

Nishkam School Trust



Behaviour Policy and Procedures

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Our Vision and Ethos

Nishkam schools are Sikh ethos multi faith schools that take a distinctive approach to many traditional faith schools. The Nishkam School Trust education model is led by virtues such as, compassion, humility, service, contentment, optimism, trust and forgiveness. Virtues are prevalent throughout our teaching and learning model and are modelled by our pupils, staff and teachers. Our pupils explore the divine context of humanity and wonder of all creation and also learn from the wisdom of all religions and in doing so explore the infinite human potential to do good unconditionally. We support all pupils and staff to develop aspects of their own religious, spiritual or human identities. In service of God, we pray for guidance in this endeavour and forgiveness for the errors we may make.

1. Aims and Principles

Virtues Led Behaviour Management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork.

This policy aims to:

- Promote our **virtues** and, in doing so, engender **good behaviour and encourage achievement**
- Nurture the **virtues** and dispositions that underpin our **ethos**
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be misbehaviour, including bullying
- Outline **how pupils are expected to behave and learn self-discipline**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **virtues led behaviour**
- Enable **effective teaching and learning**
- Teach all to **understand and accept** differences in individuals
- Create a **safe and secure** environment for all

Nishkam School Trust is committed to providing an environment where all pupils and staff can feel safe, happy, accepted and integrated. It is important that an orderly framework exists within which effective learning and teaching can take place. Our schools hold an important position in the wider community, educating the young citizens of tomorrow in a way which will ensure that they take a positive and proactive role within their community.

2. Behaviour Strategies and Teaching of Good Behaviour

This policy provides a statement of good practice that covers all aspects and contributes to the development and maintenance of good behaviour and a positive ethos both inside and outside the classroom.

One important medium for communicating this policy to pupils is our 'Language of Virtues'. Effective behaviour management is essential for the well-being of all pupils and staff. Nishkam School Trust recognises the importance of teaching positive behaviour and does this explicitly through its shared virtues, the curriculum and implicitly through example.

See Appendix I for the Introduction to the Language of Virtues Programme.

The Nishkam Passport is the single most important curriculum resource that we use as a unique document given to every child when they join our schools. It allows them to build their self-responsibility and self-reflection. It forms an incredible foundation for our children and becomes a toolkit for life for our pupils regardless of their background. The opening page of the Nishkam Passport is from our Nishkam School Trust Patron, Bhai Sahib Ji:

“God has lovingly created us with an immense potential to do good by living our lives guided by virtues. This immense potential is our Divine gold standard and is ultimately what defines the quality of us as a human being. If we want to excel, we must learn to mobilise these virtues in every thought, action and deed. This needs to happen at the same time as controlling our inevitable inner hurdles and vices.

All students at Nishkam Schools will have a unique opportunity to learn more about virtues. These virtues are an extremely precious gift expressed through all of our faith traditions. Understanding and learning to practise these virtues provides our students with a toolkit for navigating through life.”

Service is intrinsically linked to behaviour and at Nishkam and service will permeate all aspects of school life. Our vision is that all members of the school community will naturally engage in service through their everyday actions and behaviours. We will encourage young people to think about how they can support and help others within the school community and the wider community. There will be opportunities in all aspects of school life for example: within the classroom, playground, extra-curricular activities, canteen, school trips and student leadership roles.

Staff as role models is a vital part of our identity. All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, enabling effective teaching and learning.

Restitution, not retribution

True discipline happens ‘inside out’ instead of ‘outside in’. Children already have goodness - the virtues - within them. It does not have to be imposed from without - it can be awakened from within. Instead of using coercion and force, a teacher who expresses clear, firm expectations based on virtues will see excellent results. This approach builds self-esteem while eliminating and healing misbehaviour.

Restorative justice is a process, which challenges us to reevaluate some traditional ways of handling discipline.

In the ideal process of restorative justice, pupils will :

- Take responsibility for what they do
- Accept the relevant sanction
- Make restitution and reflect on their actions
- Reconciliation and make friends again
- Restores the relationship and restores the offender to the community

Forgiveness alone is not enough. Justice requires that there be some amends, and fixing of the problem, with the offender taking responsibility instead of merely being punished. So, at the Nishkam Schools Trust, in an ideal situation, there is reconciliation, restoring of friendship and contentment on all sides with the outcome. We use the language of virtues to facilitate discussions between those involved in restorative conversations and reflection activities can be both in writing as well as through discussion.

