



Khalsa Secondary
Academy

BEHAVIOUR POLICY

Policy Date	September 2021
Review Date	September 2022

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1. AIMS

1.1 Ethos

The Khalsa Academies Trust Ethos

We will nurture the potential of all students and provide them with the opportunities to achieve more than they thought possible. The Sikh faith is emphatic in respecting all faiths and does not seek to convert. Our vision for the school is based on three Sikh principles:

Kirat Karna – Honest living

Naam Japna – Focus of god

Vand Shakna – Sharing with others

1.1.1 Overall Aim

The Trustees, Local Advisory Board, staff, parents and pupils of Khalsa Secondary Academy believe that all will get the best out of school when everyone, irrespective of gender, sexual orientation, ethnicity, age or religious belief:

- Respects the values expressed in our ethos
- Respects, understands and cooperates with each other
- Is polite to each other and respects each other's abilities and aptitude, background and culture, religious belief and views, disabilities and property
- Arrives on time at school and for lessons when school is in session
- Gives of their best in work by listening and learning
- Respects the education of others
- Works and plays safely, by looking after those with learning and physical disabilities
- Helps each other and our local community
- Shows and aims for Excellence, Care, Kindness and Respect in all that we do

1.2 Policy Statement

Without an orderly atmosphere, effective teaching and learning cannot take place. Pupils are encouraged to make the most of every opportunity at Khalsa Secondary Academy in order to be the "best that they can be".

Good levels of achievement, effort, positive conduct, attendance, punctuality and participation in extracurricular activities are encouraged, praised and recognized wherever and whenever it is evident. The principle of Learning Conduct is designed to ensure that pupils develop a positive and disciplined way of conducting themselves. Having an internalised self-discipline is the most effective way that pupils will be safeguarded as they move towards adult life.

2. ROLES AND RESPONSIBILITIES

The following outline of roles and responsibilities is a guide to the specific behaviours and circumstances in which different members of staff are expected to address inappropriate or unacceptable conduct. This list is not exhaustive and behaviour management and the promotion of good conduct around school is the responsibility of all staff members. It is expected that staff behave as role models of exemplary behaviour and treat pupils with care, kindness and respect.

Form Tutors should deal with the following:

- Attendance and punctuality
- Lack of equipment
- Use and signing of the homework diary
- Uniform
- General conduct around school
- Rewarding good conduct and effort
- Monitoring and intervening in the conduct of tutees

Classroom Teachers should deal with the following:

- Late arrival to lessons
- Incomplete classwork/homework/coursework
- Lack of correct equipment/kit
- Inappropriate language
- Disruption of teaching and learning
- Inappropriate uniform/jewellery
- Inappropriate use of IT equipment

Heads of Department should deal with the following:

- Persistent disruption of teaching and learning
- Persistent late arrival to lessons
- Persistent failure to complete work
- Regular refusal to co-operate with instructions
- Challenging authority of subject teacher
- Failure to attend detention issued by subject teacher

Heads of Learning should deal with the following:

- Bullying
- Truancy from lesson/school
- Leaving site without permission
- Damage to school property/equipment
- Smoking on school site
- Fighting/physical violence between pupils
- Inappropriate behaviour around the school site
- Verbal abuse of member of staff

SLT should deal with the following:

- Threat/physical violence against staff
- Serious/dangerous behaviour
- Racist comments/behaviour
- Theft of school property
- Use/possession of illegal substances
- Possession of weapons/dangerous items
- Malicious accusations against school staff

3. STUDENT EXPECTATIONS

3.1 General behaviour

Pupils are always expected to:

- Comply with the general behaviour expectations, the Classroom Code of Conduct and the Student section of the Home-School agreement
- Be polite, well-mannered and respectful to all staff and fellow pupils
- Follow a teacher's instruction (first time, every time)
- Show good behaviour to and from school and in particular in the immediate school environment
- Wait outside a teaching room until the class teacher arrives
- Only consume food and drink in designated areas at break and lunchtimes
- Move around the buildings and behave in a safe and orderly fashion (e.g. respect one way systems, do not drop or throw any object from a height onto the floors below)
- Conduct themselves responsibly when using school transport or public transport to and from school
- Adhere to health and safety regulations on school property and on school transport (including all buses and coaches)

Pupils must not:

