



BEHAVIOUR POLICY

Date reviewed: Autumn 2023
Date of next review: Autumn 2024

Khalsa Primary School Behaviour Policy

1. Policy Statement:

Khalsa Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our school vision is to develop our pupils to be exemplary citizens who have a deep desire to make a positive contribution to our world.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct and dynamic interventions that support staff and learners.

2. Aims of the Policy:

- To embody the Khalsa core values of: **Kindness, Honesty, Achievements, Love, Service to others and Aspiration**
- Include the principals of **going beyond academic achievement (Kirat Karna), beyond the individual (Naam Japna) and beyond selflessness (Vand Chakna)**
- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly and shown respect
- To promote a culture of positive reinforcement and recognition to encourage positive behaviour
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all
- Outline our system of **rewards and sanctions which are shared and displayed in the classroom**

3. Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Behaviour Policy is summarised in our Behaviour Blueprint in Appendix 3.

4. Expectation of Adults

We expect every adult to:

- **Meet and greet** at the door and around the school.
- Refer to '**Ready, Respectful, Safe**'
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use a **visible positive points ladder** throughout every day (See appendix 1).
- Be **calm** and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps.
- **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are behaving badly.

Teaching Staff will uphold the Teachers' Standards (See Appendix 4 for detail).

'Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- Be a visible presence in the Year Group area to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go over and above expectations
- Encourage use of Positive Dojo messages to parents
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

Senior leaders:

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners throughout the day
- Be a visible presence around the site and especially at transitions
- Celebrate staff, leaders and learners whose effort goes over and above expectations
- Regularly share good practice
- Support teachers and middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess our behaviour policy and practice

The Role of Pupils

Children have the right to work, learn and play in a safe and supportive environment. They must also contribute to a positive learning environment and allow others to do the same. It is extremely important that all pupils at Khalsa Primary School:

- Follow classroom and school rules to the best of their ability
- Are aware of the school procedures with regards to rewards and sanctions
- Follow the instructions of all school staff, and co-operate with other pupils and adults
- Take care of the property and the environment in and out of school

5. Recognition and Rewards

One of the key aims of this policy is to encourage pupils to practice good behaviour by operating a system of praise and reward.

Informal rewards include:

- Giving praise that is clear and specific to the action/behaviour seen e.g. "Good Listening."
- Sharing work with others teachers, the senior leaders, headteacher and wider school community.
- Telling parents or carers about positive behaviours.
- Praising pupils work.
- Publishing pupils work in school newsletter.

At Khalsa, we also recognise good behaviour, effort and conduct in the following ways:

Focus	Praise Method	Approach
Demonstrating one or more of the Khalsa Values. Kindness Honestly Achievement Love Service Aspiration	Class Dojo Points	Dojos are awarded to pupils for demonstrating the 'KHALSA' values. Dojo Points (no negative points to be allocated; refresh Dojo points every half term) Please see appendix 1 for the Points ladder. This will also link to the House Points System. 15 dojos = 2 House Points 25 dojos = 4 House Points 50 dojos = 6 House Points 75 dojos = 8 House Points
Positive Behaviour, Achievement and demonstrating the values.	House Points	Please see appendix 1 for the Points Ladder House Points System provides opportunities to earn House Points for positive behaviours around school, Personal Development and contributions to the local community. See appendix 1 for the points ladder.
Exemplary Attitude and consistently demonstrating all the 'KHALSA' Values.	Super citizen Award	Awarded at the end of each month on Friday at 8:45am in the school hall. These awards will celebrate efforts, achievements, demonstrating the values and being exemplary. Teachers will write about the achievement which will be read by class representatives in the school assembly, the certificate and rosette will be awarded in the whole school assembly. Pupils will meet and hear from an exemplary member of the public.

Learning and Achievement and British Values	Weekly Celebration Assembly	Monday at 8.45/9:15am in the hall. Values/Star of the Week Award. Each month there will be a new Value focussed on linked to our school and British Values.
Values and Behaviours	Positive Recognition	Positive notes sent via Class Dojo. These will focus on pupils going 'over and above' in terms of the school's values and their behaviours over the course of the week. There is no expectation on the number to be given out by teachers.
Values, Progress and Achievement in subject specific areas.	Awards at the award ceremony	These yearly awards, in the form of trophies and certificates, will recognise pupils who consistently demonstrate the school's core values: Kindness, Honesty, Achievements, Love, Service to others and Aspiration and or have excelled in a specific subject. These will be handed out in the last celebration event at the end of the academic year.
Learning, Attitudes, Values and Behaviours	Postcard Home	The Headteacher will send home a postcard to pupils who demonstrate exemplary behaviour, values or attitude to learning. A postcard will also be sent home when significant improvement over time has been demonstrated.