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written Behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude or equipment for lessons
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated failure to adhere to the school's virtues
- Any incidents of aggression
- Child on child abuse
- Any form of bullying
- Sexual assault, which is intentional sexual touching without consent and/ or any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, vapes and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4.1 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include: emotional; physical; racial; sexual; direct or indirect verbal; cyber bullying and child on child abuse. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4.2 Child on child Abuse

The term 'child-on-child' sexual abuse includes:

- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm
- Sexting (also known as 'youth-produced sexual imagery')

5. Roles and responsibilities

5.1 The Local Governing Body

The Local Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Principal/ Headteacher to account for its implementation.

5.2 The Principal/ Headteacher

The Principal/ Headteacher is responsible for reviewing this behaviour policy.

The Principal/ Headteacher will ensure that ;

- The school environment encourages virtues led behaviour;
- Staff deal effectively with misbehaviour;
- How staff implement this policy will be monitored to ensure virtues led behaviour management is applied consistently to all groups of pupils
- All staff understand the behavioural expectations and the importance of maintaining them
- New staff will be provided with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Appropriate training is offered in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- This policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- The data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- The school regularly communicates with parents, carers and governors
- A curriculum is in place that allows for all pupils to achieve

5.3 Teachers and Staff

All staff are responsible for promoting a positive ethos in the school, and will use rewards and sanctions as well as praise, reflection, encouragement and the promotion of virtues. They will support the Nishkam family by:

- Implementing this behaviour policy consistently
- Modelling positive behaviour Adhering to the staff 'Code of Conduct' at all times to ensure that they uphold the Nishkam ethos and expectations
- Providing a personalised approach to the specific behavioural needs of all pupils
- Recording behaviour incidents in Bromcom promptly adhering to school processes
- To provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity
- To provide a calm and safe environment in which pupils can flourish
- To teach positive behaviour utilising our shared virtues and our 'language of virtues' through every interaction with pupils
- To teach respect by treating pupils with fairness and consistency
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards
- Modelling expected behaviour and positive relationships

- Challenging pupils to meet the school's expectations

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents. The successful implementation of this policy depends on full participation. Every member of the school has a responsibility to ensure positive behaviour.

5.4 Parents

Nishkam School Trust actively encourages close links between parents and teachers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Support their child in adhering to the Home School Agreement
- Discuss any behavioural concerns with the Head of Year/class teacher promptly

5.5 Home School Agreement

Pupils will be made aware of the following during their induction into Nishkam Trust Schools. The school's key rules and routines are noted below;

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy and will be supported to develop an understanding of the school's behaviour policy and wider culture.
- That they follow the virtues led behaviour management standards and will be supported to meet these. They will be provided with repeated induction sessions wherever appropriate.
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum. Nishkam expectations include learning and living the language of virtues instilling behaviours that focus on the readiness to learn and respect for others.

Pupils are expected to;

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn

- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Refrain from behaving in a way that brings the school into disrepute, including on the journey to and from school and during the school holidays

6.1 Mobile phones

Pupils are not allowed to use their mobile phone or devices inside the school premises. Any mobiles brought into school are handed into to the school office and collected at the end of the day.

7. Recognising intrinsic good (Virtue Led) Behaviour (rather than rewards)

Background

REF <https://core.ac.uk/download/pdf/10676632.pdf>

According to Kohn (1993), the use of praise and rewards is rooted in behaviourism. Do they work? In the short term yes. In behaviourism, one assumes that students are a bit like Skinner's lab rats that one can change and modify behaviour by simply giving the right rewards. Yet, in the long run this does not seem to be an effective strategy for human beings (Kohn, 1993). Kohn writes (1993), "...the more rewards are used, the more they seem to be needed. The more often I promise T I Kelsey: Negative Impact of Rewards Produced by The Berkeley Electronic Press, 2010 88 you a goody to do something to do what I want, the more I cause you to respond to and even require these goodies." (p. 17).

Think of this in classroom management, a reward is given to a child if he can sit still during class and not distract the others around him. The child is motivated to get the reward and his behaviour seemingly improves as long as the reward is present. When the reward stops the behaviour gradually returns to the state prior to the reward. As Kohn's research indicates (1993), this is why rewards are not effective in the long term. The behaviour was corrected without trying to understand why it was happening in the first place or by helping the child understand why it was important to learn to control his behaviour. In summary, a reward can be effective in controlling a behaviour but it does not support children in developing a good value system, nor does not help students become critical thinkers, self-directed learners (Kohn, 1993, pp. 42-43).