- Bring into school, use or supply any illegal drug (*) or psychoactive substance as this is strictly forbidden and will lead to exclusion
- Cause offence to others, including the use of foul, racist or sexist language or inappropriate sexual contact
- Take any action which affects the health and well-being of others e.g. dangerous behaviour on the school site, bullying, fighting, use of internet sites or other social media and posing a threat to the health and safety of people on the school site or school transport
- Take property from other pupils' clothes, lockers or bags. Theft of property belonging to the school, staff or other pupils will not be tolerated
- Use cigarettes or alcohol, or any other harmful or forbidden substance on the way to, from and whilst on the school premises or a school trip. Failure to observe this restriction may lead to a

fixed term exclusion (and in the case of illegal drugs permanent exclusion)

- Bring the school's name into disrepute, including through their use of social media
- Threaten or use physical violence to a student or adult
- Bully another student; bullying of any sort will not be tolerated (verbal, physical, emotional or cyber)
- Deliberately damage school equipment or property – a charge will be made for any damage and a student may be asked to repair the damage
- Chew gum or drop litter on the school premises
- Damage or graffiti any school property
- Leave a classroom without permission and a note from a teacher
- Seek medical attention without a note from the teacher of their current lesson
- Enter a teaching area during lunch or break times without permission
- Bring into school high energy, caffeine or sugar drinks as these will be confiscated
- Interfere with any school equipment [including fire alarms]
- Leave the school site during the school day without permission
- Bring any items into school which are not directly connected to their lessons
- Participate in any sort of buying and selling between pupils
- Behave in an unsafe or anti-social manner on all school or public transportation when travelling to and from school

The school reserves the right to involve the police in cases where pupils' actions would be considered illegal if they happened outside the school.

3.2 A faith school

As a faith school we expect pupils to respect all faiths and beliefs. Regardless of personal belief, we expect pupils to respect the Sikh faith and cultural practices. Pupils who are not Sikh are not expected to observe Sikh practice; they are expected to respect the beliefs and cultural practices of the Sikh religion. Sikh pupils are expected to do likewise towards other faiths and beliefs.

The Gurdwara is a sacred religious space in school and as such we expect all pupils entering the space to adhere to Gurdwara etiquette.

The Guru Granth Sahib is the sacred text of the Sikh faith and is kept on the school site. Pupils are expected to respect the significance of the text to the Sikh faith and behave with due reverence when in the Gurdwara. The presence of the Guru Granth Sahib necessitates that the school site is meat, egg and fish free, so all food consumed on site is vegetarian. All pupils are expected to respect the spiritual life of the school.

4. PRAISE AND REWARDS

4.1 Praise

All pupils are motivated to learn by praise, reward and celebration of achievement. Pupils should always be commended for good behaviour. Staff should recognise students' special achievements and share such information with other colleagues. Pupils will be awarded positive conduct points when they demonstrate high levels of engagement with their learning. These are recorded by teachers on Class Charts. Praise must be given for progress, not just high-quality work. It must be possible for all pupils to receive the same level of positive feedback regardless of their academic development.

4.2 Rewards

We believe that:

- Good behaviour is beneficial to the community as well as the individual
- Every opportunity must be given for negative conduct to be redeemed by positive conduct
- The rewards system must be consistently and regularly applied for it to have value to the pupils

Celebrating Success

Pupils will be recognised for classwork, homework, lesson prep, listening, engagement and representing their house/form. These successes will be celebrated in assemblies and will be communicated to parents. Examples of possible rewards may include:

- Positive conduct points
- Positive phone calls and emails home
- Postcards or letters home and awards at celebration of achievement evenings
- Certificates for pupils of the term
- Star of the week
- Department rewards
- Verbal praise/comments in assembly.
- Features in the school newsletter or magazine
- Comment in student planners, postcards home, certificates of achievement
- Displays of work
- 100% attendance certificates
- A prize at awards evenings/afternoons, end of term celebration assemblies where progress and achievement is rewarded
- Termly year group prizes or tutor group prizes
- Rewards trips

Years 7 – 13 Rewards

Achievement points are awarded on Class Charts. Points are accumulated across the year and used for phased rewards as detailed in the table below;

