



The Khalsa Academy Wolverhampton – A Khalsa Academies Trust School

Behaviour Policy

This policy is applicable to The Khalsa Academy Wolverhampton

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1. Rationale

“A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times.”

Behaviour and discipline in schools 2016 – Department for Education

2. Aims & Ethos

Here at The Khalsa Academy Wolverhampton (TKAW) we have created an environment that encompasses the Sikh ethos, which encourages:

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

.The aims of the whole school behaviour policy are;

- to reflect the values expressed in our ethos,
- to ensure the school is a safe and supportive environment
- to celebrate and reward positive behaviour
- to make explicit the procedures to follow for sanctions and consequences
- to ensure all sanctions and consequences are applied fairly and consistently

3. Roles & Responsibilities

TKAW recognises that the successful development of our students is dependent upon the commitment of staff, both teaching and non-teaching, students and parents. A collaborative and consistent school and home approach is vital to nurture and develop our students into grounded, self-disciplined and honest and trust worthy individuals.

Together, we commit ourselves to the following:

Students Expectations	<ul style="list-style-type: none"> • Students will try their hardest in all lessons and show respect for all member of the school community at all times. • Students will have high standards of behaviour in the school and the local community and act as positive ambassadors for TKAW at all times. • Students will come to school with the correct equipment and in the correct uniform. • Students will celebrate the success of others and encourage each other to achieve high standards of education and behaviour. • Students will respond to the support they are offered. • Students will follow any sanctions, which are issued and work to improve their behaviour to avoid further consequences. • Students will demonstrate high standards of behaviour on their way to and from school. • Students will take responsibility for their actions and reflect upon lessons learned.
Staff Expectations	<ul style="list-style-type: none"> • Staff will plan and deliver good to outstanding lessons, which engage and motivate students to achieve. • Staff will celebrate the success of students in lessons, tutor time, assemblies and awards presentations. • Staff will develop positive working relationships with students in their classes. • Staff will communicate both successes and concerns with parents. • Staff will use a range of behaviour management strategies and apply the school behaviour system consistently whilst reminding students of the school's high expectations daily during tutor time and in lessons. • Tutors will deliver planned sessions in tutor time, which contribute to the development of the school ethos and to the development of students' personal qualities.
Parents Expectations	<ul style="list-style-type: none"> • Parents will support and promote 100% attendance for students. • Parents will encourage their children to achieve their very best in school. • Parents will encourage their children to have high standards of behaviour in and out of school. • Parents will join the school in celebrating the success in their child's learning. • Parents will work with school staff to help their child accept responsibility for their behaviour. • Parents will work with school staff to support their child and take advantage of additional support. • Parents will support any sanctions, which are issued by the school.

All staff play an integral part in managing behaviour around the school. Below are some examples of the responsibilities shared by staff throughout the school.

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 mobile phone / IT
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 students
Inappropriate behaviour around the school site
Verbal abuse of members of staff

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
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

4. Rewards Policy

TKAW regularly celebrates the academic, sporting, social, cultural and the personal successes of all students in a variety of methods, as we believe that focussing on success and positive outcomes is an essential component in developing a positive culture and environment across the school. The many ways in which we celebrate student successes are listed below;

- verbal praise in class and around school
- written praise in classwork and homework
- house/achievement points
- sharing and celebrating success during form time

- form tutor awards
- department rewards – positive text messages, praise post cards, telephone calls home
- house awards
- certificates in assemblies for a wide range of reasons such as exceptional work, improvement, kindness, community spirit, etc.
- subject specific end of term awards in assemblies
- 100% attendance certificates
- Principal's Award (termly) – cinema tickets are awarded in assembly to those pupils in Years 7 to 11 making the best progress and those responding most positively to intervention with Heads of Learning
- Principal's Commendation – recognising and acknowledging excellence and good citizenship

Years 7 – 10 Rewards

House Points are awarded on Class Charts as achievement points. 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 badge awarded in assembly
Silver	100	<ul style="list-style-type: none">• Letter/ postcard home from Head of Learning• Silver badge awarded in assembly
Gold	150	<ul style="list-style-type: none">• Letter/ postcard home from Vice Principal• Gold badge awarded in assembly• Priority queue at lunch• Gold students honour role in reception
Platinum	200	<ul style="list-style-type: none">• Letter/ postcard home from Principal• Platinum badge 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.