House Points System:

The Khalsa Primary School House System aims to bring together our school community and promote our school values. It is designed to reinforce and reward desirable behaviours for learning and to engender a team spirit and feeling of community. The House System connects all year groups within the school, providing them with the opportunity to further develop skills and experiences in order to become confident individuals and outstanding members of the school community.

During the year, the Houses compete against each other in a number of activities which may change from year to year, and may take place both in school and as an extra-curricular competition. Some of these activities and competitions include:

- Sports Events
- Music and Art
- Debating
- Poetry
- Masterchef/Bake Off
- Photography

The Points System:

- House Points will be awarded according to different categories. Please see appendix 1 for the different categories. It is important that staff do not deviate from this points system to ensure consistency and fairness with the House Points scoring.

Children will be given physical tokens which will then need to be placed in the House Points collector.





End of Term/Year Awards:

At the end of each half term, the points will be added up and the winning House Group rewarded with a prize such as a Non-Uniform Day.

The House Cup

In July, we will have a whole school ceremony to award The Khalsa House Cup to the House with the most accumulated points over the year. With the winning House Name engraved on the trophy/shield.

Zones of Regulation:

The Zones are a systematic, cognitive behaviour approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones.

All classes at Khalsa Primary School use the zones to teach pupils to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the **Red Zone**.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the yellow zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focus, content or ready to learn when in the Green Zone. This is the zone when optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick or bored.

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

6. Managing Behaviour

Alongside positive reinforcement for appropriate behaviour, the class teacher should follow the appropriate steps when it comes to inappropriate behaviour. See appendix 2 for the consequence ladder.

This is a whole school approach to general classroom behaviour management. After a reminder prompt and perhaps other low-key responses from the class teacher, should the unwanted behaviour be repeated, teacher should follow our consequence ladder. Certain harmful or abusive behaviour goes immediately beyond red is dealt with by a member of the Senior Leadership Team immediately. Serious, very serious to extremely serious behaviour should be recorded on CPOMS. The can be seen on the consequence ladder as steps 3, 4 and 5. All other behaviour incidents should be recorded on to SIMS.

Every day is a fresh start for a child. This is backed up by clear and consistent explanations about why certain behaviour are inappropriate.

To support staff in setting the appropriate expectations and to ensure consistency across the school, the following steps are taken to address any negative behaviour:

Incidents which fall under steps 3, 4 and 5:

All serious behaviour matters must be referred *immediately* to the Headteacher or SLT.

Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking adults or other children.

In very rare cases of persistent poor behaviour the following sanctions might be used:

- Placing the child on a behaviour support plan
- Placing the child on report
- Internal exclusion*
- Fixed period home exclusion
- Managed move to another school
- Permanent exclusion

7. Restorative Practice

Khalsa Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (Khalsa Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

(Appendix 5 – Restorative Practice approach at Khalsa Primary School)

8. Recording:

All members of staff are trained to use **CPOMS** (secure online recording system) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents which relate to steps 3, 4 and 5 on the consequence ladder are recorded and therefore shared with SLT. Some of these incidents may include:

- a. Verbal incidents
- b. Physical incidents
- c. Damage to property
- d. Repeated defiance

Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance.

9. Exclusions:

Fixed Term Exclusions

At Khalsa Primary School, we believe that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term exclusion, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations).

The Trustees of Khalsa Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

10. Language

At Khalsa Primary school, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor choices or behave in response to physical changes in the brain's chemistry, which lead to undesirable behaviour.

As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as 'naughty', 'abuse', 'assault', 'perpetrator' and 'offender', much of which is more suitable to the criminal justice system.

11. Pupils' conduct outside the school gates

It is expected that Khalsa Primary School pupils will uphold the good reputation of the school when walking to and from school or on a visit with a school group, both through their behaviour and by their adherence to the school's dress code.