7.1 Recognising Virtues as they happen

Virtues are connected to our language, activities and behaviour at our schools. Virtues language and behaviour ignites the best in us, including nurturing a growth mind set, acknowledging pupils for their achievements, progress and positive contributions to our school community is important and helps to reinforce, nurture and emphasise the virtues upon which this behaviour policy is based.

Our virtues led behaviour system reflects our ethos and students can work towards becoming 'Virtues Ambassadors'. The categories for rewards are Compassion, Contentment, Wise Leadership, Humility and Truth.

Positive behaviour will be rewarded with:

- Praise – by recognising and calling out the virtue
- Achievement points
- Virtues Ambassadors' certificates
- Virtues Ambassadors' badges
- Letters or phone calls home to parents describing the use of virtue

7.2 Responding to misbehaviour

Misbehaviour can be defined when a child does not reflect the values of the school and prepare to engage in their learning.

In the same way that it is important for pupils to be rewarded for good behaviour it is also important that consequences are in place in response to misbehaviour. The following approaches will be adopted by all staff consistently and are based on giving pupils chances, choices and consequences. Staff will always try to build relationships with pupils and encourage them to choose the right behaviour. Difficult behaviours will be focused as teachable moments by calling for a specific virtue advising pupils that they are capable of better behaviour conveying the focus on the virtues led behaviours. The approaches noted below will focus on restorative justice and ensure that any consequences are educative instead of punitive and applied consistently.

The school may use one or more of the following approaches in response to unacceptable behaviour:

- A verbal reminder/reprimand
- Time out to reflect
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, after school or at the weekend
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Arranging for educational provision to be delivered at a different site
- Suspensions
- Permanent exclusions as a last resort

7.3 Detention (Secondary phase only)

Pupils can be issued with detentions during break, at lunchtime, after school or at the weekend during term time. The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

7.4 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious approach to managing misbehaviour and will only be used in response to serious situations. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils

- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher/ Principal.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as;

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log in Bromcom.

7.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious matters or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher/ Principal and only as a last resort.

Please refer to NST Exclusions policy for more information [insert link].

7.4 Off-site misbehaviour

Pupils at Nishkam are reminded that their behaviour and how they represent the school within the wider community is also important. Pupils are reminded that everybody has the right to dignity and respect. Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip; work experience; sporting events; journey on the way to or from school. Behaviour during the school holidays can also be considered under the school's Behaviour Policy.

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.5 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.5 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher/ Principal will make the report or delegated to a named colleague.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.6 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information [Safeguarding Policy](#)

7.6 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the Principal/ Headteacher will discipline the pupil in accordance with the sanctions contained within this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The Principal/ Headteacher will also consider the pastoral needs of staff accused of misconduct.

Please refer to our child protection and safeguarding policy [Safeguarding Policy](#)

8. Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

8.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

9. Behaviour management

10.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

10.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

The school will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, the school will follow the child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to NST child protection and safeguarding policy for more information [insert link].

10.3 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder

- Hurting themselves or others
- Damaging property
 - Committing an offence

Incidents of reasonable force must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions

10.4 Searching, screening and confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

The 'power to search'

Staff have the power to search a student if they are suspected of carrying a weapon, alcohol, controlled drugs, stolen property, pornography, cigarettes, fireworks, or any items which could be deemed detrimental to learning or could cause harm to our students. A search led by the leadership team will comply with conditions specified in their statutory powers. This should take place with more than one adult present.

In order to deter pupils from bringing contraband items onto the school site, it is occasionally necessary to undertake bag, pocket and locker checks. Where this happens, the pupil is first asked whether they have anything on their person that they should not have and given an opportunity to tell a teacher if they have any contraband items on their possession.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

14. Monitoring this policy

This behaviour policy will be reviewed by the Principal/ Headteacher and Trust Board every two years. At each review, the policy will be approved by the Trust Board.

The written statement of behaviour principles will be reviewed and approved by the Trust Board.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions policy
- Safeguarding policy
- Anti-bullying policy

- Staff code of conduct
- Home school agreement
- Online Safety policy
- Child Protection and Safeguarding Policy

16. Appendix 1: Introduction to the Language of Virtues programme

“Honour the Spirit”

Affirm and honour the dignity of each person

Language has great influence on people; it can inspire and empower or discourage. Virtues language awakens the best in us. Self-esteem is built when shaming or blaming language is replaced by naming Virtues, to ignite our innate virtues of character. This language helps us remember the kind of people we want to be. It can:

- Build self-esteem and wellbeing to nurture a positive environment and outlook.
- Nurture a “growth mind-set”, encourage search for excellence, creativity and a purposeful approach to life: idealism, vision, hope, faith and love.