Year 11 Rewards

Year 11 students follow a rewards programme that is directly linked to their attendance at the school prom. Rewards will be linked to the successful completion of assignments, homework, positive behaviour and achieving enough achievement points to attend the prom. Points are accumulated across the year and used for a phased discount towards the cost of the prom as detailed in the table below;

Category	Achievement Points	Rewards
Bronze	50	<ul style="list-style-type: none">• Letter/ postcard home from form tutor• 10% discount applied
Silver	100	<ul style="list-style-type: none">• Letter/ postcard home from Head of Learning• 15% discount applied
Gold	150	<ul style="list-style-type: none">• Letter/ postcard home from Vice Principal• 20% discount applied
Platinum	200	<ul style="list-style-type: none">• Letter/ postcard home from Principal• 25% discount applied

5. Form Time

The role of the form tutor is vital in the behaviour policy as they will often be the first point of contact for students dealing with a variety of situations. Form time allows our students to have a positive start to their day through a structured programme of daily activities coordinated by each Head of Learning (HOL) and a dedicated team of form tutors. Activities may include; assembly, silent reading, student planner checks etc.

Form tutors will take morning registers and record any late marks on SIMS. (see sanctions & consequences for further guidance) Form tutors will also check uniform including PE uniform when necessary and equipment at the start of every day. Any student with incorrect uniform will be sent to the pastoral office for spare uniform or a note must be written in their planner by the form tutor. Incorrect uniform is recorded by form tutors on Class Charts.

Correct uniform, PE uniform and equipment is detailed below.

Uniform

- School blazer with badge
- School tie
- White shirt/blouse
- Charcoal smart grey trousers (boys/girls) (not skinny, jeans, stretch, baggy, flared etc)
- Truetex charcoal grey knee length pleated skirt (girls)
- V neck grey jumper (boys)
- V neck grey cardigan (girls)
- Dark blue/black patka or dastar for students who wish to wear them
- Plain black school shoes
- Boy's haircuts must not be shorter than grade one. No patterns or designs.
- Girl's hair must be natural colour and tied.
- No make-up of any kind for KS3. Natural-looking make-up only for KS4. (Wet wipes will be provided for removal, failure to comply will result in a sanction.)
- One pair of stud earrings/one nose stud and a watch may be worn as jewellery. No other piercings are permitted.

The school will make the final judgement on what is appropriate and all decisions will be final.

PE Uniform

- PE polo shirt with logo (house colours)
- PE socks (house colours)
- PE shorts (or skort for girls)
- PE sweatshirt with logo
- Pro track pants
- Pro track mid layer
- Black trainers for PE

Equipment

- School bag large enough to carry A4 books, basic equipment and kit for other subjects
- School planner must be in school every day (lack of/lost planners recorded on Class Charts).
- Pencil case, black/blue biro/ink pen, pencil, ruler, rubber and pencil sharpener as a minimum
- Calculator

6. Sanctions & Consequences

Through the careful monitoring of achievement and behaviour data from Class Charts, lesson observations and unstructured time behaviour walks, the school will ensure that systems are applied consistently across the school. All teaching and non-teaching staff at TKAW recognise that as adults working in the school they must model the same high standards of behaviour expected from our students and wherever possible students should be used to model the high standards expected.

Although at TKAW we aim to focus on positives at all times there are inevitably instances where students fail to achieve their usual high standards of behaviour. At these occurrences, students need to take responsibility for their behaviour and reflect upon how they can make amends. However, students must also learn that unacceptable behaviour is not tolerated and they must face the consequences as a result of their actions.

Consequence System

The consequence system is to be used for incidents of student behaviour that fail to meet the high expectations at TKAW. Incidents may occur in structured or unstructured time and should be dealt with using a fair and consistent approach.

Consequences take the form of two types of negative behaviour points. C1-C4 which are used if poor behaviour escalates and B1-B5 which are used for incidents which are deemed to be more severe in nature and deserve an immediate 30/60 minutes detention on Friday that week or the following Friday if required.

