



# Guru Nanak Sikh Academy

**GNSA Secondary Phase**

**Behaviour for Learning Policy 2022-24**

Any reference in this policy to **parents** means;

- All natural, parents whether they are married or not
- Any person who has parental responsibility for a child or young person
- Any person who has care of a child or young person i.e. lives with and looks after the child

**MAT** means Multi Academy Trust

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## RATIONALE

The purpose of this policy is to summarise the way in which Guru Nanak Sikh Academy rewards positive behaviour and the sanctions which are put in place following poor behaviour. The Behaviour for Learning Policy will apply to students during the school day, on all school trips and events, on travel to and from school and at any time the student is wearing the uniform of the school. Where the Behaviour for Learning Policy is breached at other times and impacts on the education or wellbeing of students in the Academy the Behaviour for Learning Policy may still be applied.

This is a whole school Behaviour for Learning Policy, supported and followed by the whole school community, parents, staff, students and directors, which is based on a sense of shared values:

- By following the 'SHARE' values (seva, humility, achievement, respect and equality) to create a caring atmosphere in which teaching and learning can take place in a safe, caring and harmonious environment.
- To teach values and attributes, as well as knowledge and skills, in order to promote responsible behaviour, encourage self-discipline and to encourage students to respect themselves, others and property.
- To encourage positive behaviour, by providing a range of rewards for students of all ages and abilities.
- To make clear to students the distinction between minor and more serious misbehaviour and the range of consequences that will follow.

## 1. AIMS

This policy aims to:

- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline **how students are expected to behave**.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and sanctions**.

## 2. LEGISLATION AND STATUTORY REQUIREMENTS

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and student referral units in England 2017](#)

- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

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

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

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

### 3. 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
- 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 include:
  - 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 student)

#### 4. BULLYING (PLEASE ALSO REFER TO GNSA ANTI-BULLYING POLICY)

**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

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 or gaming sites

## 5. ROLES AND RESPONSIBILITIES

### 5.1 The Governing Board of Directors

The Governing Board of Directors is responsible for monitoring the Behaviour for Learning Policy's effectiveness and holding the Principal to account for its implementation.

### 5.2 The Chief Executive Officer (CEO)

The Executive Principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training 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
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

### 5.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships

- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on ClassCharts
- Challenging students to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

#### **5.4 Parents and Carers**

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
- Discuss any behavioural concerns with the class teacher promptly
- 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
- 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 working in collaboration with them to tackle behavioural issues.

#### **5.5 Students**

- Students will be made aware of the following during their induction into the behaviour culture:
  - The expected standard of behaviour they should be displaying at school
  - That they have a duty to follow the behaviour policy
  - The school's key rules and routines
  - The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
  - The pastoral support that is available to them to help them meet the behavioural standards
- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for students who are mid-phase arrivals.

## 6. SCHOOL BEHAVIOUR CURRICULUM

### Student Code of Conduct

These guidelines and rules exist to enable the Academy to be a purposeful, happy and tolerant society where each member of the community can fulfil their potential.

Any anti-social behaviour, breach of good manners or common sense will be taken as a breach of the Student Code of Conduct. Students should conduct themselves in a manner which is a credit to themselves and the Academy, and which, in the judgement of staff, causes no embarrassment to others. The Student Code of Conduct applies to all students from the time they leave home for school up to their return home. They also apply on educational visits and expeditions organised by the Academy.

**Expectations in lessons:** (These are reflected in the Academy's **Classroom Charter** displayed in every classroom of the Academy) (**Appendix 1**).

In the classroom students are expected to meet the following expectations:

- Arrive to class on time in an orderly manner.
- Sit according to the seating plan with planner, books and pencil case out at the start of the lesson. School bag should be placed under desk.
- Focus swiftly on learning and avoid distractions, allowing others to do their work.
- Follow the teacher's instructions the first time and speak only with the permission of the teacher
- Work hard for the whole lesson and ask for help if required.
- Fully participate in your learning by actively listening, thinking and contributing.
- Focus swiftly on learning and avoid distractions allowing others to do their work
- Refrain from sitting on tables or desks and from putting feet on chairs.
- Wear the correct uniform at all times. Girls should have Chunni around their shoulders and covering hair when in the Gurdwara. Boys should have an appropriate head covering at all times. Shirt should be buttoned up to the top with tie knotted correctly showing the Academy crest.
- Follow the correct procedure for finishing lessons and exiting the classroom.
- Ensure mobile phones are switched off and never visible to other students and staff unless requested by staff members.