Category	Achievement points	Rewards
Bronze	50	<ul style="list-style-type: none"> Letter/ postcard home from form tutor Bronze Certificate awarded in assembly
Silver	100	<ul style="list-style-type: none"> Letter/ postcard home from Head of Learning Silver certificate awarded in assembly
Gold	150	<ul style="list-style-type: none"> Letter/ postcard home from Assistant Headteacher Gold certificate awarded in assembly Priority queue at lunch
Platinum	200	<ul style="list-style-type: none"> Letter/ postcard home from Headteacher Platinum certificate awarded in assembly Priority queue at break and lunch Platinum students honour role in reception

Certificates to be awarded termly

- Student of the term in subjects
- Most improved student – subjects
- Most improved student – Head of Learning
- 100% Attendance plus 15 achievement points added at the start of the next term

4.3 Classroom conduct points

Reasons for Conduct Points			
Positive conduct points		Negative conduct points	
Consistent effort Good listening Active engagement in learning Book etiquette, Good questioning Lesson prep/HW Demonstration of Khalsa Values	1 point	Poor Listening Chattiness in lessons Poor Behaviour Poor Book Etiquette Poor HW/Prep Lack of equipment Lateness Poor uniform Chewing gum or eating in lessons	1 point
Engagement in extra- curricular activities/sports teams	5 points	Removal from lessons due to persistent disruption (HOD/HOL)	5 points

Headteacher's Award	10 points		
		Serious one off incident resulting in senior teacher detention	10 points

5 SANCTIONS AND CONSEQUENCES

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like 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
- 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 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)

5.1 Sanctions

Failure to comply with the general behaviour expectations, the Classroom Code of Conduct or the student section of the Home-School Agreement may lead to sanctions being applied.

Classroom sanctions

- Verbal warning
- Moved seat in classroom
- Detention (lunchtime or after school)
- Sent to shadow timetable class (automatic senior teacher detention)
- Removed from lesson by duty teacher (automatic senior teacher detention)

Further sanctions

- Being placed on a monitoring/report card
- Reduced break or lunch period
- Withdrawal of school privileges
- Internal exclusion
- External exclusion, either fixed term or permanent

Incidents and punishments are recorded on Class Charts. Detentions are given on the day the incident occurs and parents are notified by an email generated by Class Charts.

5.2 Behaviour support

Report cards

Report cards are an effective method of recording pupils' progress towards targets both lesson by lesson and day by day. Target setting is important when addressing behavioural concerns. Pupils are set realistic achievable targets on their report cards or in personalised behaviour contracts created by the tutor, Head of Learning, Head of Department or SLT. They also enable form tutors, HOL and SLT to check on behaviour and give instant feedback and encouragement where improvements are evident. This report is taken home for parental signature and allows for a home and school collaborative approach in encouraging positive behaviour.

Pupils who repeatedly display inappropriate behaviours and whose behaviour indicates underlying social/emotional issues will be assessed by the SENCo and an individual programme established which might include a reduction in mainstream lessons for a fixed period of time. Pupils who have significant emotional difficulties will be referred for individual or group mentoring. Where necessary the school counsellor will work alongside the SENDCo in establishing the root cause of behavioural concerns. The referrals are made by HOL/SLT.

- 10 behaviour points – Form Tutor holds review meeting with student and places them on tutor report
- 30 behaviour points – Head of Learning holds review meeting with student and places them on HOL report
- 50 behaviour points – SLT holds review meeting with student and places them on SLT report
- 70 behaviour points – the Headteacher holds review meeting with student and places them on Headteacher's report

At the beginning of all report card cycles the issuing member of staff must phone home to explain what has led to the pupil being on report, targets that have been set and the importance of parental support.

At the midpoint review the attached midpoint review document must be completed and passed to the Head of Learning.

At the end of the report card cycle, the issuing member of staff must phone home to explain; if the student has improved or the next level report card is to be issued and any relevant next steps. All calls must be logged on the communication log on Class Charts.

Behaviour contracts

Parents of pupils who persistently break school rules will be required to sign a behaviour contract. This will identify agreed targets, which are relevant to the particular pupil. Both report cards and behaviour contracts will be used as evidence when discussing a student's behaviour when exclusion is a possibility.