Behaviour incidents may be classed as low risk or high risk and should be dealt with accordingly. Examples of low risk and high risk incidents during structured and unstructured time;

Structured Time

Low Risk	High Risk
<ul style="list-style-type: none"> • Low level disruption in class • Shouting out • Interrupting a teacher • Chewing/eating • Passing notes • Off task • Lack of equipment • Poor attitude • Personal comments to students • Swearing at students 	<ul style="list-style-type: none"> • Swearing at a member of staff • Violence/intimidation towards staff and/or students • Truancy from lessons • Out of control behaviour • Walking out without permission • Damage to student/school property • Bullying • Sexually inappropriate behaviour • Cheating

The examples outlined above are not an exhaustive list of low risk and high risk incidents. Staff will need to use their professional judgement and classroom management techniques in order to decide the level or risk attributed to the incident.

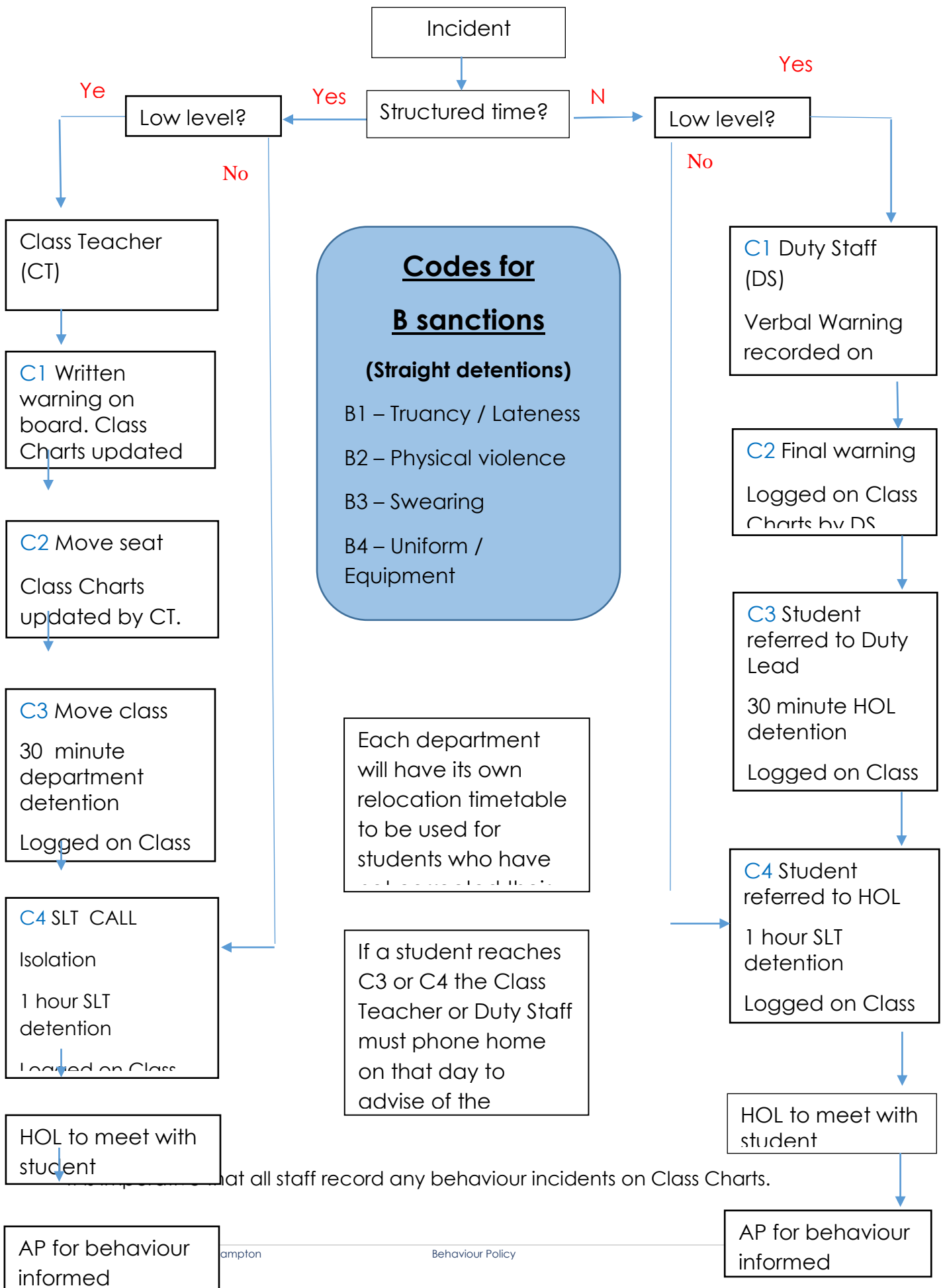
Unstructured Time

Low Risk	High Risk
<ul style="list-style-type: none"> • Low level disruption in corridors or around school • Spraying deodorant • Interrupting a teacher • Pushing outside • Pushing in the lunch queue • Poor attitude • Personal comments to students • Swearing at students • Lack of concern for others when playing 	<ul style="list-style-type: none"> • Swearing at a member of staff • Violence/intimidation towards staff and/or students • Truancy from school • Out of control behaviour • Walking out without permission • Damage to student/school property • Bullying • Sexually inappropriate behaviour • Playing with fire extinguishers or smoke alarms

The examples outlined above are not an exhaustive list of low risk and high risk incidents. Staff will need to use their professional judgement and behaviour management techniques in order to decide the level or risk attributed to the incident.

All teaching and non-teaching staff share a collective responsibility to adhere to the behaviour policy and must follow the steps outlined in the Behaviour Flow Chart;

Behaviour Flow Chart



Monitoring of C1 and C2 consequences will take place to ensure that students who are consistently receiving these, but not getting to a C3, are also sanctioned appropriately. Correct recording and subsequent monitoring of consequences will inform HOL and SLT of any trends or issues that may need addressing. Records will be used to help support students who may find it difficult to adhere to the Behaviour Policy and may require assistance from the Student Welfare Officer (SWO), external agencies or departments. HOL may also email a "Round Robin" to staff for additional information regarding a student's behaviour to be discussed at a meeting with parents/carers. Staff must ensure as far as possible to complete and return this information as soon as is practical.

