



SEVA SCHOOL

Behaviour Policy – Primary Phase

	Date	Approval By
Approval	01/03/2016	Standards and Curriculum Committee
Review Date	01/03/2019 (3 Years)	-
Signed		

Statement of Intent

Effective learning for all pupils is our primary goal. Raising standards of achievement will result from more effective learning. Good behaviour plays a significant role in promoting a safe and orderly environment, in enabling effective teaching and learning to take place,

and in encouraging students to become responsible members of society. In order for us to be a successful learning community, all members of the community are expected to commit themselves to this aim, by working together and supporting each other, as a team.

Pupils at Seva School are expected to behave in a way which helps the school to be a pleasant, supportive and positive learning environment. Equally, well planned and engaging lessons are important in motivating pupils and lessening the likelihood of disruptive behaviour. Finally, fostering positive and respectful relationships between all members of the school is seen as crucial to ensuring high standards of behaviour.

The school Core Sikh values are expressed in the following six words: Respect; compassion; faith; love; peace; forgiveness. These underpin all aspects of our relationships, learning and behaviour.

Objectives of policy

The purpose of this policy is to clarify the expectations the school has for pupils' individual behaviour and conduct, and the roles and responsibilities of pupils, staff, parents and governors.

Implementation of policy

The behaviour procedures will outline how the Senior Leadership Team and other staff fulfil their responsibilities in a coherent and consistent way and dovetails into the Behaviour Policy for KS3.

The behaviour expectations are outlined in detail in **Appendix A**

The behaviour procedures are outlined in **Appendix B**

The responsibilities of our different stakeholders are outlined in **Appendix C**

The procedures for Reporting Bullying, Racist, Sexual and Homophobic Incidents are outlined in **Appendix D**

Evaluation and development of policy

The policy will be developed through consultation with staff, pupils and governors. The policy should be considered in conjunction with other relevant policies such as the Anti-Bullying policy and the Child Protection policy. Pupils will be consulted about, and informed of, any changes to the policy.

Review cycle of policy

This policy will be reviewed by the Governors (Standards and Curriculum Sub Committee) every three years in accordance with the school's review cycle.

APPENDIX A

Behaviour Expectations

Pupils are expected to behave well in and out of lessons, and travelling to and from school, in a manner that reflects our Sikh values.

Within a Sikh ethos, our expectations are

- We value and celebrate the achievements of all individuals.
- We are ready for learning by having the right attitude, equipment and uniform.
- We believe that everyone should be allowed to learn without interruption.
- We believe that we should all listen to and respect all contributions, even if they differ from our own.
- We respect our environment by looking after our classrooms, corridors and all other areas of school and its grounds.

Pupils behave better where they can actively and successfully engage in their learning. Teachers and other staff should set high expectations of students in lessons both in their learning and in their behaviour for learning and ensure these are clearly explained and consistently applied. Primarily, good behaviour and discipline is the responsibility of the classroom teacher. Staff are respected most when they deal quickly, fairly and consistently with poor behaviour in lessons.

We aim

- To develop pupils' social and emotional wellbeing
- To allow pupils to express their individuality
- To ensure that pupils work safely at all times
- To promote a caring and sharing Sikh ethos in the school, classrooms and the community
- To develop a concept of self-regulation and reflection in behaviour.

Classroom Expectations

We expect that pupils should always:

1. Be prepared for lessons
2. Listen Carefully
3. Show respect
4. Help ourselves and others to learn
5. Look after our environment.

These expectations are displayed in every classroom.

Behaviour out of school

Schools now have the power to exercise discipline beyond the school gates. The behaviour expectations of Seva School pupils is the same whether they are in school, travelling to and from school, on school trips, completing courses at other centres or involved in activities out of school which may affect other pupils (for example cyber bullying); and the same system of sanctions will be applied.