Pastoral Support Plans (PSP)

This is a support programme offered to pupils who are at risk of exclusion. It will be agreed with parents, as an outcome of a meeting held with. This meeting will consider the causes for concern and the steps suggested to improve the situation. Other agencies such as social services, housing, voluntary organisations, the careers service, could also be involved as appropriate. In drawing up the plan the school will, in discussion with others:

- Review any learning difficulties and put in place a programme of support where necessary
- Consider changes to the pupils' timetable including form/set changes
- Consider referral to a PRU for joint registration or another appropriate institution
- Consider with the agreement of the student's parents and the LA a managed move to another school
- Consider offering specialist support and therapy

The programme will have a pre-established time frame, will be monitored fortnightly and be reviewed at least half way through its duration. Rewards for meeting targets and sanctions for non-compliance will be made clear at the outset. At the end of the agreed period the PSP may; be reduced or removed, be continued for a further period of with or without amendments; or where there has been no improvement at all, there may be a move to permanent exclusion.

6. EXCLUSIONS

6.1 Fixed term exclusions

Exclusions are a sanction utilised by the school in the more serious or extreme circumstances. Wherever possible, "internal exclusion" will be used in favour of fixed-term or permanent exclusion. Fixed term exclusions is part of the spectrum of sanctions as set out in the Behaviour Policy.

Exclusion is a sanction used by the school only in cases deemed as serious breaches of the school's Behaviour Policy. As a school we seek to reduce the number of incidents leading to exclusion by promoting a positive atmosphere of mutual respect and discipline within the school. We regularly monitor the number of fixed term exclusions to ensure that no group of pupils are unfairly disadvantaged. A fixed term exclusion from school can only be authorised by the Headteacher or in their absence the most senior member of staff available. The Headteacher is responsible for the decision to permanently exclude. The next most senior member of staff may only make the decision in exceptional circumstances.

Exclusion, whether internal, fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of Khalsa Secondary Academy's Behaviour Policy:

- Threat
- Physical assault against a student
- Physical assault student against an adult
- Verbal abuse/threatening behaviour against pupils
- Verbal abuse/threatening behaviour against an adult
- Inappropriate use of social media/communication
- Bullying
- Racism
- Sexual misconduct
- Drug and alcohol related behaviour
- Damage to property
- Theft
- Persistent disruptive behaviour
- Weapons related
- Posing a health and safety threat
- Repeated incidents of serious misbehaviour
- Criminal offences committed on the school site, whilst representing the school or whilst on the way to or from the school
- Malicious accusations towards members of staff

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

6.2 Fixed term exclusion process

- Parent/Carers will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting, A written confirmation of the reason(s) for the exclusion will be sent to the parent/carer the same day
- In case of a permanent exclusion the Headteacher; in a face-to-face meeting with parent/carers will confirm the reasons why the exclusion has taken place
- A pupil who has been excluded will have the reason for his/her exclusion explained to them by the Headteacher so that they understand the nature and consequences of their misbehaviour
- The Chair of the Local Advisory Board and relevant employees will be notified of all fixed term exclusions the same day an exclusion letter is produced. All parties will receive a copy clearly outlining the reasons for the exclusion.
- All pupils returning from fixed term exclusion are requested to attend a reintegration meeting, accompanied by a parent/carer. This meeting will seek to establish practical ways in which further exclusions can be avoided and behaviour modified to acceptable standards in partnership between student, parent and Khalsa Secondary Academy.
- In some incidents; on the return from a fixed term exclusion, pupils will be required to attend an integration meeting and will be introduced back into their normal lessons during a phased integration.
- All correspondence regarding an exclusion from Khalsa Secondary Academy will inform parent/carers of their rights to appeal to the Local Advisory Board against the decision to exclude.
- The person who should be contacted to initiate an appeal is the Clerk to the Local Advisor Board.

6.3 Permanent exclusions

Permanent exclusion will be considered in the following circumstances:

- In response to a serious breach, or persistent breaches, of the school's Behaviour for Learning Policy
- If allowing the student to remain in school would be detrimental to the education or welfare of the student or others in the school.

Before a permanent exclusion is implemented alternatives will be considered if appropriate. The school will always permanently exclude a student for the following:

1. Having an offensive weapon in school
2. Possession of any illegal drugs (*) in school
3. Supply or intent to supply illegal drugs in or out of school
4. Assaulting a member of staff

(*) The School will always use the most up to date list of illegal drugs as provided on the Government services information website (www.gov.uk).

Other serious incidents may result in permanent exclusion or a fixed term exclusion up to 45 days. Permanent exclusion is a last resort for Khalsa Secondary Academy and all steps will be taken to avoid it. However, persistent failure to comply with the school's Behaviour Policy may also lead to a permanent exclusion.

