

Behaviour and Anti-Bullying Policy 2026 - 2027

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Seva School High Expectations:

Seva School gives students, staff and parents clearly defined guidelines for acceptable behaviour and attitudes. We aim to promote self-reflection that is reinforced by a curriculum that supports students to make positive and well-informed choices that serve to ensure their safety and that of others.

Our expectations are underpinned by:

- A systemic and consistent approach to behaviour across all phases
- Equal and fair processes for all
- Early, effective intervention
- A safe and engaging learning environment
- Preparing our students to be respectful and educated citizens.

Ethos:

Seva School promotes the 5 Ps as our guide to successful behaviour and attitudes to support positive learning outcomes.

The 5 Ps are as follows:

- To be PUNCTUAL – I am on time.
- To be POLITE – I am respectful.
- To be PREPARED – I am organised.
- To be PRESENTABLE – I wear the correct school uniform and with pride.
- To be POSITIVE – I learn from my successes and from my mistakes.

The UN Convention on the Rights of the Child is at the heart of our ethos and curriculum.

The four guiding principles of the UN Convention on the Rights of the child state that:

- All children are entitled to the same rights without discrimination of any kind (article 1,2).
- All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration (article 3).
- All children have the right to survival and development (article 6).
- Children have the right to express their views in all matters affecting them (article 12).

Seva School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work.

Whose job is it to manage behaviour?

Behaviour management is a collective responsibility. All staff are expected to teach, model and reinforce to pupils a standard of behaviour that ensures both discipline and a positive learning environment. Pupils are expected to behave appropriately and follow school rules at all times.

Staff should consider themselves responsible for always maintaining good behaviour within sight and sound of them independently and will be supported by the senior leadership team in carrying out this responsibility in all areas of the school.

The following behaviour management practices should be consistently upheld:

- All students and staff should be valued equally, respect the needs of others and promote a calm and positive climate for learning.
- All staff at Seva School will work towards creating an atmosphere in which effective teaching and learning can take place. Key to this is the establishment of professional and positive relationships between staff and pupils. All staff will take the lead on this. If staff act in a consistent and positive way, so will the students.
- Seva School expects its staff to act as professional adults, willing to show and demonstrate to students where the boundaries of acceptable behaviour lie.

Staff: High Expectations

Staff are expected to undertake the duties printed on the Behaviour blueprint poster and this policy. These include the following:

1. Promote the 4 SEVA standards of Service, Excellence, Virtues, and Aspirations; the 6 Virtues of Kindness, Courage, Honesty, Tolerance, Respect and Responsibility and the 5Ps: To be Punctual, Polite, Presentable, Prepared and Positive.
2. Be up to date with the needs of the students they teach and are responsible for including SEN, PP and EAL so that strategies for supporting behaviour are being implemented and barriers to learning are removed for every child.

3. Have up to date seating plans on Class Charts which take into consideration the needs of pupils such as SEN, PP and EAL that reflect the best possible learning outcomes for every child in their care, which are communicated and agreed with the students to affirm their engagement.
4. Be punctual and fully prepared for their lessons so that every learner is engaged from beginning to end.
5. 'Meet and Greet' To stand at their door during every transition time to greet all pupils warmly and using praise wherever possible to reaffirm positive behaviour and actions.
6. Start lessons: to have a DO NOW activity ready on arrival. End lesson with a calm exit, leading students to agreed release points in a single file and quietly.
7. Address sensitively, in a calm manner any pupil who is not behaving as expected, for example, is out of lesson, in incorrect uniform, using poor language, chewing etc...
8. Be consistent when applying rules and the consequences of not meeting them and record them accurately and in a timely manner on Class Charts.
9. Model calmness, patience and resilience through choosing an appropriate time during the lesson to address concerns around behaviour in the classroom sensitively with students.
10. Whilst on duty to be vigilant, proactive, actively monitoring pupils and de-escalating behaviours for positive outcomes.

Positive Behaviour Management:

Good behaviour has to be taught, modelled and regularly reinforced. A positive and patient approach is necessary in order to develop a good, professional relationship with pupils that will lead to positive responses. Please refer to the behavioural flow charts, for further clarification about how teachers will follow the behavioural system at Seva School.

Appendix 1 – Flowchart for Primary Behaviour shows the rewards system and outlines the achievement points rewarded to pupils at various stages.

