



SEVA SCHOOL

Behaviour Policy – Secondary Phase

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

Statement of Intent

Effective learning for all students 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.

Students 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 students 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 students' individual behaviour and conduct, and the roles and responsibilities of students, 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.

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, students and governors. The policy should be considered in conjunction with other relevant policies such as the Anti-Bullying policy, the Drug policy, the Child Protection policy and the Exclusions policy. Students 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 Committee) every three years in accordance with the school's review cycle.

APPENDIX A

Behaviour Expectations

Students 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.

Students 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 or tutor and staff are respected most when they deal quickly, fairly and consistently with poor behaviour in lessons.

We aim

- To develop students' social and emotional wellbeing
- To allow students to express their individuality
- To ensure that students 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 students 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 students 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 students (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 rewards systems are used to support the good behaviour of the school, as well as success in learning. Epraise is in place. All staff should reward students each lesson for their successes. These are recorded and contribute to regular rewards that students receive. We recognise and reward for improvements or high performance in the following areas-

- 100% Attendance
- most improved attendance
- best tutor group attendance
- most Epraise points achieved
- Outstanding behaviour
- Outstanding progress
- Exceptional homework
- Attitude to learning
- additional community and whole school contributions

Epraise points are accumulated and on achievement of milestones, seva pin badges are presented to pupils in assembly. Parents are emailed once their son/daughter reach a milestone

Milestones

- Blue Seva Star – 100 points
- Red Seva Star – 200 Points
- Yellow Seva Star – 300 Points
- Green Seva Star – 400 Points
- Gold Seva Star – 500 Points
- Platinum Seva Star – 600 Points

On achieving each milestone, badges are exchanged for the next badge up to platinum. Platinum badges are kept by the children at the end of the year. At the beginning of each year the process starts again.

Sanctions

For the small number of students 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), and the consequence ladder (diagram 2). Sanctions may include detentions during the school day; after school detentions (by law the school does not need to give Parents/Carers notice for detentions of up to one hour on the same day for

students in KS3, however it is the policy of Seva School to contact the parents to ensure appropriate travel arrangements are in place), extra work being set; being placed on daily report cards; removal from a lesson; community service; 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 students 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 student 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 (BSP) and Pastoral Support Plans (PSP)

Students whose behaviour is deteriorating will be subject to a BSP. The aim of a BSP is to intervene and support a student 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 student's strengths and areas of concern. It also includes a set of targets for the students 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.

Students who have issues apart from or alongside their behaviour will be subject to a PSP. For example health issues affecting attendance and learning would be placed onto a PSP which focuses on a student's strengths and areas of concern. It also includes a set of targets for the student and builds in regular reviews. The PSP will take into account all issues and set out an achievable and realistic support for the student to make their way back to full education. Like the BSP, a number of internal and external resources may be used.

Exclusions

Exclusions are only used in cases where there has been a significant breach of the school rules. Internal Exclusion (isolation) means that a student 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 student 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 Executive 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 student cannot be readmitted into school lessons without this happening. Failure of a parent/carer to attend the reintegration meeting will result in the student being placed into internal exclusion in school, until the readmission meeting has been successfully carried out. A plan for the student's future behaviour is agreed at this meeting. The Student 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 Executive Principal and are conducted by a Governor Disciplinary Panel.

Support

It should be noted that on occasions students misbehave due to extreme personal difficulties. Staff dealing with such students 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 Phase leader/curriculum leader or form tutor.

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.