### Expectations Around the Academy:

Students are expected to adhere to the following expectations throughout the Academy:

- Refrain from play fighting and discourage conflict between other students.
- Respect other students, their work and belongings.
- Follow established Academy routines (e.g. lining up for lunch, appropriate behaviour in the school restaurant, walking on the left hand side of the corridors.)
- Only eat in the school restaurant and dedicated outdoor space.
- Treat the academy with respect and ensure usage of litter bins provided.
- Never stop to look over the balconies (it is imperative that nothing is thrown to another student at a different level).
- Be polite to fellow students, **all staff** (including canteen and premises) and any visitor to the Academy.
- Use appropriate language.



- Ensure you maintain uniform expectations at all times. Trainers may only be used for PE or outdoor play and must be changed before entering the building. Outdoor coats must also be removed before entering the building.
- Mobile phones must be switched off and never visible to other students and staff.

### **Expectations Outside the Academy:**

Students are expected to be responsible citizens of the local community and good representatives of the Academy, particularly in the following ways:

- Show respect to others.
- Wear a full uniform in the correct manner on the way to and from the Academy.
- Under no circumstances do something that brings the Academy into disrepute.
- Keep the Academy free of litter – put all wrappers, paper, cans, etc. in rubbish bins.
- Exhibit good behaviour when travelling to and from the Academy.
- Use appropriate language in public.
- Use appropriate manners at bus stops and on public transportation.
- Be punctual and only be absent for a genuine reason and bring a note on return to the Academy.
- Bring student planner and other essential equipment to the Academy every day.

### **6.1 Mobile Phones**

- Mobile phones/electronic devices are not permitted to be used on the Academy grounds at any time (including before and after school hours).
- Mobile phones/electronic devices will not be permitted to be used in lessons and no teacher will grant permission for them to be used. This includes listening to music through headphones. Only in exceptional circumstances a teacher may request for phones/electronic devices to aid a specific activity. Students will be given notification in advance if their phones are required.
- If a phone is seen at **ANY** point during the school day, it will be confiscated and handed into the school office. This includes checking the time and using other functions such as calculators or Google Classroom.
- Failure to hand over the phone, when requested by an Academy staff member, will result in further sanctions. Parents will need to collect the phone from the school office at the end of the school day or when specified by the teacher.
- If a student brings a mobile phone/electronic device to school for safety reasons, it should be labelled and handed into the school office at the start of the day and collected at the end of the same day.
- Students should not bring valuable items to school and if phones/electronic devices are lost, stolen or damaged; the school will not take any responsibility if they have not been handed into the office at the start of the day.
- Sixth Form students may use their mobile phones and electronic devices in class to facilitate learning at the discretion of the class teacher. Students will be permitted to use their mobile phones in the Common Room which will remain at their own risk of any damage/loss.

### **6.2 Safeguarding**

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

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

Where this may be the case, we will follow our 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 our child protection and safeguarding policy for more information:

[\*\*Safeguarding & Child Protection Policy 2022-23\*\*](#)

### **6.3 Rewards**

The Academy adopts a positive reward system for students that provide strong motivation for individuals and groups to meet behaviour and homework expectations, demonstrate the academy values, and perform outstanding work or service. The positive reward system includes the following elements:

- Praise
- House points
- Subject specific awards.
- Regular, formal awards for achievement and demonstrating academy values.
- Individual and group rewards for regularly meeting behaviour expectations.
- Special, invitation-only activities for students who are meeting behaviour and work expectations.