Report Cards

There are three types of Report Cards at TKAW

- **Form Tutor Report Card** - Students will be put on Form tutor report card for persistent low level disruption and/or 10 behaviour points (an alert will be sent)
- **Head of Learning Report Card** - Students will be put on Head of Learning report card for 2 or more Friday SLT detentions and/or 15 behaviour points (an alert will be sent)
- **SLT Report Card** - Students will be put on SLT report card for any full day isolation and after suspension and/or 20 behaviour points (an alert will be sent)

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

Detentions

The system for issuing detentions is simple and transparent. All detentions are centralised and are either 30 or 60 minutes in length and will take place on a Friday in the auditorium. The system for issuing detentions is split into the following categories;

Lates/Truancy

If a student is late to lesson the classroom teacher must update SIMS with a late mark including the number of minutes late. It is the teacher's responsibility to ensure that any time is made up if necessary.

Any student caught being truant from a lesson or from school will automatically have a B1 60 minute SLT detention to be served on Friday that week or the following

Friday if required. Parents/carers must be informed of the incident of truancy by the schools attendance officer.

If a student is late to form time they will serve a 30 minute HOL detention that Friday 2 or more will result in a 60 minute SLT detention to be served on Friday that week or the following Friday if required.

Departmental/HOL Detentions

Any student who receives a C3 will complete a 30 minute departmental/HOL detention on Friday that week or the following Friday if required.

SLT Detentions

Any student who receives a C4 or automatic referral to SLT will complete a 60 minute SLT detention on Friday that week or the following Friday if required.

B Sanctions

Any student who receives a B sanction on Class Charts will receive an automatic 30 or 60 minute detention to be served on Friday that week or the following Friday if required.

Where a student fails to attend detention, the consequence will escalate.

All staff will be required to complete two 30 minute detention duties on a Friday on a rota basis during the academic year. This will form one hour of their directed time allowance.

SLT will complete SLT detentions in line with the SLT detention rota.