The Headteacher, or in his or her absence the Vice Headteacher, are the only people who can make a decision to permanently exclude a student.

6.4 Alternatives to permanent exclusion

The Headteacher will consider alternatives to exclusion such as a managed move to another school in the following circumstances:

- The Headteacher is confident that the student does not represent a threat to the health and safety of students or staff at another mainstream school
- The student would benefit from a move of school in order to move away from disruptive influences that may have influenced their behaviour
- Where a single serious one off incident occurs where returning to the school may have a significant impact on other students, but in the opinion of the Headteacher is not likely to re-occur in another mainstream school
- Any managed move must meet the criteria set out in the Local Authority guidance and must be with the consent of the parent/carer and student concerned. If the managed move is unsuccessful the Headteacher may decide to permanently exclude the student concerned
- This policy will be reviewed at regular intervals by the Local Advisor Board/Academy Trust and amended in the light of any new published guidelines from the DfE

7 PROHIBITED AND BANNED ITEMS

7.1 Specified items

- Prohibited items are those listed in the DfE 'Searching, Screening and Confiscation' advice for schools, Headteachers, staff and governing bodies
- Banned items are additional items that the school chooses to ban

Searches can be made without consent for any prohibited item and any identified banned item if the school has reasonable grounds for suspecting that a student is in possession of one of these items. Staff carrying out these searches would do so in accordance with DfE guidance. Searches may only be carried out by senior members of staff in the presence of at least one other member of staff.

Prohibited Items	Banned Items (KS3 & 4 pupils) These are all items which the school identifies as ones that may be searched for without consent according to the DfE guidelines
Knives or other weapons	Aerosols
Alcohol	Any hazardous substances including new psychoactive substances
Illegal drugs	Bottles of correction fluid Permanent markers
Stolen items	Chewing gum
Tobacco, cigarette papers and vaping devices and liquid	Electronic devices (other than their mobile phone)*
Fireworks	Jewellery* : <ul style="list-style-type: none"> • Chains, except for medical tags • Earrings other than plain gold and silver small studs. One in the lobe of each ear. No other facial studs or rings or body piercings • Coloured contact lenses • Expensive watches • Metal key chains • Rings
Pornographic images	Laser pens

<p>Any item which a member of staff reasonably suspects has been or, is likely to be, used to:</p> <ul style="list-style-type: none"> • Commit an offence • Cause personal injury to, or damage to the property of, any person (including the pupils) 	<p>Matches or lighters</p>
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In searching for any banned item marked with an * the school would automatically confiscate the item until collected by parents. Any other banned items found will simply be disposed of.

In accordance with the Sikh faith of the school, meat, eggs and fish, or products containing egg, are not permitted on the school site at any time. We are also a nut free school.

7.2 Mobile phones and technology (Key Stage 3 & 4 pupils)

Parents who wish their child to carry a mobile phone to school should do so only according to the following:

- It should be clearly marked with the pupil's name
- The phone should be switched off before the student enters the school site
- The phone must remain in the student's bag and be out of site at all times
- Phones may not be used on school grounds without permission from a senior teacher
- Headphones must not be visible on school grounds

There may be occasions where a member of staff is required to search a student's personal belongings to look for a mobile phone (this will be done in accordance with the DfE guidance on searching and screening).

- All phones that are switched on that are found in possession of the student will be confiscated as part of a search
- Any phone that is seen or heard during the school day (school issue or otherwise) will be confiscated

When a phone is confiscated it will not be returned until the parents or carer of the student come in and collect the phone. Repeat offences will result in the student being banned from bringing their phone onto school site.

7.3 Use of the school computer network

All pupils and staff are expected to adhere to the ICT Acceptable Use Policy and the Online Safety Policy.

8. ANTI-BULLYING POLICY

Our Aims and Ethos make it clear that all members of the school community are to be equally valued and respected and are responsible for showing understanding and respect for others. In light of this, bullying in any form has no place at Khalsa Secondary Academy and will not be tolerated. We believe that bullying is serious for both the bully and the victim and it will be treated seriously. We believe that learning can only take place effectively in a safe and caring environment. We also recognise that bullying is a complex problem without any easy solutions. It is the responsibility of all staff to deal with bullying and follow these guidelines.