### **6.4 Guru Nanak Sikh Academy House System:**

Each student is assigned a house (Pankhurst, Harvey, Austen, Franklin, Brunel or Seacole) on their arrival at the Academy. Students compete individually and as a house to gain the most house points possible. The house point system is an individual based rewards programme and may be awarded when a teacher feels that a student has:

- Achieved something exceptional
- Made outstanding progress
- Made considerable effort
- Used her/his initiative
- Mastered a skill
- Been supportive to other students
- Been helpful to staff.

House points are awarded electronically via ClassCharts and on the student's individual house point card. There is no limit to the number of house points a student can receive in one subject. When a student has completed a house point card, they are able to exchange the card for a token which can be used to purchase prizes in the school 'Triumph Trunk'. In addition, each house point milestone reached on the 'Rewards Ladder' (**Appendix 2**) will result in recognition from Form Tutors, Progress Leaders, Senior Leadership Team and CEO.

Whole classes can be awarded house points for the following:

- Assemblies
- Care of classroom/school
- Outstanding progress
- Exceptional uniform

### **Special Awards:**

- Each term there is a Year group assembly in which students/forms with outstanding effort, house points and attendance are recognised with certificates/trophies.
- Throughout the school year Forms compete in their house colours in a variety of subject areas with the overall winner in each year being presented with a House Trophy. The winning house will be invited to attend a specially organised trip at the end of the academic year.

## **7. RESPONDING TO MISBEHAVIOUR**

### **Behaviour Management**

At Guru Nanak Sikh Academy Secondary Phase our Ladder of Consequence is designed to minimise external exclusions and create a consistent and structured approach to managing behaviour. Parents are an essential part of the process – the effectiveness of sanctions is heightened when the student is aware that both the Academy and home are working together and standing behind the systems in place. Parents must be made aware from the moment of enrolment that the sanctions in place are designed to develop the well-being and social norms of their child and to ensure schooling and life success.

### **Classroom Management**

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the Classroom Charter and Ladders of Consequences in their classrooms.
- Develop a positive relationship with students, which includes:
  - Greeting students 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.

### **Sanctions:**

The Academy has a Sanctions Policy based on consistent, inevitable and escalating consequences for failure to meet the behaviour expectations. Sanctions will be immediate and effective.

Some behaviour will automatically warrant a sanction, while others will first elicit a staggered approach (**Ladder of Consequence – Appendix 3 & 4**). Each sanction equates to a number of specified negative behaviour points. Continued misbehaviour and negative point accumulation will result in a variety of actions and support reflected in the **Persistent Poor Behaviour Structure (Appendix 5)**.

Serious behaviour elicits another set of consequences. Repeated behaviours on the part of the same student will elicit escalating consequences, in order to provide greater incentive for the student to modify his/her behaviour.

In order to modify behaviour most effectively, it is important that the sanction occurs as soon as possible to the incident, ideally on the same day. Students who receive an after-school reflection will be expected to serve it that day.

Parents are informed of this at the beginning of the year and it is written into the Home/Academy Agreement.

Staff who issue an after-school reflection are required to call the student's parents to inform them of the reflection.

The Academy may use one or more of the following sanctions in response to unacceptable behaviour:

- Verbal warning
- Reflection time at break, lunchtime or after school which equate to negative behaviour points
- Internal exclusion for a specified period
- Subject report
- Attendance/punctuality report
- Progress Leader report
- Subject Leader report
- Vice Principal / CEO report
- Fixed term exclusion
- Managed Move
- Permanent exclusion

We may isolate a student (C4) in response to serious or persistent breaches of this policy. Students may be placed in isolation and will be expected to complete the same work as they would in class.

## **8. SERIOUS SANCTIONS**

**Suspensions (Exclusions).** Further details are covered in the Academy Exclusions Policy. GNSA will take all necessary steps to avoid a fixed term or permanent exclusion.

All incidents will be investigated thoroughly, by a member of the Senior Leadership Team before a decision is made to exclude. All students and staff involved, including witnesses, will be asked to write a statement. They will be questioned to clarify any missing or conflicting details. Students may be isolated during the investigation. Parents will be contacted, by the person completing the investigation, at the earliest opportunity.

When all the facts have been established, the person completing the investigation will discuss the matter with the CEO who will make the decision whether to exclude.