7. Relocating Students

Relocating students from one classroom to another is occasionally required to ensure that learning is not disrupted and that the classroom remains a calm and orderly space. The guidelines below are designed to help staff know when to use the system. There should not be any stigma attached to removing a student and it should be seen as an integral part of The Behaviour Policy. However, the system is not there for every minor infraction and it is essential for teachers to 'own' their own classrooms. **Under no circumstances should students be left in corridors outside a classroom during lessons.**

Departmental removal - when to relocate to another classroom within your department

A pupil persists in disrupting learning, after you have given them a verbal warning and a C1 and C2.

However, where a pupil is rude or challenging when their disruption is being tackled, staff can move straight to a departmental relocation. Each department will have its own relocation timetable to be used for students who have not corrected their behaviour at C2.

SLT removal – when to call for SLT to take a student to isolation.

Failing to correct their behaviour following a C3 will result in removal from the classroom by a member of SLT. Reasons for doing this can be; refusal to leave the classroom following departmental removal, verbal aggressiveness towards a student or adult, bullying or other harmful behaviour, threatening others – physical or verbal, vandalism, sexually inappropriate behaviour, disobedience or serious disrespect to an adult.

In the case of SLT removal, teachers should contact the office by sending another adult if available or a reliable student to the office to ask for the member of SLT on call. The classroom teacher is responsible for updating Class Charts as appropriate as soon as possible. Where further action may be required, an incident report should be completed by the class teacher and sent to the HOL.

Classroom Teachers are required to phone home and advise parents that their child has been placed in isolation and the reason for the isolation.

Any student who is sent to isolation twice in one week will not return to lessons that week and will trigger a parental meeting. All calls home must be recorded on SIMS in the communication log.

Fixed Term Exclusions

Exclusions are used where a serious breach of school discipline occurs or where a pupil is causing persistent disruption to learning and teaching. The school has two levels of fixed term exclusion to reflect not only the seriousness of the breach of school discipline, but also the previous behaviour of the pupil concerned and the context. Each situation is judged on a case by case basis.

Decisions about fixed term exclusions are taken by the Principal or Vice Principal, once they have been presented with the evidence gathered by the HOL about the incident and are satisfied that there is a balance of probability that the pupil has been responsible for a serious breach of the school behaviour policy.

Internal Fixed Term Exclusions

Students who repeatedly fail to follow the Behaviour Policy or sanctions issued will be required to work in the Isolation room under strict supervision. Internal fixed term exclusions may be used where a student would normally be excluded externally, but an external exclusion could put them at potential risk. They may also be used when the incident is the first serious incident involving a particular student. Students will sit and work in silence and complete all work that is set by subject staff for that day. Isolation signifies that the student has made choices that are unacceptable and gives them a chance to reflect on the choices they have made. Parents will be contacted to inform them that an isolation sanction has been issued and to arrange an immediate parental meeting with the HOL.

During Internal Exclusions work will be provided for the student. Alongside this mentoring/support will be provided by the SWO to prevent further exclusions.

External Fixed Term Exclusions

External Fixed Term Exclusions are used for more serious breaches of school discipline or where a student has a record of previous serious incidents or persistent disruption to learning. Exclusions of this type are for a maximum of five school days. They are recorded on the exclusion log and on the student's record in school. Students returning from fixed term exclusion will have a readmission meeting in school with their parents/carers and may be subject to a Pastoral Support Plan (PSP) or other interventions designed to prevent further exclusions.

Serious incidents are defined as the following;

- Verbal abuse including the use of foul and abusive language either directed at another student or an adult.
- Physical assault, where pupils are fighting, kicking or hitting each other.
- Truancy
- Racist language or behaviour.
- Possession of a weapon or dangerous object.
- Possession of drugs or alcohol.
- Unusual behaviour which may be consistent with being under the influence of alcohol or drugs.
- Threatening behaviour/physical assault on an adult.
- Sexual misconduct.
- Theft of others' property, belongings and school equipment.
- Deliberate vandalism.
- Behaviour which puts themselves or others at risk of serious harm.
- Misuse of social media to bully, intimidate or humiliate others.