Using the Language of Virtues, as a framework for shaping character, involves more than speech. It is a way of thinking, a frame of reference for relating to our students in a way that awakens their innate nobility. It includes:

- SEEING the virtues in each student, whether in a small glimmer of possibility or a brilliant gem.
- HEARING our students, listening in a way that is guided by our own Kindness, Compassion and Justice.
- SPEAKING with virtues such as Gentleness, Love, Tact, Enthusiasm and Honesty.
- ACTING or behaving, to model Virtues we are helping our pupils to cultivate, including the Humility to recognise, accept and learn from our own mistakes.

A. Speak the language of virtues

There are four fundamental ways to use the power of language to awaken the innate virtues in students, and thereby to bring out the best in them:

- I. ACKNOWLEDGE virtues when you see them,
 - particularly GROWTH (emerging) virtues, even the smallest of progress.
 - Use virtues language to be SPECIFIC
- II. GUIDE students to practise a value when you know they are about to need it.
 - Focus on what you DO want, not what you DON'T want.
- III. CORRECT misbehaviour by naming the value involved.
 - Use virtues to build a Conscience.
 - REPLACE shaming with naming
 - Correct the ‘act’, not the ‘actor’
- IV. Correct with ‘ACT’ (Appreciate, Correct, Thank) approach

B. Recognising Teachable Moments

It is really important to find SOMETHING about each student, which you can legitimately appreciate and enjoy. Every child needs to see someone's eyes light up in recognition, with a look, which says "I see you, and you matter to me." At some point, almost every child, youth and adult has an innate yearning for meaningful recognition. By identifying a value and naming it, a student's eyes will light up in recognition of their own value.

- I. Connect virtues with activity in school - academic lessons, tutorial, reflection, assembly, clubs, and around school.
- II. Turn stumbling blocks into stepping stones.

- Students` awareness of their inner strengths is greatly enhanced whenever a teacher recognises the context or meaning of a situation in light of a practise of a value and when the teacher respectfully guides them to call on that value.

III. CONSISTENCY by all staff at all times will help create the school language

- When a value is missing, all staff consistently calling students to accountability will have the greatest impact.

IV. Be a teacher, not a preacher. Invite respect by giving respect.

V. Be a CONSCIENCE MAKER, not a conscience breaker. Avoid habits that shame and humiliate. Use virtues, not labels.

VI. Use any time out (eg `detentions`) constructively by having students refocus on the value needed

VII. Ask closure and integration questions at end of a lesson or the end of the day. What did you appreciate most.....?"

C. Set clear boundaries

Clear boundaries connected to our vision of Virtues with which we want to treat one another, help to prevent difficult behaviour and create a safe learning environment. Clear ground rules based on a virtues build an atmosphere of order and unity. This strategy offers a positive approach to discipline, emphasising both assertiveness and restorative justice. It helps us to identify what bottom line behaviours will not be tolerated as well as what amends can be made.

- I. Always use authority in SERVICE of learning
- II. Base your discipline system on RESTORATIVE justice. Establish restorative justice by LISTENING.
- III. Make virtues the reference point for discipline.

Example situations: 'Outside the classroom'	Type of Response		
	Least successful or poor response;	Partially successful or usual response;	Ideal response using Language of Virtues
Uniform issues, looking untidy, shirts not tucked in	1. Tuck your shirt in. Where's your tie?" 2. "Your shirts always hanging out. Tuck your shirts in."	1. "Thank you, you're looking smart. It's a shame your shirt has come out. It would look better tucked in." 2. "Good afternoon. I know you take pride in your appearance. Can you now please tuck your shirt in?"	"Please use your value of excellence to look even smarter."
Students not where they should be	1. "What are you doing here?" 2. "Where should you be now?"	"Please return to (insert where pupils should be)."	"Please use your value of responsibility and caring to return to (insert where pupils should be). It's for your well-being and safety."