APPENDIX B

Rewards

Positive comments, written, verbal and non-verbal, do much to encourage positive behaviour and a determination to do well. The 'WOW' reward system is used to support the good behaviour of the school, as well as success in learning. All staff should reward pupils each lesson for their successes. These are recorded as a 'WOW' merit on a card and contribute to regular rewards that pupils receive. An electronic system, Dojos, is also used to reward good behaviour for learning during lessons. We also recognise and reward for improvements or high performance in the following areas-

- 100% Attendance
- best class group attendance
- most 'WOW' merits achieved
- additional community and whole school contributions

The rewards to recognise pupil performance are discussed with the Student Council and often voted for by those who have achieved a reward. The rewards are as follows-

Rewards for attendance

The following rewards are given for full attendance, improved attendance or reaching personal targets:

- Personalised certificate.
- Certificate and prize for the best class in year group
- Class house points

Rewards for good/outstanding behaviour and attitudes to learning

- individual 'WOW' merits
- 'WOW' certificates and medals awarded in Primary Phase assembly
- Name displayed in the 'WOW' book

Rewards for sustained good behaviours and attitudes to learning:

- Celebratory phone call/ text or postcard home
- Celebration with the Executive Principal or Primary Head
- Golden Time
- Prize from the prize box
- Sevak of the week

Sanctions

For the small number of pupils who behave in an inappropriate way, the school has a series of sanctions. Sanctions should be at an appropriate level for the misbehaviour, or may be more serious for repeated misbehaviour. They are outlined in the Behaviour Pyramid (diagram 1). Sanctions may include detentions during the school day, loss of social/playtime, removal from a lesson, withdrawal of a privilege (e.g. school trip), internal exclusion, fixed term exclusion and in extreme cases, permanent exclusion.

Searching students

Staff have the legal right to search pupil if there are serious concerns over such things as weapons, alcohol, illegal or unauthorised drugs, or stolen property or recordings that would invade student and staff privacy. However, only routine searches will take place in school. This could mean asking a pupil to empty their pockets and school bag, to remove their shoes and shake them out, and to remove outer clothing. Further searches would only be conducted by the police. It is normal practice to have another member of staff to witness the search. Any illegal or unauthorised materials will be confiscated and labelled. If consent is not given, then it is likely that the police will be called. School property such as lockers could be searched if there is reasonable suspicion that dangerous or stolen items are there, and although consent for searching school property is not required, individuals will be made aware that such a search is taking place.

Behaviour Support Plans and Pastoral Support Plans

Students whose behaviour is deteriorating will be subject to a Behaviour Support Plan (BSP). The aim of a BSP is to intervene and support a pupil in improving their behaviour and to try to avoid exclusion. Parents will be contacted to attend a meeting when such a plan is put into place. This BSP focuses on a pupil's strengths and areas of concern. It also includes a set of targets for the pupils and builds in regular reviews. It may also involve internal and external support, for example, staff mentoring, PCSO support, SENDCo input, the Education Psychology Service, School Time4U nurse, or the Education Welfare Service, who may be able to offer extra targeted support for the student.

Exclusions

Exclusions are only used in cases where there has been a significant breach of the school rules. Internal Exclusion (isolation) means that a pupil will be supervised in school by a member of the Inclusion Team for the entire day. They will be sent work from their teachers for that day and will be expected to reflect on their behaviour. If a pupil does not complete a successful day then the isolation could be extended. Only members of the Senior Leadership Team can place students in Internal Exclusion. Fixed term exclusions are decided by the Principal (or SLT member when deputising). All fixed term exclusions are followed with a readmission meeting which should be attended by the child and their parent(s)/ carer. A plan for the pupil's future behaviour is agreed at this meeting. The pupil will be placed on a red target card, monitored daily by SLT. He /she

will also be asked to attend the Governor's Support Meeting with parents or carers. Permanent exclusions are subject to a legal procedure. They are recommended by the Principal and are conducted by a Governor Disciplinary Panel.

Support

It should be noted that on occasions pupils misbehave due to extreme personal difficulties. Staff dealing with such pupils will ensure that the right type of support is in place and, as a result, sanctions may vary from the set pattern. The Inclusion Team will work to ensure that poor behaviour is not repeated.