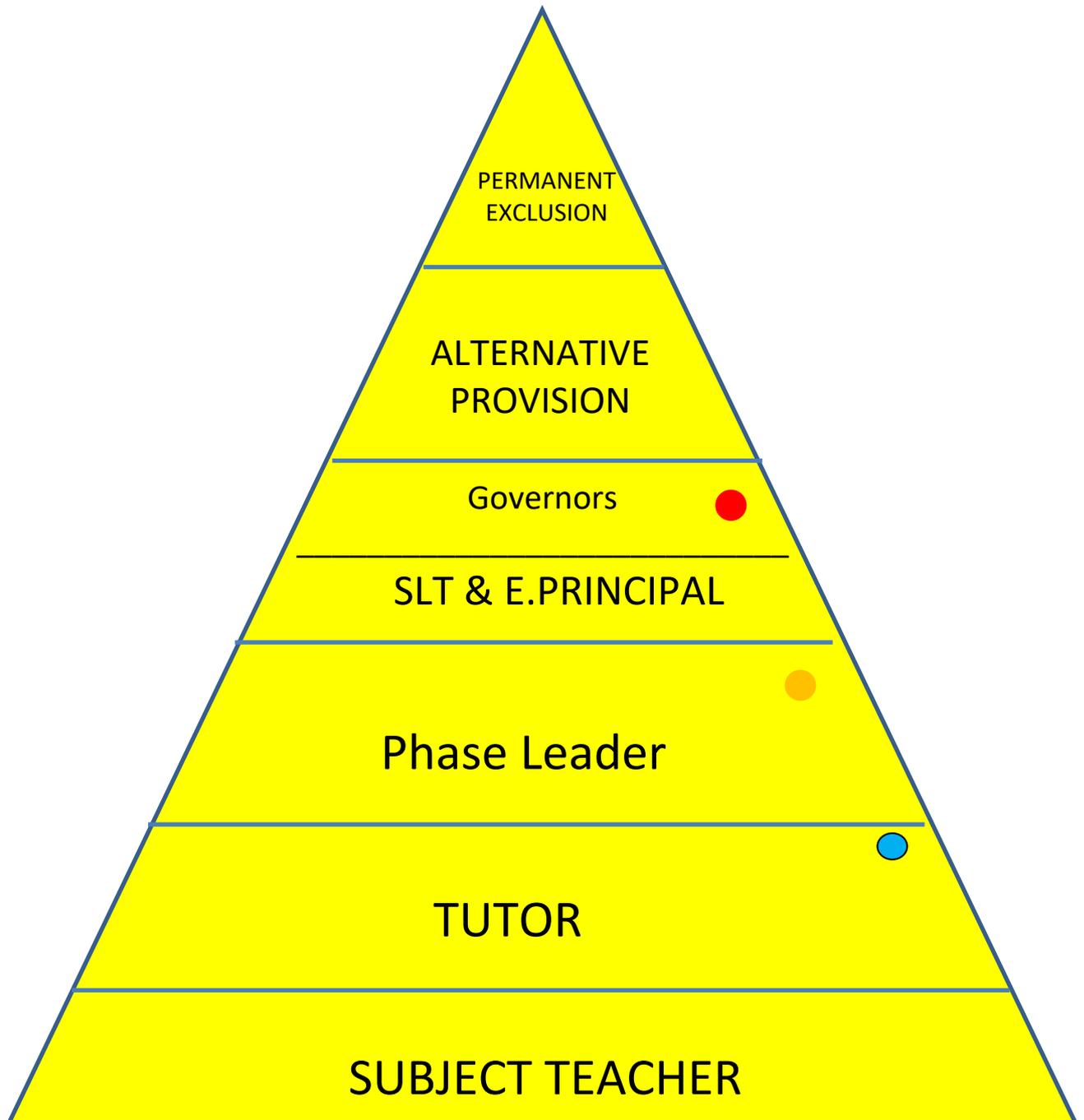
We aim to ensure a high praise and reward culture in school. (See rewards above)

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

Suggested strategies could be:

- A note in the Learning Diary to alert parents and the form tutor
- If necessary, extra work
- Moving the student to another seat in the classroom
- A verbal reprimand
- Discussion with the pupil
- Time penalty
- Parental contact
- Use of departmental parking rota

The subject 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 subject teacher should set a personal detention. If behaviour does not improve the student should be referred to the Phase Leader. Detentions can be issued and the student placed on the consequence ladder. If behaviour continues then the staff member will follow the consequence ladder which covers stage 1 and 2.

Stage 2

Once these Behaviour concern logs have been generated by the subject teacher on Arbor, the Phase Leader agrees strategies to support the subject teacher and employs sanctions if necessary. A student is placed on a blue target card which is monitored daily by his/her form tutor who will monitor the student’s behaviour on report for two weeks initially, reporting to the Phase Leader. The form tutor 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 Year Team Leader will take on the responsibility of monitoring the behaviour of the student. The Student will be placed on a yellow target card and report to him/her daily.

Stage 4

At this point members of SLT take ownership of the student's behaviour liaising closely with outside supportive agencies. The student is placed on a red target card and pupils MUST report to a member of SLT 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 C1 – C4 recorded on Arbor

Change of Seat

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

Letter home / Phone Call

Lunchtime/After School Detention

Referral to Phase Leader

Form Tutor Placed on blue target card

Monitored daily by form tutor.