Suspensions (Fixed-term exclusions) are usually kept to between 1-5 days, with 5 days being used for a very serious incident or persistent poor behaviour.

If a Suspension (fixed-term exclusion) is necessary for more than 5 days, the Academy, in conjunction with the Local Authority, will arrange full-time education, either on or off-site.

Parents will be expected to attend the reintegration meeting, following a fixed-term exclusion. This is an important opportunity to agree on a way forward. A Behaviour Contract will be put in place for any student who has been excluded; the student may be put on report or other agencies may be brought in to help modify the student's behaviour.

Parents have the right to make representations about the decision to exclude, to the governing Board of Directors.

The following behaviour is likely to lead to a **Suspension (fixed-term exclusion)**:

A fixed term exclusion will be considered for serious breaches of the schools' behaviour policy. This is likely to include:

- Persistent poor behaviour/repeated C4 sanctions
- Gross disobedience
- Fighting
- Swearing at or about a member of staff
- Abusive behaviour towards a member of staff
- Smoking and or the possession of any smoking paraphernalia including but not limited to cigarettes, lighters, filters, tobacco, papers, vape pens
- Being in the vicinity of smokers
- Gambling
- The possession and or consumption of alcohol
- Assault
- Persistent bullying
- Racist or homophobic abuse
- Inappropriate use of a mobile phone /computer
- Theft, graffiti or vandalism
- Poor behaviour during internal exclusions
- Unacceptable behaviour which has previously been reported for which school sanctions and other interventions have not been successful in modifying the students' behaviour.

Following a fixed term exclusion a reintegration must take place between the student, parent/carers and GNSA. If this meeting does not take place, the student will remain in internal exclusion until this has happened. During this meeting GNSA will complete a reintegration form that details the steps that will be taken to support the student to avoid future sanctions. If the student does not display the right attitude during this meeting, GNSA will stop the meeting and rearrange this at another time. For example, if a student does not reflect on their behaviour, the meeting could be rearranged for the following day. Once this meeting is complete, a decision will be made about whether the student spends the day in internal exclusion or returns directly to lessons.

There are incidents for which **permanent exclusion** may be appropriate: Permanent exclusion is a last resort. The CEO will make the decision to permanently exclude in response to serious or persistent breaches of the school's behaviour policy. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

- Persistent poor behaviour resulting in multiple suspensions
- Serious physical abuse to/attack on staff
- Serious physical abuse to/attack on student/s
- Persistent bullying including cyberbullying in any form which takes place both in and out of school
- Indecent behaviour including upskirting/filming or photographing a teacher or another student against their will
- Damage to property
- Possession or supplying an illegal drug, misuse of illegal drugs or trafficking of drugs
- Misuse of other substances including "legal highs"
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon or bringing a weapon to school
- Arson
- Unacceptable behaviour which has previously been reported for which school sanction
- As a final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success.

### **Removal from classrooms: Internal Exclusions**

Internal Exclusion serves as a serious sanction directly below a fixed-term external exclusion but above minor sanctions such as reflection. Internal Exclusion is used to prevent students from engaging with the school community but without this impacting on their academic learning.

Internal exclusions are at the discretion of the Academy and do not qualify as legal or formal exclusions: the Department for Education's statutory guidance on exclusions legislation does not apply to internal exclusions, because they do not impact on a student's education by removing them from school premises.

Internal exclusions are imposed for serious and/or persistent breaches of the Student Code of Conduct. Patterns of behaviour will also be taken into account. Decisions to internally exclude a student will depend on the individual circumstances.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

GNSA students who are internally excluded are supervised at all times. The purpose is to continue learning, prevent a recurrence of the offending behaviour and to ensure reintegration when the period of internal exclusion is over.

Parents will be informed of the duration of and reasons for an internal exclusion. They will be contacted by the Admin office or class teacher/subject leader on the day that a decision to internally exclude is made. Parents/Carers will be invited into school for a meeting to discuss the internal exclusion.