Appendix 2 – Flowchart for Secondary Behaviour shows the rewards system and outlines the achievement points rewarded to pupils at various stages.

The 6 virtues are linked to each half term as follows:

Autumn 1	Kindness
Autumn 2	Courage
Spring 1	Honesty
Spring 2	Tolerance
Summer 1	Respect
Summer 2	Responsibility

There will still be occasions, however, when pupils do not demonstrate an acceptable standard of behaviour. When this is the case consequences or sanctions, may need to be applied in order to address and correct the concern and achieve the desired standard of behaviour.

In issuing negative consequences to correct unacceptable behaviour - the following guidelines must be observed:

- Use a staged approach (using the flowcharts within this policy) so that action is appropriate to the severity of the misbehaviour and distinguishes between minor and serious infringements.
- Adopt a positive approach, praise and positive language so that appropriate behaviour is taught, reinforced and understood by the pupil.
- Allow pupils the opportunity to review and explain their actions (restorative conversation) as part of the process of improving their understanding of appropriate and acceptable behaviour.
- Make sure that negative consequences are not escalated until the early-stage sanctions have been applied.
- Accept responsibility for the issue and follow through of sanctions.
- Seek support if required but never relinquish your own responsibility to resolve the incident.
- Make sure that negative consequences are appropriate, fair, consistent and followed through.
- Avoid issuing statements/threats that you, as the teacher, are not empowered to carry out removing any incentive for the pupil to behave well.
- Avoid confrontation.
- Avoid blanket or whole class sanctions.

Stages and processes for incident referral and resolution:

Appendix 1 shows a flowchart explaining how staff should aim to deal with any poor behaviour in Primary that occurs in their classroom. It is a tiered approach that allows the

teacher to deescalate, exercise common sense in addition to various strategies in an attempt to defuse a situation calmly and consistently before it becomes more serious.

Appendix 2 shows a flowchart explaining how staff should aim to deal with poor behaviour in secondary. It is a tiered approach that allows the teacher to deescalate, exercise common sense in addition to various strategies in an attempt to defuse a situation calmly and consistently before it becomes more serious.

Recording of behaviour incidents:

Seva School uses the Class Charts data tracking system to record and analyse behaviour related data. Staff are requested to complete the relevant areas online whenever they have a behavioural concern regarding a pupil or pupils that involves a sanction or additional intervention i.e. a restorative conversation. Staff must complete all required fields including a brief description of the incident. This allows the school to produce behaviour reports and keep accurate records on pupil behaviour.

Pastoral Room:

- The Pastoral Room is supervised by SLT, teachers or Pastoral/Behaviour Mentors.
- Students who are issued a C4 must spend the day in the Pastoral room instead of in their classrooms to complete the work set by their teachers. It is a form of internal suspension.
- A pupil may be escorted to the Pastoral Room if (after being parked in another classroom with a different teacher) they are still causing significant disruption.
- If a pupil is escorted to the Pastoral room it is the class teachers' responsibility to ensure they make themselves available at the earliest opportunity to take part in a restorative conversation with that pupil, this will be supported by VP if requested.
- Refer to the Behaviour flowchart for further information.

Serious Incidents:

Below is a list of examples of serious behaviours. This list is not exhaustive. Other behaviours may exist that are not listed.

Serious Incidents	
1	Verbal or physical abuse towards others (staff, pupils, visitors)
2	Causing emotional distress towards others
3	Coercion to insight hate or violence
4	Possession or intake of vapes, alcohol, tobacco or drugs on site
5	Possession of dangerous items e.g., matches/lighters, knives, solvents, aerosols
6	Maliciously setting the fire alarm off
7	Deliberately damaging school property (vandalism)
9	Committing bullying or a Hate Crime in person or on social media towards others
10	Truancy and absconding
11	Making malicious unfounded allegations against a member of staff
12	Failing to declare possession of a mobile phone on site to a member of staff
13	Bullying (sexual, homophobic, racism, online, physical, verbal etc)
14.	Sexual harassment of a peer
15.	Child on child abuse
16.	Committing a criminal act (e.g theft, drug related)
17.	Inappropriate use of technology

Possible sanctions or outcomes:

Restorative justice conversation or meeting

Parent meeting

Pastoral support programme

Early Help assessment

Detention and/or after school detention

On report (positive report, normal report, form tutor report)

Removal to another classroom

Issue of C4 letter or removal to Pastoral Room

Internal suspension in Pastoral room
 Fixed term external suspension
 Referral to Police – if appropriate
 Referral to social services
 Permanent exclusion

Investigations are carried out by behaviour/pastoral leaders. Evidence is gathered in various ways, to try and make an informed decision when deciding upon a sanction. A focus on restorative conversation is used to repair relationships. All incidents have a context and a reason for happening. These will always be considered when dealing with any behavioural incident. All fixed term suspensions are decided by The Principal of Seva School.