Parents asked into school.

Loss of social time as necessary.

Phase Leader Placed on yellow card

Warning

Brief Note in learning diary requiring a parental signature

Letter Home

After school detention

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 SLT

Referral to outside agencies – dated record of contacts

Internal exclusion

Phase Leader detention

Senior leadership team

Placed on red card which is monitored daily by SLT

Year Team Leader

Warning

Staged behaviour report

Letter to parents

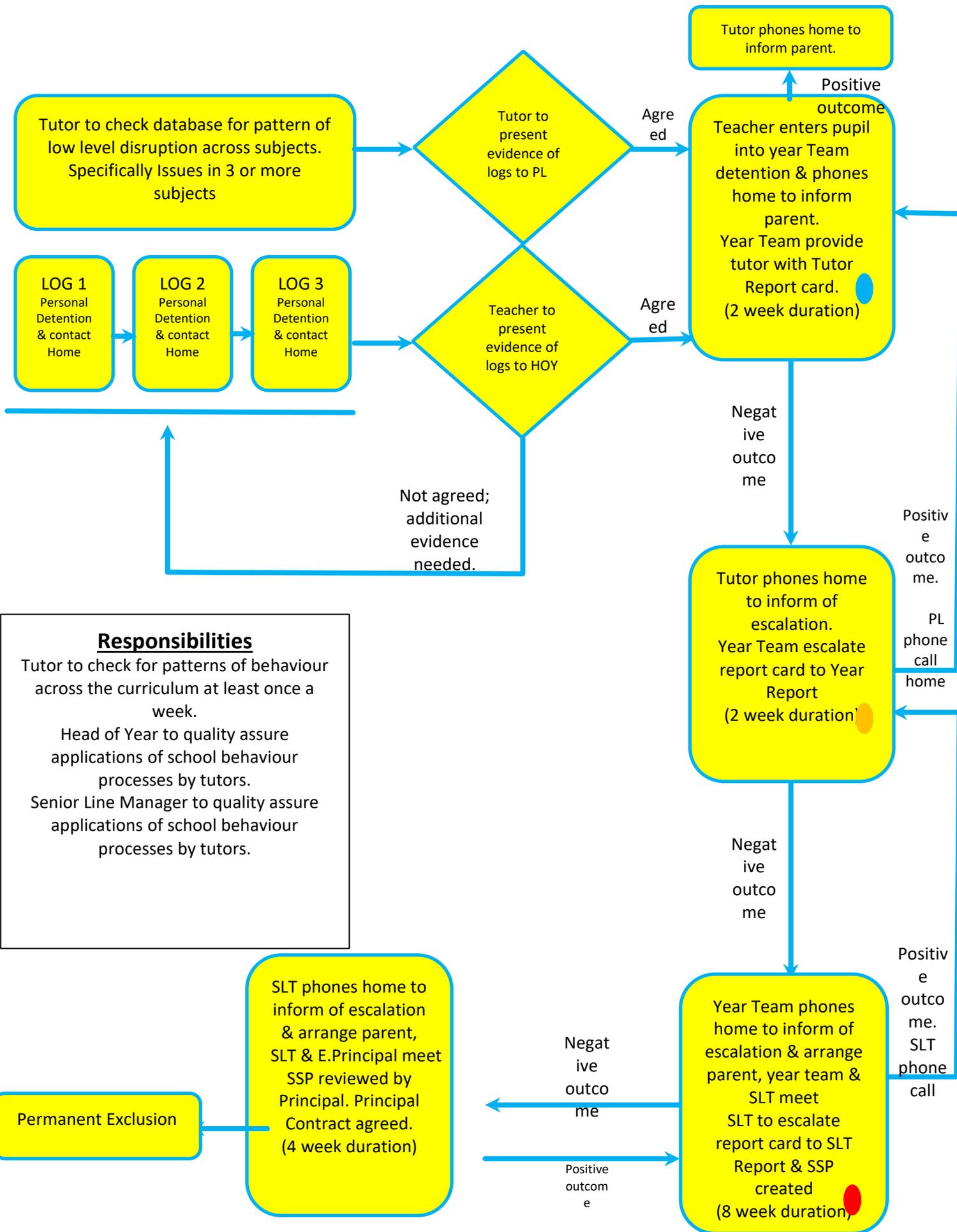
Parental meeting

Fixed term exclusion followed by reintegration meeting

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

Permanent Exclusion

In certain cases students may be subject to a fast-track procedure, but only after consultation with the SLT with responsibility for Secondary and the Executive Principal.