## **8.1 Other Strategies**

The school may use all or some of the strategies listed below, in order to improve student behaviour and engagement:

- Counselling and Mental Health First Aid
- Progress Leader Mentorship
- One-off discussion and guidance sessions from Progress Leader to help close issues and incidents before negative patterns ensue
- Meetings with parent/carers
- Place 2 Be Early Help Assessment (EHA)
- 'Time out' card issued to students with anger management issues so they have a place and a means to leave a situation before losing their temper Rewards and Sanctions
- Restorative Justice sessions (mediated sessions between students and staff member following serious sanction, for students who need support in their part of the student/teacher relationship)
- Learning support in lessons from Teaching Assistants
- Timetable adjustments, where students may work better in a different social environment
- Temporary part-time timetable (for those finding it too difficult to sustain behaviour or concentration for a whole day)
- Behaviour Support Team one-to-one intervention
- Alternative provision
- Educational Psychologist (where students may need a professional psychological report)
- CAMHS (a branch of the NHS for children's mental health)
- Family Links Parenting Programme (for parents/carers who would welcome advice and guidance in a mutually supportive, peer-group environment)

## **8.2 Pastoral Support Plan/Managed Moves**

If GNSA School is concerned that a student is at risk of permanent exclusion, the student could be placed on a Pastoral Support Plan (PSP). This will involve an initial meeting with the student and parent/carers to explain the concern, as well as provide the evidence about the Rewards and Sanctions Policy.

At the initial meeting, the student will be set 3 targets specific to the school concerns. These will be in the same format as the report card targets in section 8.3 with more details included in the PSP paperwork. For example, the target on the report may be 'we are safe', with a specific focus on avoiding physical confrontation in the PSP notes. The PSP will be



monitored over a 12-week cycle, with at least two review meetings taking place with the parents/carers. The student must have clearly displayed progress specific to their targets before the Progress Leader will consider closing the PSP. The Progress Leader will be responsible for collating this evidence and sharing it with the parents/carers and the student at the review meetings. During this 12 week cycle, GNSA will explore a range of support options including an Educational Psychologist assessment, counselling, Early Help Assessment and referral to the Behaviour Support Team. Failure to make progress by the end of the 12 weeks may result in the student being considered for a managed move, fixed term exclusion or permanent exclusion.

### **8.3 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student 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 student, including SEND, mental health needs or medical conditions.

### **8.4 Searching, screening and confiscation**

Any prohibited items (listed in section 3) found in a student's possession will be confiscated. These items will not be returned to the student.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

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

### **8.5 Off-site misbehaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student of our school.



Sanctions may also be applied where a student 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 student
- Could adversely affect the reputation of the school.

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

### **8.6 Online misbehaviour**

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

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school.

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

### **8.7 Suspected criminal behaviour**

If a student 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 Assistant Principal (Pastoral)/DSL will make the report.

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.

### **8.8 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.

Students 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 [Safeguarding and Child Protection Policy](#) for more information

### **8.9 Malicious Allegations**

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

Please refer to our [Safeguarding and Child Protection Policy](#) for more information on responding to allegations of abuse against staff or other students.

## **9. RESPONDING TO MISBEHAVIOUR FROM STUDENTS WITH SEND**

### **Recognising the impact of SEND on behaviour.**

The school recognises that students' 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 student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students 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 student caused by the school's policies or practices ([Equality Act 2010](#))

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

If a student 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 student concerned.

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

### **9.1 Adapting sanctions for students with SEND**

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

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student 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 student 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.

### **9.2 Considering whether a student displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a student 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 student, 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.

### **9.3 Students 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 student 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 STUDENTS FOLLOWING A SANCTION**

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

This could include measures like:

- Restorative justice
- Reflection sheet
- Reintegration meetings
- Daily contact with the pastoral lead and progress Leader
- A report card with personalised behaviour goals
- Personal Support Program

## **11. STUDENT TRANSITION**

### **11.1 Inducting incoming students**

The school will support incoming students 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 Students for transition**

To ensure a smooth transition to the next year, students 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 student behaviour issues may be transferred to relevant staff at the start of the term or year.