Physical or verbal altercations	<ol style="list-style-type: none"> 1. "How dare you speak to each other like that!" 2. "Stop fighting and move away, now!" 	<ol style="list-style-type: none"> 1. "Think about how you should speak to each other." 2. "Please keep your hands to yourselves." 	<ol style="list-style-type: none"> 1. "How can you be more compassionate and caring in resolving this dispute?" 2. "Please use forgiveness and friendliness to sort out this problem."
Poor lining up	<ol style="list-style-type: none"> 1. "Line up quickly and quietly." 2. "Get in a straight line and be quiet please." 	"Can we line up quickly? We're wasting valuable lesson time."	<ol style="list-style-type: none"> 1. "Please use courtesy and consideration in lining up." 2. "Please use patience and peacefulness while waiting in line."
Jumping queue at lunch time	<ol style="list-style-type: none"> 1. "Oi stupid, stop queue jumping and get to the back." 2. "What do you think you're doing jumping the queue?" 	"Please stop pushing in, go to the back of the queue."	<ol style="list-style-type: none"> 1. "Please show more patience and peacefulness and wait in the queue." 2. "How can you show more courtesy and consideration while waiting in the queue."
Poor behaviour outside school	<ol style="list-style-type: none"> 1. "That was appalling behaviour, it's not what we expect from Nishkam pupils." 2. "I'm very disappointed in the way you conducted yourselves." 	"You must behave much better, especially outside school."	<ol style="list-style-type: none"> 1. "How can you show more accountability and consideration when outside school?" 2. "It's important to show courtesy and modesty when outside school."
Bring banned items into school	<ol style="list-style-type: none"> 1. "What on earth made you bring this pellet gun into school?" 2. "What were you thinking? I can't believe you bought this knife into school?" 	<ol style="list-style-type: none"> 1. "You know pellet guns are banned. I'll have to take it off you and report you." 2. "Bring a knife to school is a serious offence. We'll have to exclude you." 	<ol style="list-style-type: none"> 1. "You must show more responsibility and trustworthiness. These virtues will help you to be more trusted." 2. "How can you show forgiveness and accountability? Your responses will help to decide the action the school takes."
Ignoring school visitors – 'brushing past' visitors	<ol style="list-style-type: none"> 1. "Oi watch what you're doing!" 2. "Didn't you notice that you just brushed past a visitor?" 	"Please take more care when walking past people, especially visitors."	<ol style="list-style-type: none"> 1. "How can you show more respect and humility when meeting people?" 2. "Having a caring attitude and showing courtesy to visitors helps to increase respect for all pupils."
Playground disputes between pupils spilling into the classroom	<ol style="list-style-type: none"> 1. "Don't bring playground problems into my lesson." 2. "You're old enough to sort out issues between yourselves." 	<ol style="list-style-type: none"> 1. "Don't try to resolve your disagreements in my lesson. We've got a lot of subject learning to cover." 2. "I'll pass your issues to your form teacher." 	<ol style="list-style-type: none"> 1. "If we use our value of respect to listen to each other, we can then try to resolve the disagreement through compassion and forgiveness."

17. Appendix 2: Primary Phase: Behaviour Chart

Behaviour Event*	Action
Level 1	Verbal reminder for low level behaviour incident and monitor for improvement.
Level 2 - Second verbal reminder	<ul style="list-style-type: none"> Record on Bromcom as 'Level 2' <u>Rec and KSI</u>
Level 2 - Poor attitude or behaviour towards learning	Child misses 5 minutes of playtime. <ul style="list-style-type: none"> <u>KS2</u>
Level 2 - Poor conduct in corridors	Child misses 10 minutes of playtime.
Level 3 - Poor attitude or behaviour towards others	<ul style="list-style-type: none"> Record on Bromcom as 'Level 3' Child completes a reflection as a reference point, a record of the incident and to ensure key learning linked to virtues has taken place <u>Rec and KSI</u>
Level 3 - Poor attitude or behaviour towards staff	Child misses one whole playtime. <ul style="list-style-type: none"> <u>KS2</u> Child misses both playtimes that day.
Level 4 - Homophobic/racist/sexist language	<ul style="list-style-type: none"> Record on Bromcom as 'Level 4' and refer to SLT. Child completes a reflection as a reference point, a record of the incident and to key learning linked to virtues has taken place. <u>Rec and KSI</u>
Level 4 - Sexualised behaviour, language or gesturing	
Level 4 - Bullying	
Level 4 - Damage to property	Child is removed from the class to complete work for one session of the day.
Level 4 - Extreme behaviour	<ul style="list-style-type: none"> <u>KS2</u> Child is removed from the class for the remainder of the day to complete their work.