Any staff who are experiencing difficulty in managing student behaviour will receive intensive support and coaching.

Recording behaviour incidents

All significant behaviour incidents are recorded initially on Arbor.

Staff are expected to build a better picture of an individual student's behaviour, depending on role, for instance as a Curriculum/Phase leader or Class teacher.

Phase Leaders, supported by the Inclusion Team, are expected to analyse behaviour data rigorously, and to develop appropriate plans for individuals and groups in need of intervention. The team will also use data to identify any more general behaviour issues in order to tackle them.

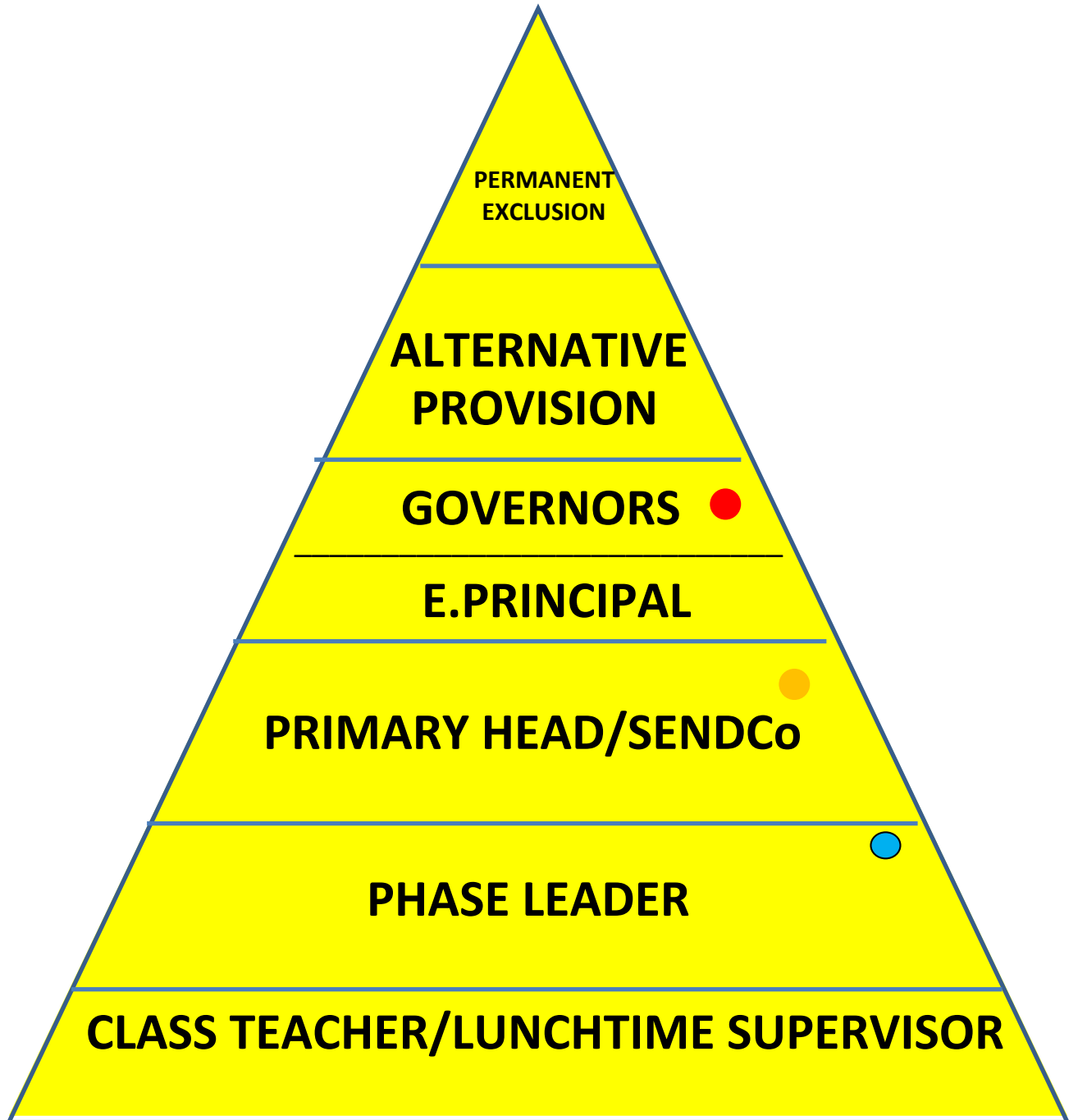
Recording good behaviour and success.

