



# Behaviour Policy and Procedures

<b>Approved by:</b>	Trust Board	<b>Date:</b> July 2024
<b>Last reviewed on:</b>	June 2024	

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## Our Vision and Ethos

Nishkam schools are Sikh ethos multi faith or faith ethos schools that take a distinctive approach to many traditional faith or faith ethos schools. The Trust's 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**
- Teach all (where possible) to **understand and accept** differences in individuals
- Create a **safe and secure** environment for all

### 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 Schools Multi-Academy 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 Schools Multi-Academy 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 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 both the school and 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 disruptive behaviour.

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
- Reconcile and make friends again
- Restore their relationships and position within 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 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units 2023](#)
- [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 not prepared for lessons
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated failure to adhere to the school's virtues
- Any incidents of aggression
- Any form of bullying
- Sexual assault, such as rape, assault by penetration, or sexual assault (which is intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
    - Upskirting
- Vandalism
- Theft
- Fighting
- Smoking
- Vaping
- 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)
- Mobile phone or smart device

#### 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.

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"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

## 5. Roles and responsibilities

### 5.1 The Local Advisory Board

The Local Advisory Board is responsible for monitoring this Behaviour policy's effectiveness and holding the School Leader to account for its implementation.

### 5.2 The School Leader

The School Leader is responsible for reviewing this Behaviour policy.

The School Leader will ensure that ;

- The school environment encourages virtues led behaviour;
- Staff deal effectively with misbehaviour;
- Staff implementing 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

### 5.3 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:

- Modelling positive behaviour by adhering to the staff 'Code of Conduct' at all times to ensure that they uphold the Nishkam ethos and expectations
- Recording behaviour incidents in the schools MIS (Management Information System) 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 and 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
- Challenging pupils to meet the school's expectations

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents. Every member of the school has a responsibility to ensure that a virtues led approach to behaviour is adopted.

#### 5.4 Parents

The 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
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and work in collaboration with them to tackle behavioural issues.

#### 5.5 Home School Agreement

Pupils will be made aware of the following during their induction to the School. 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

### **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. Nishkam School's 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 peacefully 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, during the school holidays and online

### 6.1 Mobile phones

Pupils are not allowed to use their mobile phone or smart devices on the school premises, this includes residential or school trips outside of school. Any mobiles brought into school are handed into to the school office and collected at the end of the day.

## **7. Recognising intrinsic good (Virtues Led) Behaviour**

### 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 labelling the virtue
- Virtue reward points

- Virtues Ambassadors' certificates
- Virtues Ambassadors' badges
- Letters or phone calls home to parents describing the use of virtue
- In class positive rewards, such as stickers, notes home etc
- 'Catch me Being Good' home school liaison book

### 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. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

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, lunchtime or after school
- Referring the pupil to the phase leader or senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Individual Behaviour/ Pastoral support plans
- Arranging for educational provision to be delivered at a different site
- Reducing the time spent at school, in conjunction with parent agreement. Suspensions
- Permanent exclusions as a last resort

### 7.3 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, wearing school uniform or in any other way identifiable as a pupil of our 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 or member of staff
- 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).

#### 7.4 Online misbehaviour

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

- It poses a threat or causes harm to another pupil or member of staff
- 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

#### 7.5 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 School Leader 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

<https://www.nishkamschooltrust.org/about-us/policies>

### 7.7 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 school 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 School Leader will also consider the pastoral needs of staff accused of misconduct.

Please refer to our child protection and safeguarding policy <https://www.nishkamschooltrust.org/about-us/policies> for more information on responding to allegations of abuse against staff or other pupils.

## **8. Behaviour management**

### 8.1 Classroom management

Teaching, support staff, any students and volunteers 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

### 8.2 Safeguarding

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

We 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 which is available on the school's website.

### 8.3 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
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

### 8.4 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 quiet safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the School Leader.

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. Where possible 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;

- Use of teaching assistants where available
- Short term behaviour report cards
- Long term behaviour support plans
- External advice may be sought
- Multi-agency assessment or referrals

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 the MIS.

### 8.5 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 School Leader and only as a last resort. Please refer to Suspensions and Permanent Exclusions policy for more information.