Permanent Exclusions

Students may be permanently excluded for serious one off incidents or for persistent breaches of school discipline. The Principal, or in his or her absence the Vice Principal, are the only people who can make a decision to permanently exclude a student.

Where a permanent exclusion is considered, the Principal or Vice Principal may exclude for a fixed period initially in order to be sure that all the evidence is considered and to allow the student's record and circumstance to be investigated. This may also include a discussion with parents/carers and any external agencies where necessary.

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

- The Principal 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 Principal 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 Principal may decide to permanently exclude the student concerned.
- This policy will be reviewed at regular intervals by the governing body/Academy Trust and amended in the light of any new published guidelines from the DfE.

8. Behaviour Management Support

At TKAW we support all our students including those who are experiencing behavioural, emotional, personal or other difficulties that might prevent effective learning. Where students are having difficulty conforming to the expected standards of behaviour, a number of early intervention strategies are available.

Report Cards & Behaviour Contracts

Report cards - as discussed earlier in the policy are an effective way of recording students' progress towards targets both lesson by lesson and day by day. Target setting is important when addressing behavioural concerns. Students are set realistic achievable targets on their report cards or in personalised behaviour contracts created by HOL/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.

Students who repeatedly display inappropriate behaviours and whose behaviour indicates underlying social/emotional issues will be assessed by the SWO and an individual programme established which might include a reduction in mainstream lessons for a fixed period of time. Students who have significant emotional difficulties will be referred for individual or group mentoring. The referrals are made by HOL/SLT.

Behaviour contracts - parents of students who persistently break school rules will be required to sign a behaviour contract. This will identify agreed targets, which are relevant to the particular student.

Both report cards and behaviour contracts will be used as evidence when discussing a student's behaviour when exclusion is a possibility.

Mentoring

Students who have been identified as struggling to manage their behaviour may be referred to the SWO. They will work with the SWO for an hour a week over an agreed period of time, focusing on the particular difficulties they are facing and developing strategies to avoid further problems arising. An action plan will be drawn up and parents will be contacted to discuss the relevant issues and the progress they make.

Individual Education Plans (IEPs)

Any student with a statement of special educational needs will have an individual education plan. The school SENDCO will create IEPs and provide these for staff who teach that student to enable them to set and review targets. These plans will also suggest teaching strategies, which will help students, make progress and demonstrate required behaviours for learning. Where appropriate, specialist support will be provided on a one to one basis or in small groups, this could take the form of mentoring, therapy, anger management or social skills work.

Pastoral Support Plans (PSP)

This is a support programme offered to students who are at risk of exclusion. It will be agreed with parents, as an outcome of a meeting held with them to which an exclusion officer will be invited. 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 students 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 and 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.

9. 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 TKAW 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.

Aims

This policy for staff, students and parents aims to:

- Define what bullying is;
- Increase awareness that bullying affects students in a variety of different ways;
- Encourage students 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

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 be limited to:

- putting pressure on someone to do something they don't want to do
- trying to get someone into trouble
- unwanted physical touching on any part of someone else's body
- insulting someone or their family
- derogatory remarks about people's physique, race, religion, culture, colour, sex or sexuality
- taking or demanding money/belongings from someone
- "ganging" up on someone
- refusing to play or work with someone or talk to them
- spreading rumours about others students

Effects and signs

There is no foolproof way of telling if someone is being bullied. Physical signs are rare, especially when the most common type of bullying that occurs in school is name-calling. Any signs could of course be signs or effects of something else.

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.

What staff will do?

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.

These are the principles on which we work:

- 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 TKAW 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, PHSCE 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 E - 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 strategies.
- 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.

Record keeping

Incidents of bullying are recorded on Class Charts using B sanctions if required by the member of staff investigating the incidents. Serious concerns about bullying will result in the parents of the student being invited into school to meet with HOL/SLT.

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 and be sent to the Isolation room for a fixed period and serve a SLT detention. In certain circumstances, it may be necessary to recommend a fixed term exclusion to the Principal. 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.