We aim to ensure a high praise and reward culture in school. (See rewards above)

Reporting Bullying, Racist, Sexual and Homophobic incidents

At Seva School we do not accept any reason for Bullying, Racist, Sexual and Homophobic incidents. As a school we have a separate reporting and tracking protocol. **Please see Appendix D** which outlines the protocol to be followed when reporting, together with the sanction, interventions and support that can be put in place for both the victim and the perpetrator.

Diagram 1
The Behaviour Pyramid



“The Behaviour Pyramid”

The sanctions and referral system is a means of documenting behaviour issues. It has six stages.

Stage 1

This is a response by the individual class teacher. It is intended that the class teacher takes ownership of low level disruption in the class room. When it is necessary the teacher should employ a range of strategies for dealing with disruption.

Suggested strategies could be:

- If necessary, extra work
- Moving the pupil to another seat in the classroom
- A verbal reprimand/reminder
- Discussion with the pupil
- Parental contact

The class teacher should record the low level behaviour on Arbor. Once a range of these strategies have been employed, and if there is no improvement, the class teacher should arrange a supervised playtime. If behaviour does not improve the pupil should be referred to the Phase Leader. In the case of low level behaviour at lunchtime, lunchtime supervisors should report the issue to the class teacher or member of staff on duty.

Stage 2

Once these behaviour concern logs have been generated by the class teacher on Arbor, the Phase Leader suggests strategies to support the class teacher and employs sanctions if necessary. A pupil is placed on a blue target card which is monitored daily by his/her class teacher who will monitor the pupil’s behaviour on report for two weeks initially, reporting to the Phase Leader. The class teacher must also send a standard letter or contact the parents and inform them of the behaviour issues.

Stage 3

If there is no significant improvement the Phase Leader will take on the responsibility of monitoring the behaviour of the pupil. The pupil will be placed on a yellow target card and report to him/her daily.

Stage 4

At this point members of Primary Head or SENDCo will take ownership of the pupil’s behaviour liaising closely with outside supportive agencies. The pupil is placed on a red target card and pupils MUST report to the Primary Head or SENDCo at the end of every day. Following major C3 or C4 incidents or fixed term exclusions, pupils may be placed immediately on a red card.

Stage 5

The members of SLT work closely together considering the future of the student. Alternative school placements will be considered.

The following list identifies what sanctions are acceptable, and who might impose them.
Sanctions – in ascending order

Class Teacher

Reprimand / Reminder

Change of Seat

Repeated/Extra Work – insufficient work or work of a poor quality

Letter/Phone call home

Supervised lunchtime/ playtime

Class Teacher (Pupil placed on blue card)

Referral to Phase Leader

Monitored daily by class teacher

Parents asked into school

Loss of social time as necessary

Phase Leader (Pupil placed on yellow card)

Warning

Brief Note in learning diary requiring a parental signature

Letter Home

Transfer of group (temporary)

Removal from lesson to work under the supervision of the Phase Leader

Transfer of group (permanent)

Attendance report

Meeting with parents

Referral to Primary Head/ SENDCo

Referral to outside agencies – dated record of contacts

Internal exclusion

Primary Head / SENDCo (Placed on red card which is monitored daily)