In dealing with an incident outside of school, the Headteacher will consider the following:

- If the misbehaviour has repercussions for the orderly running of the school.

- If the misbehaviour poses as a threat to another pupil, staff member or member of the public.
- If the misbehaviour could adversely affect the reputation of the school.
- Whether the behaviour results in the need for a consequence in school or an exclusion.

If the Headteacher feels the misbehaviour is linked to a safeguarding or child protection concern, then the safeguarding procedures will be followed in accordance with the school's Safeguarding Policy.

12. Children with Social, Emotional and Mental Health Needs:

Children who exhibit behavioural problems as a result of identified social, emotional and mental health issues are placed on the school's SEND register and provided with individual plans to support them.

In these cases, the SENDCO will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other therapies such as Lego Therapy, Drawing and Talking Therapy and ELSA, as advised by the Inclusion Manager, outside agencies, and according to advice from the educational psychology service where appropriate.

Use of reasonable force

In accordance with Section 93 of the Education and Inspections Act 2006, the school reserves the right to use reasonable force with a pupil should the need arise. This will be undertaken in line with the Positive Handling training that key staff members have received and in accordance with the guidance set down to the teaching staff by the governing body. If use of reasonable force is required a member of the Senior Leadership Team must be informed immediately. (Please refer to the Safeguarding policy for more information)

Screening and Searching Pupils

The school reserves the right to screen and search pupils for property and dangerous weapons should the need arise. This will be done respectfully and in accordance with the guidance set down to the teaching staff by the senior leadership team.

When a pupil is searched at least two members of staff will be present. Pupils will be searched by a staff member of the same sex unless the person searching believes there is a risk of serious harm to either the child or another person, this is in case of an extreme incident. Parents will be notified that their son/ daughter has been searched and the reasons as to why this was undertaken.

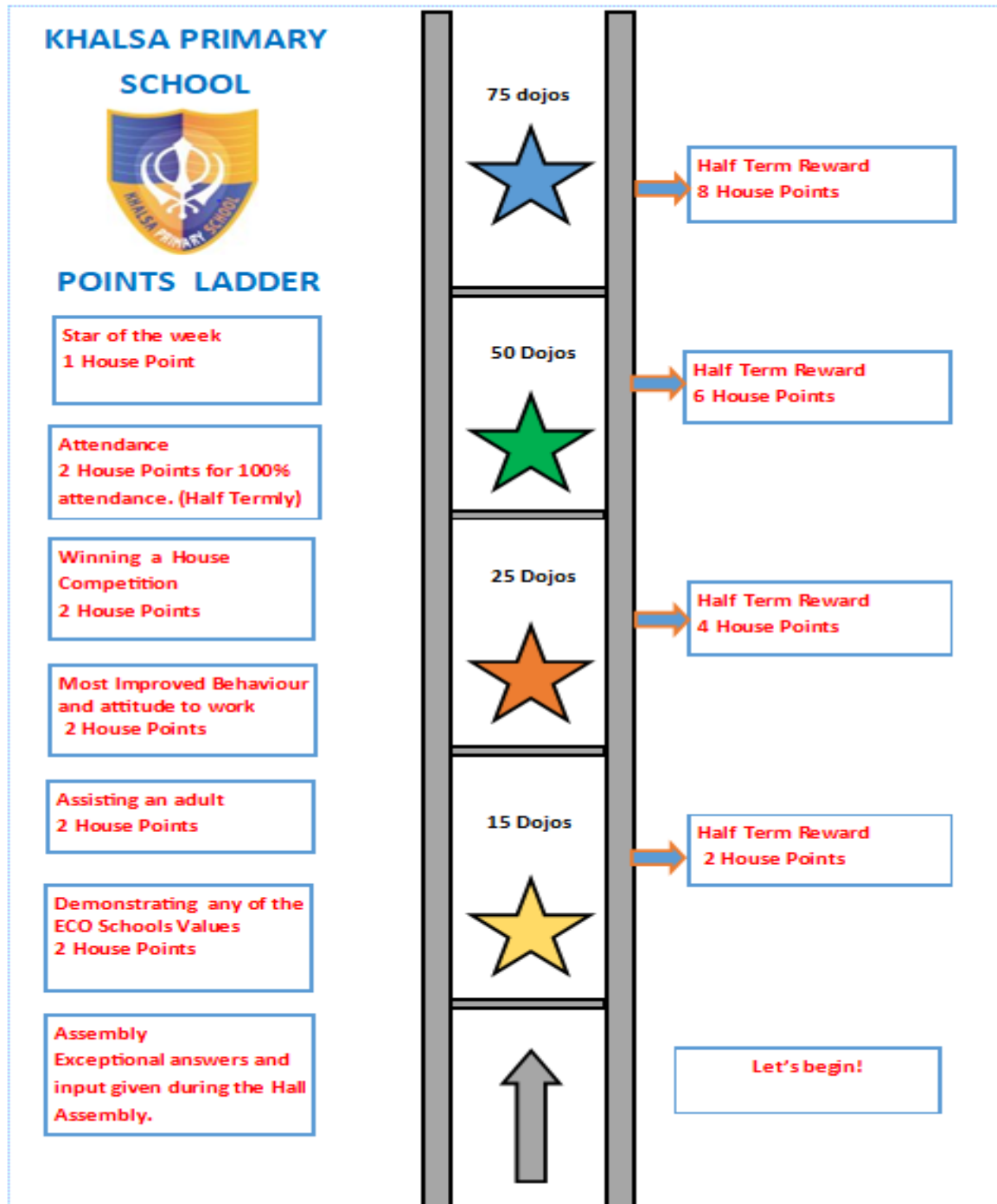
13. Related Policies:

This behaviour policy is linked to the following policies:


- Safeguarding policy/Keeping children safe in education policy
- Mental well-being policy
- RSE policy
- **Anti- Bullying Policy**

Khalsa Primary School has a separate anti-bullying policy which should be followed if bullying is reported or suspected.

Appendix 1:



Appendix 2:

 KHALSA PRIMARY SCHOOL		CONSEQUENCE LADDER
<p>Examples Violence towards others Possession of weapons/drugs Bullying/Stealing Extreme danger to others No improvement from other stages</p>	<p>Stage 5 Extremely Serious</p>	<p>Action Fixed/Internal Exclusion Formal Meeting with the Headteacher Managed move Behaviour/Pastoral Support Plan (CAHMS SEBDOS etc)</p>
<p>Examples Violence towards others Bullying/Stealing Danger to others Unacceptable Language Racism</p>	<p>Stage 4 Very Serious</p>	<p>Action Formal Parent Meeting with the Headteacher Internal exclusion Possible Fixed term exclusion Behaviour/Pastoral Support Plan Withdraw from trip/event</p>
<p>Examples Damage to property Persistent rudeness Bullying Constant rough play Kicking, punching and physical</p>	<p>Stage 3 Serious</p>	<p>Action Miss all of playtime for reflection SLT and teacher to meet with parents Possible internal exclusion Letter of apology Possible Behaviour Card</p>
<p>Examples Low level disruption continues from stage 1 Not completing work Distracting others</p>	<p>Stage 2 Concern</p>	<p>Action Keep inside from break for 5 minutes for reflection time Set a time limit for improved behaviour Complete work at playtime Move seat SLT to talk to pupil about expectations. Teacher to meet parents</p>
<p>Examples Calling out in class Out of seat Not completing work Running inside the school Move to Stage 2 if no improvement and poor choices continue</p>	<p>Stage 1 Low Level</p>	<p>Action Praise of other children Name and pause Reminder of the rules A quiet word "What should we be doing?"</p>

Appendix 3 – Khalsa Primary School Behaviour Blueprint



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
 - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 5 – Restorative Practice at Khalsa Primary School

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Why use a restorative approach?

- To build safer, happier schools
- To *change* behaviour, not punish - punishment doesn't meet needs of any of those involved
- To prevent situations where there may be kudos or 'street cred' attached to any punishment
- To encourage children to take responsibility for their actions
- To encourages children to feel that they belong (base psychological need), rather than being isolated or excluded
- To prevent a child being excluded and marginalisation. This can lead to them becoming an issue in the wider community.
- To develop empathy
- To repair harm
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff in school use questions to support the restorative process. This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process.

The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed.

The child(ren) involved will agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

Restorative Questions 1:

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?
- How can we do things differently in the future?

Restorative Questions 2:

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?