10. Malicious Allegations

All members of staff are expected to treat students with appropriate respect and any allegations made against a member of staff will be investigated and appropriate action taken. Any investigation will follow guidance from the LA safeguarding teams where appropriate. Where an investigation concludes that the allegation was in the 'balance of probabilities', malicious, a decision will be taken by the Principal about what further action may be appropriate against the student(s) involved. Exclusion may be considered where it is felt appropriate and the member of staff's reputation has been tarnished or they have suffered in the process.

Behaviour Policy Updated

Policy Update: February 2019

This is an amendment to the existing school behaviour policy. The following sections of the behaviour policy have been amended and these will now take place in addition to any guidance or instructions from the original policy.

1. Report Cards
2. Detentions
3. Behaviour Escalation

Report Cards

There are now five types of Report Cards at TKAW

- **Subject Report Card** - Students will be put on a subject report card for any instance of C4. Minimum 2 weeks – monitored by Head of Department.
- **Form Tutor Report Card** - Students will be put on a Form tutor report card for persistent low level disruption, 3 behaviour detentions and/or 20 behaviour points. Minimum 4 weeks.
- **Head of Learning Report Card** - Students will be put on a Head of Learning report card for 6 behaviour detentions and/or 40 behaviour points. Minimum 4 weeks.
- **SLT Report Card** - Students will be put on a SLT report card for 9 behaviour detentions, after suspension and/or 60 behaviour points. Minimum 4 weeks.
- **Principal Report Card** - Students will be put on a Principal report card for 12 behaviour detentions, after suspension and/or 80 behaviour points. Minimum 4 weeks.

Before a student is placed on report there will be a midpoint review held by the relevant member of staff. i.e.

- 10 behaviour points – Form tutor holds review meeting with student
- 30 behaviour points – Head of learning holds review meeting with student
- 50 behaviour points – SLT holds review meeting with student
- 70 behaviour points – Principal holds review meeting with student

At each midpoint review the attached midpoint review document must be completed and passed to the Pastoral team.

At the beginning of all report card cycles (except Subject report cards) the issuing member of staff must phone home to explain; what has led to the student being on report, targets that have been set and the importance of parental support. 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 SIMS.

Detentions

The system for issuing detentions has not changed, however, staff are no longer required to call home when issuing a C3, C4 or B sanction detention. All detentions will be notified to parents via a Class Charts email to their individual accounts. In addition to this a text message will be sent home to notify parents that their child has a detention, this message will be sent no later than the end of Tuesday or Thursday in the week the detention is to be served.

Although staff are not required to call home for issuing a detention it is still recommended that staff keep in contact with parents about their child's behaviour and/or academic progress in order to strengthen parent and school relationships.

- All detentions are centralised and are either 30 or 60 minutes in length.
- All detentions will take place on a Wednesday and Friday in the auditorium.
- Truancy will result in an automatic B1 detention.
- 1 late = 30 min detention 2 or more = 60 minute detention.
- C3 = 30 minute departmental/HOL detention.
- C4 or automatic referral to SLT = 60 minute detention.
- B sanctions = 30 or 60 minute detention.
- All staff will be required to complete two 30 minute detention duties on a Friday on a rota basis during the academic year. This will form one hour of their directed time allowance.
- SLT will complete SLT detentions in line with the SLT detention rota.

Behaviour Escalation

For students who have failed to show improvement with regards to their behaviour the following behaviour escalation policy will take place with immediate effect.

Please note that the above only applies to detentions issued for negative behaviour and does not include detentions issued for lack of homework.

For detentions received since September 2018.

5 detentions for behaviour – 1 day in isolation and Form tutor Report (Students currently on 4 to 6 detentions will face this sanction on their next detention)

10 detentions for behaviour - spend 2 days in isolation or Fixed term exclusion considered for 1 day for persistent poor behaviour – Head of Learning report on return (Students currently on 9 to 11 detentions will face this sanction on receiving another detention).

15 detentions for behaviour – Fixed term exclusion – two days – SLT Report (students currently on 14 to 16 detentions will face this sanction on their next detention).

20 or more detentions for behaviour– following support and intervention previously – FTE – 5 days - considered Principal report//Permanent exclusion for persistent poor behaviour which is affecting the learning of others (Students currently on 19 or more will face this on their next detention)