*This table shows a sample of behaviours and is not intended to be exhaustive.

Class Dojo/Bromcom

Class Dojo and Bromcom are used to issue 'positive' points to children in response to the behaviour they display. 'Positive' points are issued when children display the virtues in line with the school's ethos or for their positive learning behaviour. Positives are counted at the end of each week and children with the most 'positives' are celebrated in our weekly celebration assembly and receive a certificate.

Lunchtime supervisors also issue positives to children for demonstrating their virtues at lunchtime. (See **Table I**).

The school behaviour levels (Appendix 3) are used to support staff to make decisions in response to children's behaviour and provide a process of escalation where low-level behaviour is repeated. When children display any Level 2 – 4 behaviours, the incident should be logged on Bromcom.

The behaviour of classes and individuals is tracked by the SLT, the behaviour is analysed and discussed with the class teachers. Where there are significant trends or patterns, intervention is put in place and reviewed half-termly. Intervention may include the use of a Reflection Journal, mentoring support or more targeted/specialist support if required.

Reflection on Growth Virtue and Reflection Journals as part of a Restorative Approach

Following an incident of Level 3 or Level 4 behaviour, children are asked to reflect on a virtue they have identified and record their reflections and next steps. This allows us to use the incident as an opportunity to develop children's' conscience and is used as an opportunity to discuss key learnings with the child.

For children with repeat behaviour who require support to improve, they will be issued a Reflection Journal for a minimum of 2 weeks. This is part of our restorative approach and is underpinned by the language of virtues. Children use their journal to reflect on the selected and agreed growth virtues and teachers and parents to feed into this journey by providing positive feedback and next steps for the child serving as reminders and clarity on how to improve their behaviour in line with their virtues.

18. Appendix 3: Secondary Phase: Behaviour Chart

Staff are aware that they are responsible for managing behaviour effectively to ensure an effective and safe learning environment in their classroom; at the same time, staff should feel supported within their classrooms when behaviours are either persistent or extreme. Staff and students will be aware that such behaviour will be treated in line with a four-stage approach (please see the table below).

Unwanted behaviours occur both inside and outside of the classroom. Often it is necessary to investigate events to try and determine what has happened. The investigation will almost always require pupil statements and may also require a period of in-school isolation while the investigation is completed. NST follows the DfE guidelines in using the 'balance of probability' in determining outcomes. It should be noted that this is a significantly lower tariff than that used in the criminal justice system, 'beyond reasonable doubt'. The virtue of 'forgiveness' is an important part of moving forwards; however, between an unwanted behaviour and forgiveness, the step of sanctions will be used by the school and we trust that parents will support the school these matters.

Behaviour Stages

The first two formal behaviour stages will focus on eradicating low-level disruptive behaviour from the classroom. The list of 'behaviour events' will be reviewed over time to ensure that they contain the most frequent transgressions and modified as required.. Behaviour events at stages one and two will be logged on the MIS and attended to by teaching staff, subject/faculty leader and pastoral team. Sanctions will include loss of social time, detention and the use of in-school reports as well as virtues led conversations.

Stage three focuses on 'persistent' behaviours that are not in line with our virtues led behaviour management.). In keeping with the persistent nature of the management of behaviours, appropriate actions will be implemented by the Senior Leadership Team (SLT), faculty leaders and pastoral leaders. Parents will be updated accordingly.

Behaviour Chart

Behaviour Event*	Action
L1 Poor Standard of Homework	Virtues conversation with pupil by the teacher and behaviour point entered on Bromcom
L1 Poor Attitude Towards Learning	
L1 Poor Conduct in Corridor	
L1 Poor Attitude Towards Others	
L2 Failure to Complete Homework	L2 Teacher Detention (20 mins) and logged on Bromcom with comments Sanctions will include loss of social time, detention and the use of in-school reports as well as virtues led conversations.
L2 Continued Poor Standard of Homework	
L2 Use/Possession of Banned Item	
L2 Damage of School Property	
L2 Continued Poor Attitude Towards Learning	
L2 Incorrect Equipment	
L2 Incorrect Uniform	
L2 Continued Poor Conduct in Corridor	
L2 Late to School	
L2 Continued Poor Attitude Towards Others	
L3 Persistent Poor Behaviour	L3 SLT / Pastoral Team Intervention
L4 Extreme Behaviour	L4 Headteacher and SLT led

*The table shows a sample of behaviours and is not intended to be exhaustive.