## **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.
- How SEND and mental health needs impact behaviour.

## **13. MONITORING ARRANGEMENTS**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension

- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- The data will be analysed every term by The Senior 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.

### **13.1 Monitoring this policy**

This behaviour policy will be reviewed by the CEO and Board of Directors at least every 2 years, or earlier if required, to address findings from the regular monitoring of the behaviour data (as per section 14.1). At each review, the policy will be approved by the Board of Directors.

## **14. LINKS WITH OTHER POLICIES**

This Behaviour or Learning Policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- Anti-Bullying Policy.

### **Written Statement of Behaviour Principles**

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour for Learning Policy.
- The Behaviour for Learning Policy is understood by students and staff.
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and student's home life.

Updated	Next Review	Reviewed by	GB/Committee Ratification
Sept. 2021	Sept. 2022	THP	Bd of Directors
Sept. 2022	Sept. 2024	THP	Bd of Directors 24.10.2022



# Guru Nanak Sikh Academy

## Classroom Charter As a student at GNSA, I will.....

- 1 Arrive on time and enter the classroom in an orderly manner.
- 2 Wear the correct uniform and always have my head covered. No trainers or outside coats
- 3 Sit according to the seating plan with planner, pencil case and books out at the start of the lesson. My school bag placed under desk.
- 4 Ensure my mobile phone is switched off and not visible unless instructed otherwise by my teacher.
- 5 Follow instructions the first time when they are given and speak only with the teacher's permission.
- 6 Focus swiftly on my learning, avoiding distractions and allowing others to do their work.
- 7 Work hard for whole of the lesson and ask for the help if I need it.
- 8 Respect the Academy's resources and work safely.
- 9 I will not chew, eat or drink unless it is water (with permission).
- 10 Set the highest goals for myself and be determined to reach them



# GNSA Rewards Ladder

(APPENDIX 2)

*How high can you climb?*

**13 House  
Point Cards**

**260HP**  
GOLD

- Gold award certificate
- Phone call home from Principal

**8 House  
Point Cards**

**120 HP**  
SILVER

- Silver award certificate
- Phone call home from Assistant Principal

**4 House  
Point Cards**

**80 HP**  
BRONZE

- Bronze award certificate
- Phone call home from Progress Leader

**2 House  
Point Cards**

**40 HP**

- Post card sent home from Form Tutor

**1 House  
Point Card**

**20 HP**

- Redeem HP card from your Progress Leader



# GNSA Consequence Ladder

(Appendix 3)

## In Lessons

### Examples:

Failure to respond to C3, truancy, violence towards others, abusive language towards staff, child on child abuse (including sexual, ...)

**C4**

C4 entered on Classcharts and student removed from class by SLT/Progress Leader. Home contacted by class teacher and parent meeting arranged and taken place by end of next working day. Up to 60min after school reflection with class teacher.

### Examples:

Failure to respond to C2; gross defiance; vandalism; theft; failed 30 minute reflection.

**C3**

C3 entered on ClassCharts and referred to subject Leader. Home contacted and subject report considered. Up to 60 min Subject Leader reflection. 24 hours' notice given to Parents.

### Examples:

Failure to respond to C1; rudeness towards staff. Using a mobile phone without permission. Failed 15 minute reflection.

**C2**

C2 entered on ClassCharts. 30 min reflection set by class teacher

### Examples:

Failure to respond to Warning; disobedience; chewing gum; use of bad language/swearing; inadequate homework.

**C1**

C1 entered on ClassCharts; 15 minute reflection set by class teacher.

### Examples:

Disrupting other students learning; inadequate equipment/books. Late to lesson.

**WARNING**

### Verbal Warning:

Late to lesson= time to be made up. Warning entered on ClassCharts.

This must be dealt with by the class teacher in the first instance.

All sanctions are made at the teacher's discretion

# GNSA Consequence Ladder

(Appendix 4)

## Around School

### Examples:

Truancy, violence towards others, abusive language towards staff, child on child abuse (including sexual, homophobic, biphobic or transphobic bullying, racial discrimination or misogyny. Failed PL reflection.