Year Team Leader

Warning

Staged behaviour report

Letter to parents

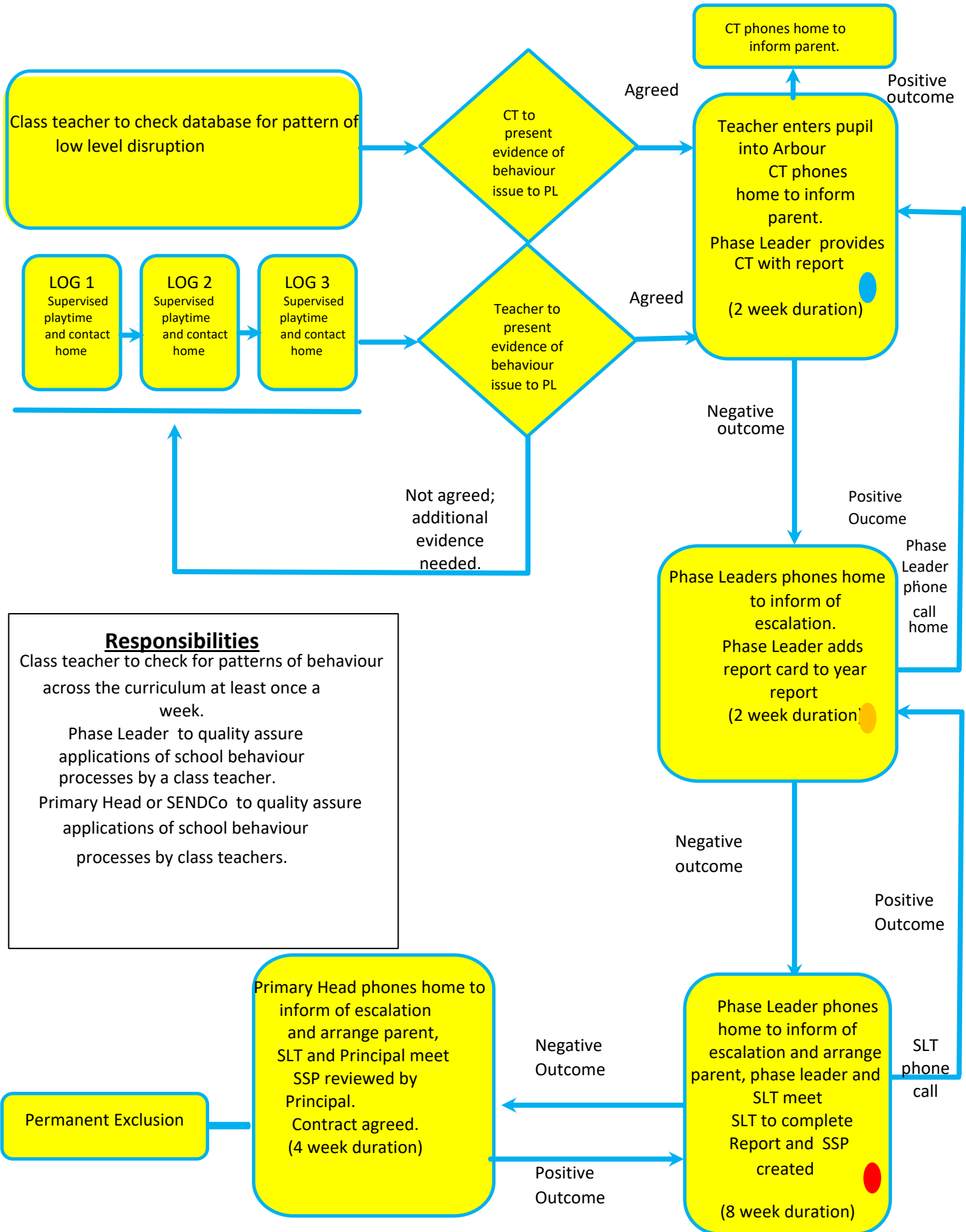
Parental interview

Fixed term exclusion

Permanent Exclusion

Pupils and parents will be asked to attend the Governors' Support Group.