Process for a C4 consequence:

A C4 consequence means a child is in breach of the school's policy on acceptable behaviours whether for persistent poor behaviour or a one-off serious incident. This means they will be sitting their lessons in the Pastoral room all day instead of in classrooms with their subject/class teachers. They will be supervised by Behaviour/Pastoral Mentors. To pass the C4 successfully and go back into lessons, a child must first ensure they do the following:

- Spend one full day in the Pastoral room or equivalent under supervision by the Behaviour/Pastoral mentors, with work being emailed or provided to them by their usual subject teachers as per their timetable.
- Complete all work provided by all the class teachers to a high quality.
- Attend on the day.
- Be punctual.
- Bring in the correct subject books and stationery.
- Wear the correct school uniform.
- Stay in lessons for the full duration and only leave with the permission of the mentor/class teacher, wearing a lanyard issued by them.
- Behave in a respectful manner throughout the day including no littering, swearing, chewing gum or defacing school property.
- Respect school property and not damage it.
- Stay calm and not cause harm or injury to others.
- Remember to hand in their mobile phone when entering the school and pick it up when leaving at the end of the day.
- Attend assembly in the Divan Hall, if assembly is on that day with head covered and shoes removed.

Should a child fail the C4 for any of the reasons listed above they will be issued with a 1-day suspension with immediate effect on the next day they are in school. Should this happen, parents will be contacted and required to collect their child immediately from school. On the

day after any suspensions, parents are required to attend a reintegration meeting with their child and Vice Principal to review what happened and agree the next steps; this is to ensure that there is not a repeat of the behaviour(s) that led to the C4 consequence. Following the 1-day suspension, a child will still be required to re-sit the C4, until it has been successfully served. Students with SEND needs will be given due regard in relation to individualised plans where the behaviour is deemed part of their diagnosis. All C4 sanctions are overseen by the Principal, Vice Principals and where appropriate the SENDCo.

Inappropriate sanctions / consequences:

The actions listed below are inappropriate and unacceptable - and should not be employed as negative sanction / consequences:

- Corporal punishment or physical reprimand.
- A consequence that is not related to the negative behaviour that has been displayed.
- Moving to severe consequences before early stage sanctions have been explored/issued.
- Moving through the consequence system at an inappropriate speed, without attempting alternative de-escalation strategies, to try and re-engage the pupil(s).
- Whole class punishment should be avoided unless every pupil in the class has behaved unacceptably– otherwise innocent and well behaved pupils can be demotivated. Only issue negative consequences to pupils who you are certain have behaved inappropriately.
- Exclusion of a pupil from a curriculum activity i.e. swimming, educational visit, work experience, class based activity is not appropriate unless on the grounds of health and safety.

Searching and Confiscation of items:

Please read this national government guidance (January 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf Searching

1. School staff can search a pupil for any item if the pupil agrees (The ability to give consent may be influenced by the child's age or other factors).
2. Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs

- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- mobile phone, which should have been handed in
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

3. Principal and authorised staff can also search for any item banned by the school which has been identified in the rules as an item which may be searched for. Reasonable Force:

Seva School staff have been trained in Team Teach.

In our school, we have adopted the Team Teach approach to staff training. All staff are fully accredited and update their skills/re-accredit every 3 years. We consider all staff to have a responsibility for pupil behaviour. The Team Teach training includes de-escalation techniques which introduce the use of reasonable physical intervention at an appropriate time, based on a range of other options.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

“Reasonable force – using no more force than needed. Restraint means to hold back physically or bring a pupil under control”

(Use of reasonable force - advice for head teachers, staff and governing bodies, Department for Education, July 2013, pg 4)

The school can use reasonable force to:

- Remove disruptive children from the classroom where they are posing risk of harm to themselves or others.
- Prevent a pupil behaving in a dangerous way that causes disruption and harm to self or others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
- Restrain a pupil who is at risk of harming themselves.