### 8.6 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

### 8.7 Searching, screening and confiscation

Searching and screening pupils is conducted in line with the DfE's [latest guidance on 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 a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the School Leader, or by the School Leader themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the school leader, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation
- If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
- If they still refuse to co-operate, the member of staff will contact the School Leader/ DSL, to try to determine why the pupil is refusing to comply.
- The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.
- The authorised member of staff may use a metal detector to assist with the search.
- An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

**Searching pupils' possessions.** Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

**Informing the designated safeguarding lead (DSL).** The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

**Informing parents/carers.** Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

**Support after a search.** Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

#### Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

**Communication and record-keeping.** Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can not get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

**Who will be present.** For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others. One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances. The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the School Leader
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

**Care after a strip search.** After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome

of the search). Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate. Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **9. Responding to misbehaviour from pupils with SEND**

### 9.1 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.

### 9.2 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.

### 9.3 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.

#### 9.4 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.

### **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
- Regular contact with the pastoral lead
- A report card with personalised behaviour goals
- Additional emotional or behavioural interventions
- A Pastoral Support Plan

### **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 could impact behaviour

## **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 suspensions
- Use of alternative provision and , off-site directions and part-time timetables
- Incidents of searching, screening and confiscation
- Incidents where restraint was used

The data will be analysed at regular intervals by the School Leadership Team. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

The Trust will work with its academies to consider this data, and whether there are patterns across the trust, recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis.

### 13.2 Monitoring this policy

This behaviour policy and written statement of behaviour principles (appendix 1) will be reviewed by the School Leader and Executive Team annually. At each review, the policy will be approved by the Trust Board.

## **14. 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

## Appendix 1: Written statement of behaviour principles: 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: <b>‘Outside</b> 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	<p>1. Tuck your shirt in. Where’s your tie?”</p> <p>2. “Your shirts always hanging out. Tuck your shirts in.”</p>	<p>1. “Thank you, you’re looking smart. It’s a shame your shirt has come out. It would look better tucked in.”</p> <p>2. “Good afternoon. I know you take pride in your appearance. Can you now please tuck your shirt in?”</p>	<p>“Please use your value of <b>excellence</b> to look even smarter.”</p>

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 <b>responsibility</b> and <b>caring</b> to return to ..... (insert where pupils should be). It's for your well-being and safety."
Physical or verbal altercations	1. "How dare you speak to each other like that!" 2. "Stop fighting and move away, now!"	1. "Think about how you should speak to each other." 2. "Please keep your hands to yourselves."	1. "How can you be more <b>compassionate</b> and <b>caring</b> in resolving this dispute?" 2. "Please use <b>forgiveness</b> and <b>friendliness</b> to sort out this problem."
Poor lining up	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."	1. "Please use <b>courtesy</b> and <b>consideration</b> in lining up." 2. "Please use <b>patience</b> and <b>peacefulness</b> while waiting in line."
Jumping queue at lunch time	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."	1. "Please show more <b>patience</b> and <b>peacefulness</b> and wait in the queue." 2. "How can you show more <b>courtesy</b> and <b>consideration</b> while waiting in the queue."
Poor behaviour outside school	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."	1. "How can you show more <b>accountability</b> and <b>consideration</b> when outside school?" 2. "It's important to show <b>courtesy</b> and <b>modesty</b> when outside school."
Bring banned items into school	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?"	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."	1. "You must show more <b>responsibility</b> and <b>trustworthiness</b> . 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	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."	1. "How can you show more <b>respect</b> and <b>humility</b> when meeting people?" 2. "Having a caring <b>attitude</b> and showing <b>courtesy</b> to visitors helps to increase respect for all pupils."
Playground disputes between pupils spilling into the classroom	1. "Don't bring playground problems into my lesson." 2. "You're old enough to sort out issues between yourselves."	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."	1. "If we use our value of <b>respect</b> to listen to each other, we can then try to resolve the disagreement through <b>compassion</b> and <b>forgiveness</b> ."