**C4**

C4 entered on SIMS and referred to SLT/ Progress Leader Home contacted by SLT/Progress Leader and parent meeting arranged and taken place by the end of the next working day. Up to 60 min after school reflection with SLT/Progress Leader. Exclusion

### Examples:

Failure to respond to C2; gross defiance; vandalism; theft; failed 30 minute reflection.

**C3**

C3 entered on ClassCharts and referred to PL. Home contacted and Assistant Principal informed. Up to 60 min PL

### Examples:

Failure to respond to C1; rudeness towards staff. Use of mobile device without permission. Failed 15 minute reflection.

**C2**

C2 entered on ClassCharts. 30 min reflection set by teacher who discovers issue. Tutor and PL informed.

### Examples:

Failure to respond to Warning; disobedience; chewing gum; bad language/swearing. Uniform

**C1**

C1 entered on ClassCharts; 15 minute reflection set by teacher discovering issue. Tutor informed.

### Examples:

Running in corridors, shouting.

**WARNING**

### Verbal Warning:

Late to lesson= time to be made up. Warning entered on ClassCharts.

This must be dealt with by the teacher discovering the issue.

All sanctions are made at the teacher's discretion

## Persistent Poor Behaviour Structure

Behaviour Points (BP)	School Action and Support	Notes
<b>30</b> <b>Form Tutor (FT) report and mentoring</b>	<ul style="list-style-type: none"> <li>- Student placed on Form Tutor (FT) report and mentoring (2 weeks)</li> <li>- Letter sent home to parents by admin team.</li> <li>- Parent meeting with FT</li> </ul>	<ul style="list-style-type: none"> <li>- Student must report to relevant member of staff at the end of each school day. Failure to do so will result in 1-hour reflection the following day</li> <li>- Any student placed on 3+ subject specific reports will be moved to a FT report.</li> <li>- Any reports deemed unsatisfactory at the end of the cycle with move up to the next level of reporting and mentoring</li> </ul>
<b>50</b> <b>Progress Leader (PL) report and mentoring</b>	<ul style="list-style-type: none"> <li>- Student placed on Progress Leader (PL) report and mentoring (4 weeks)</li> <li>- Letter sent home to parents</li> <li>- Parent meeting with PL &amp; FT.</li> <li>- Behaviour concern folder created on student</li> <li>- Student to attend pastoral intervention sessions (Lunch or after school)</li> </ul>	<ul style="list-style-type: none"> <li>- Review with PL, FT and Parents at 2 and 4 weeks.</li> </ul>
<b>70</b> <b>Senior Leader Team (SLT) report and mentoring</b>	<ul style="list-style-type: none"> <li>- Student placed on Senior Leader Team (SLT) report and mentoring (4 weeks)</li> <li>- Pastoral intervention sessions</li> <li>- Letter sent home to parents</li> <li>- Parent meeting with SLT &amp; PL.</li> </ul>	<ul style="list-style-type: none"> <li>- Review with SLT, PL and Parents at 2 and 4 weeks. Early Help Referral considered to local authority.</li> </ul>
<b>90</b> <b>Vice Principal (VP) Report</b>	<ul style="list-style-type: none"> <li>- Student placed on Vice Principal report and mentoring (4 weeks)</li> <li>- Student placed on Pastoral Support Plan</li> <li>- Student to attend Pastoral intervention sessions</li> <li>- Letter sent home to parents</li> <li>- Parent meeting with Vice Principal, SLT, PL.</li> </ul>	<ul style="list-style-type: none"> <li>- Review with Vice Principal, SLT, PL and Parents at 2 and 4 weeks.</li> </ul>
<b>100</b> <b>Internal Exclusion</b>	<ul style="list-style-type: none"> <li>- Internal Exclusion (5 days)</li> <li>- External agencies involved</li> <li>- Managed move considered.</li> <li>- Student to attend Pastoral intervention sessions</li> <li>- Letter sent home to parents.</li> <li>- Parent meeting with Principal, SLT, &amp; PL.</li> </ul>	<ul style="list-style-type: none"> <li>- Review with Vice Principal, SLT, PL and Parents at 2 and 4 weeks.</li> </ul>