8.1 Aims

This policy for staff, pupils and parents aims to:

- Define what bullying is
- Increase awareness that bullying affects pupils in a variety of different ways
- Encourage pupils to tell someone and make it clear who they should tell
- Outline how staff should record incidents
- Make implicit what staff will do with incidents of bullying
- Outline how the school will try to prevent bullying through the curriculum

8.2 What is bullying?

Bullying is the physical and /or mental abuse of power. It is the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted (Cyber Bullying), emotional abuse or attacks on property of another. ***Please see the E-Safety Policy for further guidance on cyber bullying.***

It may include but not limited to:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
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

8.3 Effects and signs

There is no infallible method for the identification of bullying. Physical signs are rare, especially when the most common type of bullying that occurs in school is name-calling.

Some signs and effects include:

- Unexplained illness
- Reluctance to go to school
- Desire to be with adults
- Missing equipment
- Requests for more pocket money
- Damaged clothing
- Lost/forgotten dinner money
- Fear of going out alone
- Isolation, depression, being withdrawn and having fewer friends
- Lower self-esteem and self confidence
- School absenteeism and deterioration in school work
- Reluctance to participate socially or in the classroom
- Offending/criminal behaviour
- Loneliness, depression and difficulties in forming relationships

8.4 Staff response

If a student confides in a teacher or a member of the school community about bullying, or it is apparent that bullying is taking place, it is their responsibility to act upon it.

Our core working principles are:

- Eliminate the bullying itself

- Support the victim by resolving the problem and by building up his/her self-esteem and where appropriate developing strategies to avoid bullying
- Work with the perpetrator to realise the unacceptability of his/her behaviour and the consequences should it continue
- Investigate the cause of the bullying behaviour and where appropriate work with him/her to modify his/her behaviour
- Reconcile the perpetrator and the victim anti bullying strategies

At Khalsa Secondary Academy we use a range of strategies to both prevent and respond to bullying. Strategies may involve but are not limited to assemblies, form time discussion/projects, PSHE lessons and school council consultations.

Strategies will look at:

- Clarifying and defining what is and is not bullying, raising awareness of the difference between disputes, endings of friendships and bullying behaviour
- Cyber bullying as part of online safety
- Encouraging zero tolerance of bullying behaviour, encouraging a sense of social responsibility and the courage to speak out when necessary, and ensuring pupils know what they can do if they or someone else is being bullied
- Consulting the School Council on anti-bullying policy and strategy
- Key pastoral staff to mediate between the bully and the victim, where appropriate. The victim will be encouraged to tell the bully how the bully's actions made them feel. The bully will have an opportunity to apologise

8.5 Record keeping

All bullying incidents are recorded as safeguarding concerns on Safeguard My School using the same referral format as other safeguarding concerns. The victim's experiences are recorded as a safeguarding concern while the perpetrator's actions are also recorded as a behaviour incident on Class Charts. Serious concerns about bullying will result in the parents of the student being invited into school to meet with HOL/SLT.

8.6 Sanctions

The varying nature and varying degrees of bullying require a range of responses and a range of sanctions. Anyone who bullies someone will be seen by HOL/SLT.

If appropriate (and particularly, though not exclusively, where the perpetrators do not attend the school and the bullying occurs elsewhere), the police liaison officer may be involved to advise the victim on what steps can be taken. Where the perpetrator is part of the school he/she would stress the seriousness of the matter and the possible consequences if it were to continue.

In the cases of a first and minor incident an informal warning from a class/form teacher or HOL may be sufficient. This would be recorded as a detention for bullying on Class Charts.

Where a pupil is found to persist in acts of bullying, despite warning, it may be necessary for the pupil to be removed from lessons for a fixed period and serve a SLT detention. In certain circumstances, it may be necessary to recommend a fixed term exclusion to the Headteacher. A fixed term exclusion may also be considered for first time offences where the severity is such that exclusion is a possibility. As a last resort, or in extremely serious cases, permanent exclusion may be considered.

8.7 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

8.8 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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 the public
- 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 the staff member (e.g. on a school-organised trip).