In certain cases pupils may be subject to a fast-track procedure, but only after consultation with the Phase Leader, Primary Head or Executive Principal.



Non – verbal and low level behaviour techniques used to enable learning.



Reminder 1: Teacher states rule broken and desired behaviour



Reminder 2: Teacher states rule broken and desired behaviour



Consequence Log C1 and C2
Incident recorded on database
Supervised playtime



Phase Leader



SLT Call out
Email appropriate staff member for support.
Enter incident on the database at earliest convenience.

Consequence Log C3

Incident recorded on database
Supervised playtime



SLT Call out
Email appropriate staff member for support.
Enter incident on the database at earliest convenience.

Consequence Log C4

SLT Call out

Email appropriate staff member for support.
Enter incident on the database at earliest convenience.

APPENDIX C

Responsibilities

The Governors (Governor's Support Group) are responsible, in consultation with Senior Leadership Team, for establishing the policy for the promotion of good behaviour and for reviewing it at the appointed review date.

SENDCo (Inclusion) is responsible for co-ordinating support from outside agencies.

The Senior Leadership Team is responsible for the implementation and day-to-day management of the policy and procedures. They will support staff in dealing with poor behaviour and encourage staff to use strategies to avoid such behaviour. They will monitor behaviour in the whole school and offer support and training to deal with any behaviour issues.

Phase Leaders are responsible for dealing with matters within their 'phase team' (and beyond as required to meet the needs of the team), supporting staff in their use of rewards and sanctions and seeking support for those pupils whose behaviour is deteriorating. They will also identify issues which arise in their phase groups and seek appropriate support for staff and phase. They are responsible for liaising with outside agencies and offering support within school for phase where emotional issues may be affecting their behaviour.

All staff are responsible for applying the school's behaviour policy and procedures fairly and consistently, ensuring equal opportunity for all pupils. As role models to pupils, staff model high standards: being punctual, preparing lessons and resources thoroughly and remaining professional in their dealings with pupils, colleagues, parents and members of the community.

Pupils are responsible for their own behaviour and for adhering to the school and classroom expectations. They will be expected to be polite and respectful to all staff and pupil; to allow learning to take place; to wear their school uniform correctly; to arrive to lessons properly equipped; and to treat all property and surroundings with respect.

Parents are responsible for supporting the good behaviour and high expectations of the school. They are encouraged to work in partnership with the school and to support the Home School Agreement.

Dealing with Bullying, Racist, Sexual and Homophobic incidents

Statement of Intent

At Seva School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying, Racism and homophobic issues of any kind will not be tolerated in our school. We are a Reporting school. This means that anyone who knows of any incident or anything happening is expected to report and tell school staff. All children have an absolute right to be educated in a safe and secure environment. All pupils must be aware of the distress these incidents can cause and not be mere bystanders.

The School's Approach to Bullying, Racist, Sexual and Homophobic incidents

The school recognises the importance and value in dealing with the issue of Bullying, Racist, Sexual and Homophobic incidents. The school expects all members of its community to be aware of any incidence and know what action to be taken. There is no justification whatsoever for this behaviour and it should not be tolerated in any form. Bullying, Racist, Sexual and Homophobic incidents /behaviour is an issue for both bully and the victim. Both parties will be dealt with in positive and constructive ways which provides opportunities for change and development for the bully and victim alike.

The school recognises and values the home / school partnership in dealing with these incidents. Effective management of these incidents is a shared responsibility involving all adults who work in school, pupils and parents.

The school has guidelines and actions to deal effectively with the victims and those responsible for Bullying, Racist, Sexual and Homophobic incidents.

Prevention

In addition the issue of Bullying, Racism, Sexual and Homophobic incidents/ issues will be raised with pupils at a number of levels. Keeping all pupils safe is a clear priority for our school.

At a whole school level – through assemblies, themed weeks, school council. Governors and parent engagement etc.

At classroom level – during tutor time, through the PSHCE curriculum.