Consequence Ladder

“Every Interaction is Crucial”

Within a Sikh ethos, we aim:

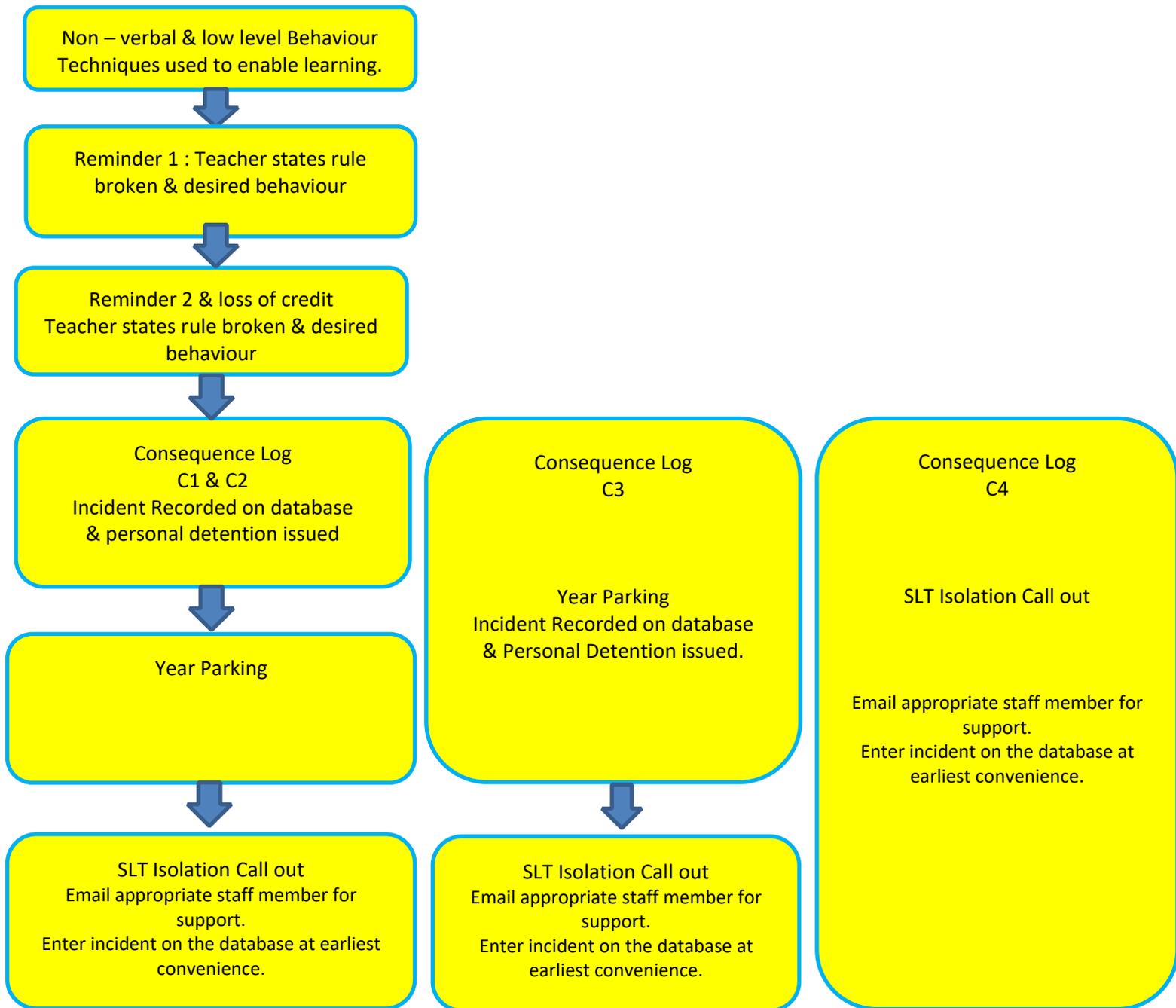
- To develop students’ social and emotional wellbeing
- To allow students to express their individuality
- To ensure that students work safely at all times
- To promote a caring and sharing ethos in the classroom
- To meet the every child matters agenda
- To develop concept of self-regulation in behaviour

Objectives

The consequence ladder sits within the school’s ‘sanctions’ pyramid and aims to proactively address behaviour issues within the department. At each stage specific interventions will be used to help students to manage and improve their own behaviour.

