**
Explaining behaviour to the Head Teacher
Missing free-time at break or lunch times
- Stage 4:** **Time out with a School Leader** with work for the rest of the session
Completing an **additional task** (eg a letter of apology, tidying, etc)
Removal of privileges in class, in school, or after school
Removal of any item, for safekeeping, that has a potential to harm, offend or distract the child, other children or adults until the end of the school day.

[If judged necessary, the item will only be returned to a responsible adult; otherwise it will be made available for the child to collect at the end of the school day. The child will be instructed not to bring the item to school again and parents will be informed if judged necessary.]

(2) External Exclusion

Children may be excluded, for a **fixed period of time or permanently**, when all other practical options have been exhausted. Exclusions are usually seen **as a last resort**, to be used when no realistic alternative can be found.

(3) Fixed period exclusion

Such exclusions are made when:

- a child has threatened violence against another child and the Head Teacher believes that there is a very high probability that another child is in danger
- a child has threatened a member of staff and the Head Teacher believes that there is a high probability that the threat is real
- a child has assaulted another child or member of staff, causing actual bodily harm
- a child swears (using repeated offensive/foul words) at a member of staff or another child in a manner which verbally abuses the individual
- a child brings the name of the school into disrepute by activities inside or outside of school
- a child is subject to a criminal investigation by the police involving one or more other children at the school either as victim or witnesses, where there is reason to believe that the other children might be intimidated by the presence of the child under investigation
- a child brings illegal drugs, as defined in the school's drugs policy, onto school premises

The Head Teacher will generally exclude a child for as long as is required to investigate the incident and will involve parents in taking measures to ensure that the incident will not reoccur. The Exclusion will end with a re-integration meeting with the child, parents and the Head Teacher.

(4) Permanent exclusion

Such exclusions may be made when:

- A child brings an offensive weapon into school
- A child attempts to supply others with illegal drugs
- A child sexually abuses (see *Child Safeguarding Policy*) another pupil or member of staff
- Serious actual or threatened violence takes place against another child or member of staff
- Severe inappropriate behaviour is frequently repeated and the child is unresponsive to intervention

Permanent exclusion represents the most **severe sanction** available to a school and may be accompanied by police involvement. Permanent exclusion normally only occurs after fixed period exclusion. The decision to permanently exclude will usually be taken following an investigation that has taken place while the child is out of school.

(5) Making an exclusion

Before deciding whether to exclude a pupil for a fixed period or permanently, the Head Teacher will:

- Ensure that an appropriate investigation has been carried out unless the matter is being investigated by the police
- Consider evidence that supports the allegations in the light of school policy
- Allow pupils to give their version of events and record witness statements
- Check whether the incident was provoked (eg by racial or sexual harassment)
- Consult others (not anybody who might have to review the Head Teacher's decision)

Decisions on the exclusion of a child can only be made by the Head Teacher or a person responsible during their absence. In excluding a child, the DfE guidelines must be followed with the full involvement of the governors.

8. Anti- Bullying and Anti-Discrimination Statements

This school does not tolerate bullying.

Our approach to minimising bullying incidents is in our Anti-Bullying Policy.

Bullying is distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another, or group of others, is pre-meditated and usually forms a pattern of behaviour rather than an isolated incident.

This school does not tolerate racism or any form of discrimination.

In line with the Equality Act, the school is aware of its responsibility to:

- Promote equality
- Promote good relationships between different groups
- Eliminate unlawful discrimination

The school is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential.

Therefore:

- it will use all the powers and resources at its disposal to eliminate discriminatory incidents.
- it will ensure that any complaint of harassment or discrimination is investigated promptly and that everyone is aware of their responsibility and the procedures to challenge and report it when it occurs;
- it will work with parents, communities and other agencies to ensure that it is clearly understood that harassment on whatever basis is unacceptable.

Discriminatory behaviour is defined as conduct or words which advantage or disadvantage people because of their race, colour, culture, ethnic origin, sexuality or disability.

Discriminatory incidents are any incidents which are perceived to be discriminatory by the victim or any other person. Incidents comprise all those unwanted actions, by a person or group, directed at people of different characteristics, which cause humiliation, offence or distress or interfere with their performance, or create an unpleasant working environment and which are motivated by discriminatory considerations.

As such, they may:

- comprise remarks or actions associated with a person's colour, race, nationality, ethnic or national origin, sexuality or disability
- emphasize a person's colour, race, nationality, ethnic, national origin, sexuality or disability over his/her role as a pupil, member of staff or carer

The behaviour associated with discriminatory incidents may involve:

- verbal abuse and threats
- physical assault
- threatening behaviour and verbal abuse
- name calling, insult and jokes
- racist comments or graffiti
- ridicule of cultural preference
- incitement of others to behave in discriminatory ways through comments, badges or literature
- refusal to co-operate with others pupils based on discrimination.

In the case of bullying and discriminatory behaviour, we recognise that:

- incidents will happen from time to time in our school.
- the fact that they are not always reported, does not mean they are not happening.
 - discrimination and bullying makes children's lives unhappy and can hinder learning.

Children and parents are therefore strongly encouraged to share any worries they have at an early stage so that action can be taken immediately. Children may choose to talk to any member of staff they wish. Parents are encouraged to inform their child's teacher or the Head Teacher of any concerns they have by letter, e-mail a phone call or a visit. Any report will be investigated and taken seriously. Complainants will be informed of the outcome and the appropriate sanctions applied up to and including exclusion.

9. Monitoring Behaviour

In order to maintain high standards of behaviour, the school monitors performance using a variety of indicators including termly reports to governors on behaviour in school and the Headteacher Reports.

- **The Behaviour Book** – Senior Management may log individual names and incidents that are referred to them by members of staff. Trends are identified on a termly basis and individuals who appear frequently are monitored closely. Governors receive a termly report on the operation of the Behaviour Policy.
- **A Lunchtime Behaviour Book** may be used by the senior midday supervisor to log incidents. This is monitored as part of the Behaviour Report.
- **Exclusion data** is noted by governors termly as part of the Behaviour Report.
- **An Equality Issues Log** is kept of all reported incidents of discriminatory language or attacks. Trends are identified on a termly basis and reported to governors as part of the Behaviour Report.

10. Success Criteria

The Behaviour Policy will be working well when:-

- There is a happy atmosphere in which everyone has the opportunity to achieve
- Everyone shows respect for themselves, each other, property and the environment
- Everyone cooperates with everyone else in a polite, considerate and helpful manner
- There is equal opportunity for all

11. Reviewing this policy

This policy will be formally reviewed by the Governing Body on a regular basis. It will be shared with parents annually and comments will be invited.

12. Other policies which should be read in conjunction with this one:

This policy should be read in conjunction with any policies on Equality, Safeguarding, Anti Bullying, e-Safety and Drugs policies.