



Behaviour Policy



Approved by Staff – September 2020

Review Date – September 2022

1. Behaviour Expectations at Akaal Primary School

At Akaal Primary School, we will ensure that **every member of the school family feels valued and respected**, and that **each person is treated well and fairly**. Our intention is to be known as a **caring family**, 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-awareness through building mutual respect for all
- to encourage good behaviour and ensure that the standard of behaviour is exemplary
- to create a school ethos which is based on care and consideration towards other people
- to promote and maintain a positive school behaviour
- to help our children to develop their own intrinsic behaviour code based on our school values

3. Principles

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

- All children have a **right to learn** and all staff have a right to teach.
- All children can **make choices** about their behaviour and should be helped to exercise that choice responsibly.
- All children should be encouraged to **be honest** about their behaviour, with themselves and other people, and helped to learn from their experiences.
- All children should know that **they are liked** and listened to and will be treated with respect, consideration, politeness and concern.
- All children should learn that **good behaviour has consequences** and that good behaviour is appreciated and encouraged.
- All children should learn that **inappropriate behaviour has consequences**, but following this a fresh start is available.
- All children should know that inappropriate behaviour will not be ignored or overlooked but that in rejecting the behaviour, **the child is not rejected**.
- 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 Akaal family
- **a well-defined, structured approach** that is clear to all members of the Akaal family and which is consistently applied
- **a clear Code of Conduct** which is shared with all stakeholders
- learning through all aspects of **the school's curriculum** which equips children with the knowledge and skills required for responsible behaviour, values based 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 Chhakna) 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 Headteacher 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 Headteacher 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
- create an open line of communication where staff and children feel listened to when supporting behaviour
- inform parents of the school Behaviour Policy and its application
- regularly review the Behaviour Policy with the staff, children and other key stakeholders, ensuring that the schools vision and ethos is uppermost in any updates

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
- stop to consider why a pupil may be displaying adverse behaviour and recognise that it is most likely some form of communication related to feelings, anxieties or things happening to them.
- listen to children when supporting a child with their managing behaviour by ensuring there is an open line of communication

5.5 Parents will 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

5.6 Pupils will agree to:

- accept responsibility for their own behaviour
- listen to the adults who are supporting them with their managing behaviour
- know and respect the school's ethos and Code of Conduct
- use class MPs 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 summarised on the **school website**.
- **Informal discussions** between staff and parents may include reference to behavioural issues.
- Communications made to parents concerning their child's behaviour.
- **Meetings with parents** can be arranged about behaviour, if required, with a teacher or the Headteacher, and may be requested by parents at any stage.
- Behaviour is reported on at **Parents' Evenings** and on **Annual School Reports**

7. Policy into Practice

Akaal Primary School promotes **positive attitudes and behaviour** and believes **teachers have a right to teach and pupils have a right to learn**. Therefore we support all children to live by the Code of Conduct, both in school and out. Our Code of Conduct is designed to work in partnership with the Rahit Maryada (Sikh Code of Conduct) and to strengthen understanding of British Values, whilst reinforcing that these are the values of a good human and will be positively accepted by any faith, group, employer etc.

7.1 Akaal Code of Conduct

The Code of Conduct applies:

- to everyone involved in the school, adults and children, including volunteers
- in lessons, at play times and at going-home time.

They underline our desire for children:

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

Akaal Learners Code of Conduct

- We use our values to guide the good choices we make.
- We use our ears to listen - to the teacher; to each other; for learning.
- We use our mouths to speak kindly and be truthful
- We use our bodies to learn, to protect and to include
- We care for each other, our school family and our learning environment
- We are ambassadors of our class name

7.2 Rewards

All children should learn that good behaviour has consequences, which will often include praise and recognition, 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.

Learning Lanyards		Colour
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

Where appropriate we will appoint school-wide ambassadors who are good role models.

In addition, class teachers may develop in-class management systems to assist learning.

Certificates and badges are issued by the school for good attendance.

7.3 Consequences

All children should learn that inappropriate behaviour also has consequences. It is also important for our children to learn that following any consequences, a fresh start is always available.