- Support the whole school behaviour management strategy through providing accurate analysis of behaviour issues for individual students
- To provide support and intervention at key stages that will help modify behaviour and help reduce fixed term and permanent exclusions from school
- To empower teachers to manage behaviour more proactively and effectively through a clear structure
- To empower Phase Leaders to become more proactive and effective in monitoring behaviour and analyzing reasons for the actions
- To build up appropriate intervention strategies that will form a solid foundation for behaviour improvement across the school
- To ensure clear lines of communication between departments, tutors and Student Support Team, thus providing a seamless approach to managing behaviour across the Student Support and academic systems
- To assist in the identification of those students with specific and emerging behavioural / learning needs
- To assist in the identification of students who are at risk / vulnerable due to unforeseen external factors.

Diagram 2: The Consequences ladder



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.

The SENDCo/Inclusion Coordinator (SLT) 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 students whose behaviour is deteriorating. They will also identify issues which arise in their year groups and seek appropriate support for staff and students. They are responsible for liaising with outside agencies and offering support within school for students 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 students. As role models to students, staff model high standards: being punctual, preparing lessons and resources thoroughly and remaining professional in their dealings with students, colleagues, parents and members of the community.

Students 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 students; 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 students 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, students 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 students 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: - Subject teacher → Form tutor → 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
 - Detention
 - Education of the bully regarding issues such as racism, sexism and homophobia
 - On report to Form tutor, Phase Leader / SLT
 - 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 SENDCo/Inclusion Coordinator/SLT will keep a record (CPOMS) of incidents of a serious discriminating nature and a report to the head teacher 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.

Appendix 3

Behaviour for Learning

Expectations

- We expect that we should always:
 - Be prepared for lessons
 - Listen carefully
 - Show respect
 - Help ourselves and others to learn
 - Be responsible for our environment

We expect that we should always:

1. Be prepared for lessons

- Be at lessons on time and ready to start
- Enter the learning area quietly without running, pushing or shouting;
- Have my Learning Diary, reading books, exercise books, Tablet
- Have the correct equipment for the lesson - a pen, pencil, rubber, sharpener, ruler, highlighter, crayons in a pencil case for all lessons, PE kit for PE lessons
- No chewing gum
- Mobile phones should not be seen in school
- MP3 players and other electronic equipment is not allowed in school

We expect that we should always:

2. Listen carefully

- To the teacher, other adults and each other
- Follow any instructions that are given to you first time
- Ask for help by putting up your hand if you do not understand
- Positive body language – sit up, look at the speaker, mouth closed

We expect that we should always:

3. Show respect

- Be at lessons on time and ready to start
- Treat others in the way you would like to be treated
- Do not damage other people's property
- Do not damage or graffiti displays, exercise books, planners, coats, bags, walls or furniture

- Be polite in word and deed - do not swear at anyone or call them names
- Think before you say anything that will upset others.
- Respect and observe prayers and our environment for private and collective worship

We expect that we should always:

4. Help ourselves and others to learn

- Focus on your work and complete the tasks that have been given to you in the time set
- Engage with the lesson, be enthusiastic
- Raise your hand to answer a question and wait for the teacher to ask you to speak
- Work quietly when asked to do so
- Do not make fun of people or their work
- Remain in your seat unless asked or given permission to move
- Respect others when working

We expect that we should always:

5. Be responsible for our environment

- Put all litter, waste paper etc in the bins provided in learning rooms and around school
- Leave the learning rooms tidy as you would wish to find them, with chairs under tables
- Only eat and drink in designated eating areas, not in corridors, cloakrooms and classrooms
- Do not chew gum
- Respect our school building - do not damage it in any way.
- Food must only be eaten in the dining room and social play area

Consequences

C1 - First misbehaviour

Verbal reminder of expectation, pupils initials recorded on the board.
C1 next to initials.

C2 - Second misbehaviour

Verbal reminder of expectations. C2 recorded next to initials.

Pupils who respond positively, working well and participating effectively can be rewarded quickly by having their C1 - C2 records cleared.

C3 - Third misbehaviour

30 minute school detention at break time, C3 recorded next to initials. If appropriate, pupils will be asked to complete their lesson in the identified supervision room within the department/faculty.

C4 - Serious/critical incident

Curriculum leader is called for assistance and senior teacher support is requested where appropriate.

Isolation

The pupil will remain in isolation for the rest of the day and the following day before returning to lessons.