## Appendix 2: Behaviour Chart – Secondary Phase

### 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 restorative conversation with SLT/ or member of pastoral team (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	
L4 Extreme Behaviour	L4 Headteacher and SLT led

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

### Appendix 3: Behaviour Chart – Primary Phase

Behaviour Event*	Action
Level 1- to include not following learning rules, calling out in lessons, talking when the teacher is teaching. Essentially these would be the basic minimum expectations for good learning behaviours.	Verbal reminder for low level behaviour incident and monitor for improvement.
Level 2 - Second verbal reminder for repeated level one examples.	Repeated misbehaviour so a consequence is applied. Record on Bromcom as 'Level 2'
Level 2 - Poor attitude or behaviour towards learning not following instructions or class rules on two occasions	<u>Rec and KSI</u> Child misses 5 minutes of playtime and a restorative conversation takes place with the teacher..
Level 2 - Poor conduct in corridors – running, causing disruption to others by not moving quietly around school.	<u>KS2</u> Child misses 10 minutes of playtime and a restorative conversation takes place with the teacher.
Level 3 - Poor attitude or behaviour towards others – to include use of unkind, derogatory language towards another child, inappropriate physical contact without intent to harm. This would include play fighting and rough play after being told this is unsafe. These would be treated as isolated incidents.	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. This should be restorative. <u>Rec and KSI</u>
Level 3 - Poor attitude or behaviour towards staff – to include blatant defiance towards any member of staff. Refusing to follow instructions. Use of any unkind, derogatory language towards staff.	Child misses one whole playtime. <u>KS2</u> Child misses both playtimes that day and 15 mins reflection time during lunchtime with a member of SLT. This should be restorative. Parents will be notified at the end of the school day.
Level 4 - Homophobic/racist/sexist language	<u>Record</u> 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.
Level 4 - Sexualised behaviour, language or gesturing	<u>Rec and KSI</u> Child is removed from the class to complete work for one session of the day with a familiar adult.
Level 4 – Bullying is the repetitive hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or through cyberspace.	<u>KS2</u>
Level 4 - Damage to property, stealing	Child is removed from the class for the remainder of the day to complete their work.
Level 4 - Extreme behaviour – deliberate physical aggression, fighting, threatening, intimidating behaviour towards others.	Depending on the severity, external suspension would be considered in extreme circumstances Parents are notified and a meeting in school is arranged.

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

### Appendix 3: Behaviour Chart – EYFS

Behaviour Event*	Action/Consequence
Level 1 – to include not following learning rules, calling out in lessons, talking when the teacher is teaching. Essentially these would be the basic minimum expectations for good learning behaviours.	Verbal reminder for low level behaviour incident and monitor for improvement.
Level 2 - Second verbal reminder for repeated level one examples.	Repeated misbehaviour so a consequence is applied. Record on Bromcom as 'Level 2'
Level 2 - Poor attitude or behaviour towards learning – not following instructions or class rules on two occasions	<u>Rec and KSI</u> Child misses up to 5 minutes of playtime and a restorative conversation takes place with the teacher.
Level 2 - Poor conduct in corridors – running, causing disruption to others by not moving quietly around school.	<u>KS2</u> Child misses 10 minutes of playtime and a restorative conversation takes place with the teacher.
Level 3 - Poor attitude or behaviour towards others – to include use of unkind, derogatory language towards another child, inappropriate physical contact without intent to harm. This would include play fighting and rough play after being told this is unsafe. These would be treated as isolated incidents.	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. This should be restorative. <u>Rec and KSI</u>
Level 3 - Poor attitude or behaviour towards staff – to include blatant defiance towards any member of staff. Refusing to follow instructions. Use of any unkind, derogatory language towards staff.	Child misses one playtime with the teacher. <u>KS2</u> Child misses both playtime and 15 mins reflection time during lunchtime with a member of SLT. This should be restorative. Parents will be notified by the end of the school day.
Level 4 - Homophobic/racist/sexist language	Record on Bromcom as 'Level 4' and refer to SLT immediately.
Level 4 - Sexualised behaviour, language, or gesturing	Child completes a reflection as a reference point, a record of the incident and to key learning linked to virtues has taken place.
Level 4 – Bullying is the repetitive hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or through cyberspace.	<u>Rec and KSI</u> Child is removed from the class to complete work for one session of the day with a familiar adult.
Level 4 - Damage to property, stealing	<u>KS2</u> Child is removed from the class for the remainder of the day to complete their work.
Level 4 - Extreme behaviour – deliberate physical aggression, fighting, threatening, intimidating behaviour towards others.	Depending on the severity, external suspension would be considered in extreme circumstances.

Parents are notified and a meeting in school is arranged.