At an individual level – pupils who are victims of Bullying, Racist, Sexual and Homophobic incidents will be offered additional support and guidance. Pupils who have instigated Bullying, Racist, Sexual and Homophobic incidents to others will be given strategies to enable them to bring their unacceptable behaviour under control and prevent further incidents.

School recognises that there are particular times when pupils may be more vulnerable to these incidents– lunch and break times, beginning and end of the school day and on the way to and from school. Arrangements will be made to ensure that at such times supervision is available to reduce the risk of Bullying, Racist, Sexual and Homophobic incidents.

Pupils will be positively encouraged to talk to staff about incidents of Bullying, Racist, Sexual and Homophobic incidents.

Parents who believe their children are the victims of Bullying, Racist, Sexual and Homophobic incidents should report their concerns to school at the earliest opportunity and be prepared to work with school to keep their children safe in the future.

Similarly if parents believe that their children are instigating Bullying, Racist, Sexual and Homophobic incidents this information should be shared with school so that steps can be taken to address this problem and to prevent further incidents occurring.

Protocol

The school follows a set procedure in an attempt to address any suspected or reported incidents of Bullying, Racist, Sexual and Homophobic incidents.

In all such cases the school reacts firmly and promptly in accordance with the following guidelines: -

1. Any student who has knowledge of an incident of bullying whether directed personally or towards others should enlist and receive the support of a trusted adult. Where possible information will be confidential.
2. All adults working in school should be vigilant both in class and around the school. Any student who feels threatened for any reason should be listened to, taken seriously and given appropriate support.
3. Cases should be directed for prompt attention in the usual route: - Class teacher → Phase Leader → Inclusion staff → Senior Leadership Team. Bullying, Racist, Sexual and Homophobic incidents should be recorded immediately on Arbor and brought to the attention of SLT.
4. An early enquiry should be put in train with evidence from witnesses and victim(s) as appropriate and parents notified as soon as possible (within 24 hours) that an incident occurred in school.
5. Where there is proof or strong suspicion parents of both parties should be involved at an early stage.
6. Assistance of Support Services (e.g Educational Psychologist) should be enlisted at an appropriate stage in order to help counsel the victim in appropriate ways of counteracting Bullying, Racist, Sexual and Homophobic incidents and where necessary to advise on the adoption of strategies to modify behaviour of the instigator.
7. The police will be involved where necessary.
8. Sanctions should be operated in cases where bullying is proven. These may include:-
Withdrawal of freedom:
 - Including time in isolation
 - Exclusion from school at specific times eg lunchtime
 - Exclusion from school for a fixed period or permanently by the Executive Principal.
 - Engagement with the instigator to reinforce the message that bullying is not acceptable

- Meeting with PCSO safer school for restorative justice work
- Signing of a contract
- Education of the bully regarding issues such as racism, sexism and homophobia
- Removal from class, group or set
- Withholding participation in sporting or out of school activities

Monitoring and Evaluating:

- The incidents of bullying should be recorded in a consistent way that allows for monitoring of behaviour on Arbor.
- A note should be made and filed in the personal record of both the bully and the victim.
- The Primary Head/ SENDCo(Inclusion) will keep a record (manage the data base) of incidents of a serious discriminating nature and a report to the Executive Principal and the appropriate governing body

Post Incident Response for Victims of Bullying

We intend to offer a proactive, sympathetic and supportive response to the victims of Bullying, Racist, Sexual and Homophobic incidents. Each case will be taken on an individual basis. The exact nature of the response will be determined by the pupil's individual needs and may include: -

- Positive reinforcement that reporting the incident was the correct thing to do
- Sympathy and empathy
- Strategies to stop future incidents
- Counselling
- Befriending
- Assertiveness training
- Extra supervision and monitoring
- Creation of a Support Group
- Peer mediation / mentoring
- Informing and involving parents
- Arrangements to review progress
- Parents contacted daily or weekly to update on progress

By such means we aim to create a friendly, caring environment where each individual appreciates his / her positive part in the school and wider community.