8.9 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 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 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, 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 will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

9. OTHER LINKED POLICIES

1. Safeguarding and Child Protection Policy
2. Online Safety Policy
3. ICT Acceptable Use Policy

APPENDIX 1

CLASSROOM CODE OF CONDUCT

STUDENT EXPECTATIONS

PREPARING FOR YOUR LESSON & TUTOR TIME

- Be punctual, prepared and fully equipped for the lesson/tutor time
- Line up outside the classroom quietly in one line
- Check that your uniform is correct
- Enter calmly and silently, standing behind your chair for the start of lesson
- Take books, equipment and planner out and put them on your desk

DURING YOUR LESSON & TUTOR TIME

- Remain silent whilst your teacher takes the register
- Be polite, well-mannered and respectful to all staff and fellow pupils
- Always follow instructions without debate
- Listen, be attentive, stay focused
- Never disrupt the learning of others
- Be mindful that there may be 30 of you and 1 teacher; patience is a virtue
- Know when to question things and when not to
- Respect resources – do not damage or graffiti planners, books or any other resources you are given
- Use your planner to record Lesson Prep or Homework

BE RESPONSIBLE FOR YOUR OWN LEARNING BEHAVIOUR:

- Expect to participate in every lesson and be willing to contribute
- Be willing to challenge yourself
- Be independent and try to problem solve before asking the teacher
- Be resilient if you make a mistake – don't give up
- Realise the importance of learning information
- Develop your ideas thoughtfully and clearly giving detailed evidence
- Focus on both what and how you are learning
- Take a purposeful approach to your own progress

ENDING YOUR LESSON & TUTOR TIME

- Make sure you have written your Lesson Prep or Homework in your planner
- Stand behind your desks in silence and wait to be dismissed
- Ensure your uniform is still smart before leaving tutor/classroom
- Walk smartly and quietly to the next lesson

APPENDIX 2

Behaviour Response Chart

Merit	B1	B2	B3	B4
Merit/achievement points (Class Charts)	Verbal reminder	Daytime detention	After school detention	Head of Learning action
Action: Achievement points allocated via Class Charts Pupils collate achievement points which they are able to spend on the online rewards shop	Action: Name on board Sanction in class First - Signal Second - Warning Third – Action B2	Action: Name on board Sanction in class e.g. moved Write in planner Teacher logs B2 on SIMS with notes 20 minute teacher detention (Lunchtime)	Action: Name on board Sent to CL Contact home-phone call Write in planner Teacher log B3 on SIMS with notes 40 minute detention Within 24 Hours	Action: Name on board SLT involvement as safety net Contact home by relevant SLT or HOL Write in planner Teacher log B4 on SIMS with notes 60 minute detention
Merits are awards through achievement of the Khalsa Values: Sat (Truth) Santokh (Altruism) Daya (Compassion) Dharam (Service) Himmat (Courage) Chardi Kala (Resilience) Pyaar (Love)	Any behaviour that disrupts the learning. E.g. Interrupting staff Talking over teacher Talking over another student Being argumentative Creating litter Name calling Throwing objects Pushing and shoving Running in corridors Not totally complying with instructions Lack of equipment or kit Misuse of equipment Slow work rate Shouting out in class Swinging on chairs Uniform offences Lateness to lesson Not ready to learn Loud corridor behaviour	Repeat of B1	Repeat of B2 Failing to attend lunchtime detention	Repeat of B3 Failing to attend after school detention
		More serious than B1 E.g. No homework (for the second time) 3 strikes on the uniform page in planner. Name calling or teasing Lack of respect for school property or the learning environment	More serious than B2 E.g. Intimidation Lack of respect for others' personal space Dangerous handling of equipment Cheating in class assessment Leaving the classroom without permission Use of inappropriate language towards peers, such as swearing	More serious than B3 could result in exclusion E.g. Fighting (in the playground) Vandalism /Chewing gum Behaviour likely to endanger others Misuse of phone/email or other electronic device Videoing/photographing others without consent Bullying Dangerous behaviour on the school bus (& bus ban) Racist, sexist or homophobic remarks or actions Theft Deliberately undermining staff authority Truantiing lessons Incident with mobile phone Refusal to do as asked by members of staff
				B5
				Severe behaviour incidents will be dealt with by the Headteacher

APPENDIX 3

Record Keeping - Class Charts

As part of our essential partnership with parents, we use a behaviour monitoring system called Class Charts. Class Charts is an online system which teachers use to track achievement and behaviour throughout the school day. We believe in working closely with parents, and one of the key benefits of using Class Charts is that we are able to securely share pupils' achievement and behaviour report with parents and staff and so keep all stakeholders updated in real-time. Both positive and negative behaviours are logged, and this will enable staff to celebrate pupils' success in class, and to intervene where necessary in partnership with parents. Each pupil has a unique access code which is issued to parents so they can see input from staff in real time.