Children need to be aware that if they **CHOOSE** not to follow the Code of Conduct 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 use the ScholarPack 'Conduct' function to track and monitor inappropriate behaviour and allow us to have a clearer understanding of children's behaviour patterns. Where behaviour incidents are of concern from a safeguarding point of view, these will be recorded on CPOMs. The Head Teacher will also monitor ScholarPack 'Conduct' reports and CPOMs entries, where behaviour has been referred by teachers to the Headteacher, is serious and/or repeated. The entries will be analysed to seek any trends or patterns and reported to governors.

7.3.1 Consequences available to staff to help in the management of behaviour:

While the stages suggest a progression in consequence, it may be necessary to choose a higher stage to 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.

Consequences used in the management of inappropriate behaviour at Akaal Primary School 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** - Member of SLT

Explaining behaviour to the Headteacher

Completing an additional task eg a letter of apology, tidying etc)

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.]

Communication with home

Stage 4: **Meeting with** Headteacher and/or SLT/Class teacher informing parents of incidents and outcomes

Completing a **Behaviour Daily Report Card** to monitor behaviour patterns and identify a range of strategies to improve behaviour over time

Individual Behaviour Plans - Some children need additional support, for a variety of reasons, to enable them to manage their behaviour in class or in the playground. For those children, an IBP is written by the Behaviour Lead and class teacher with pupil and parent/carer involvement. The IBP may include additional support such as a learning mentor, group work or involvement of external agencies. IBPs are reviewed on a **termly basis** with all those involved.

Work with school mentor team to develop an understanding of behaviour choices and consequences.

In School Exclusion - In extreme cases a child may be excluded from class **in school** if the health and safety of themselves or other pupils cannot be guaranteed. The child will work with a school leader if this occurs.

Stage 5: **Fixed-term External Exclusion** from school if behaviour is wholly unacceptable

Stage 6: **Permanent Exclusion** from school if behaviour remains wholly unacceptable or reintegration is deemed to be impossible

7.3.2. Additional Behaviour Monitoring and Support

- **Support from an outside agency** to understand any underlying needs and discuss potential strategies

7.3.3 Serious Behaviour Incidents

There are also occasions when misbehaviour is severe it would be more appropriate to use the later stages of the consequence ladder.

Children will be sent to the Headteacher (Stage 4) if any of the following occur:

- Bullying, whether verbal, physical or emotional
- Discrimination, whether by word, action or attitude
- Fighting or deliberately hurting others
- Swearing or bad language
- Defiance and refusal to cooperate
- Disruptive behaviour preventing others from learning
- Destruction of property

Such incidents will be recorded on **CPOMs** and monitored. This type of behaviour will result in contact with parents/carers and may lead to Exclusion.

8. Exclusion

The school's approach to Exclusion is outlined below. This policy makes it clear that the school will not tolerate severe behaviours.

Internal Exclusion

(1) In School Exclusion

In extreme cases a child may be excluded from class **in school** if the health and safety of themselves or other pupils cannot be guaranteed. The child will work with a school leader if this occurs.

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.

(2) Fixed-term External Exclusion

Such exclusions are made when:

- a child has threatened violence against another child and the 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 Headteacher 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 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 Headteacher 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.

(3) 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 another pupil or member of staff (see *Child Safeguarding Policy*)
- 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 a 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.

Making an exclusion

Before deciding whether to exclude a pupil for a fixed period or permanently, the Headteacher 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 (e.g. 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:

- we will use all the powers and resources at its disposal to eliminate discriminatory incidents.
- we 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;
- we 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 Headteacher 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.

- **ScholarPack** – Teachers will use the 'Conduct' function within SP to begin to track and monitor concerning behaviour from a pupil in their class. This can be escalated at any point. SLT can monitor 'conduct' data by generating reports from ScholarPack.
- **CPOMs** – Members of staff may refer an individual or an incident to SLT, using CPOMs. 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 staff on a regular basis. It will be shared with all parents on a 2 yearly basis and comments will be invited. This policy will also be shared with any new families joining the school.

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
- Drug Abuse

We are committed to equal opportunities for all, irrespective of ethnicity, gender, sexuality, disability or religion. We will monitor the impact of this.