Staff log behaviour incidents through Class Charts as per our behaviour policy and follow this up as per our policy. Detentions, although logged on Class Charts, are also written in planners. Heads of Department and Heads of Learning will also contact home as per the policy. This will be through logged communication on Class Charts.

Heads of Learning track and monitor class charts weekly via an end of week alert and our graduated response is implemented in response to the logged behaviour.

What is Class Charts for Parents?

Class Charts is an online system which teachers use to track achievement and behaviour throughout the school day. We are able to securely share your child(s) achievement and behaviour report with you and so keep you up to date in real-time. If you have more than one child at the school, you can use the same parent account to view achievement data for all your children. We ask that you monitor Class Charts on a regular basis in order to support your child.

Class Charts for parents can be accessed via our website, or by iOS and Android apps. You can access the parent website login and links to the parent apps at:

<https://www.ClassCharts.com/parent/login>

A quick start parent guide to Class Charts can be found by clicking on this link https://www.edukey.co.uk/static/quickstart_guides/Quick_start_for_parents.pdf

APPENDIX 4

On-Call System

The On Call system will be in place to support classroom teachers in managing behaviour effectively to ensure a good and safe learning environment. Classroom teachers are in the first instance expected to provide quality first teaching, use effective behaviour management strategies, employ effective differentiation so students of all abilities can access the curriculum and make reasonable adjustment for SEND students. In the event of significant “**dysregulation**”, teachers can make use of the on-call system which requires follow up by use of restorative procedures.

Emotional **dysregulation** can be defined as an inability to modulate one’s emotional experience and expression, which results in an excessive emotional response.

The On-Call system covers all 50 timetabled slots per two-week cycle and only SLT and Heads of Learning feature on the rota and are issued with radios for communication.

The On-Call system is a last resort option for classroom teachers in the event of B4 behaviours:

- Fighting
- Vandalism
- Behaviour likely to endanger others
- Misuse of phone/email or another electronic device
- Videoing others without consent
- Bullying, abusing or tormenting other student(s) and staff
- Racist, sexist or homophobic remarks or actions
- Theft
- Deliberately undermining staff authority
- Truantiing lessons (more than 10 minutes late to lesson)
- Refusal to do as asked by members of staff

Steps teachers must use prior to referring to the On-Call system:

1. Formal Verbal Warning
2. Written warning on board *
3. Teacher detention * issued if appropriate to the behaviour or internal departmental “parking” thus providing an alternative avenue to contain the incident within the department.
4. Explore student exit strategies to help guide the dysregulated student(s) down an alternative pathway.
5. On Call removal – record on Class Charts

*Do not record on Class Charts immediately as there is no certainty that the behaviour will stop at this point.

On-Call Procedure

Assuming steps 1-4 above have been followed:

- a) Classroom Teacher emails reception with On-Call as subject with a brief description of the incident and the location.

- b) Reception receives notification and identifies sender and location.
- c) Reception radios On-Call duty staff on channel 3 coordinating the response providing teacher description of incident and recording this in the On-Call log.
- d) On Call receives direction and details of incident from reception.
- e) On-Call duty staff follow the On-Call Standard Operating Procedures (SOP) consistently.
- f) Classroom teacher must record incident details on Class Charts as an On-Call removal so that parents are informed.

On-Call Duty Staff – Standard Operating Procedures

- On-Call removes student from classroom without question
- On-Call takes student to agreed location without discussion of incident
- Student writes up incident and signs and dates statement
- On-Call to read and analyse statement and make a decision
- On-Call will determine re-integration of student into next lesson (band 1) following a cooling off period or isolation (band 2) in the event of a serious incident by referral (see next step)
- Band 2 referrals made to either The Assistant Headteacher (Pastoral) or The Assistant Headteacher (Inclusion) for isolation to ensure consistency in the application of the process.
- Incident is followed up immediately or as soon as practicably possible with the teacher and/or Head of Department if clarification is needed.
- The Teacher having requested On-Call support MUST have a restorative conversation with the student at break/lunch/after school with the HOD present to attempt repair of the relationship.