Informing parents when reasonable force has been used on their child:

We will contact parents about any serious incidents which has involved restraining a child or the use of reasonable force. A record of such incidents will be kept to show that correct

practise is adhered to. This should also be recorded on SIMS and the bound and numbered book kept in School Office.

Anti-Bullying – Identification and Support:

Any form of bullying will not be tolerated at Seva School. Incidents of bullying must be recorded on CPOMS by staff.

What is Bullying?

Bullying is behaviour that hurts someone else, physically, mentally or emotionally. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. Bullying can take different forms. It can include:

- Physical bullying: hitting, slapping or pushing someone.
- Verbal bullying: name calling, gossiping or threatening someone.
- Intimidation: physical, verbal
- Cyber: inappropriate use of social media or technology – e.g., to humiliate, bully or embarrass, fraud, threaten, blackmail someone. See next paragraph.
- Non-verbal abuse: hand signs or text messages
- Emotional abuse: threatening, intimidating or humiliating someone.
- Exclusion: ignoring or isolating someone
- Undermining, constant criticism or spreading rumours
- Controlling or manipulating someone
- Making silent, hoax or abusive calls
- Racial, sexual or homophobic bullying
- Bullying someone because they have a disability.

Cyberbullying:

Cyberbullying is bullying that takes place online (social networks, gaming and mobile phone, email). Cyberbullying can include:

- Sending threatening or abusive text messages
- Creating and sharing embarrassing images or videos
- Trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- Excluding children from online games, activities, or friendship groups
- Shaming someone online
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Voting for or against someone in an abusive poll

- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.
- Sending explicit messages, also known as sexting
- Pressuring children into sending sexual images or engaging in sexual conversations.
- Blackmailing children/peers into sending or circulating inappropriate images/material.

Signs of bullying:

- Belongings getting 'lost' or damaged.
- Changes in emotional state, such as being withdrawn.
- Tears, anger, emotional outbursts/mood swings
- Being aggressive or unreasonable
- Physical injuries, such as unexplained bruises
- Changes in sleep patterns
- Changes in eating patterns.
- Being afraid to go to school, being mysteriously 'ill' each morning, or skipping school.
- Not doing as well at school
- Online activity (monitor where possible)
- Asking for, or stealing, money (to give to whoever's bullying them) • Being nervous, losing confidence, or becoming distressed and withdrawn
- Problems with eating or sleeping.
- Withdrawn from social activity.
- Bullying others.
- Starts to stammer.
- Continually 'loses' money or starts stealing.
- Begins to target siblings.
- Refuses to talk about what is wrong/problems.
- School grades fall rapidly.
- Scared of walking to school, getting the bus

Effects of bullying:

The effects of bullying can last into adulthood. At its worst, bullying has driven children and young people to self-harm and even suicide.

- May develop mental health problems like depression and anxiety.
- Sadness, loneliness
- Health complaints
- Have fewer friendships.
- Aren't accepted by their peers.
- Are wary and suspicious of others.
- Can lose confidence and self-worth.
- Have problems adjusting to school, and don't do as well.

- All children who are affected by bullying can suffer harm – whether they are bullied, they bully others or they witness bullying.

Resources, Strategies and Support:

- NSPCC Programme of Speak Out
- Stay Safe
- SRE – Sex and Relationship Education (age appropriate)
- Referral to outside agencies
- Mentoring support
- PHSE - Programme Taking care Protective Behaviours – Ann Seal Programme.
- Anti-bullying week
- PSHE KS3/4 – anti-bullying classwork which examines the cause and impact of bullying for victims and bullies.
- Seva buddies encourages positive relationships and peer mentoring.
- Form Captains meet weekly with Principal
- Seva encourages regular attendance through working walls - which value learning links from the day before and after
- Attendance awards to classes achieving the higher level of attendance in cohorts and a bronze, silver and gold award for 100% badges and certificates that are given out termly.
- Half Termly Celebration Assemblies – celebrating pupils that show evidence of Seva Virtues / 5 Ps.

Appendix 1 Primary Behaviour Flowchart 2025/26

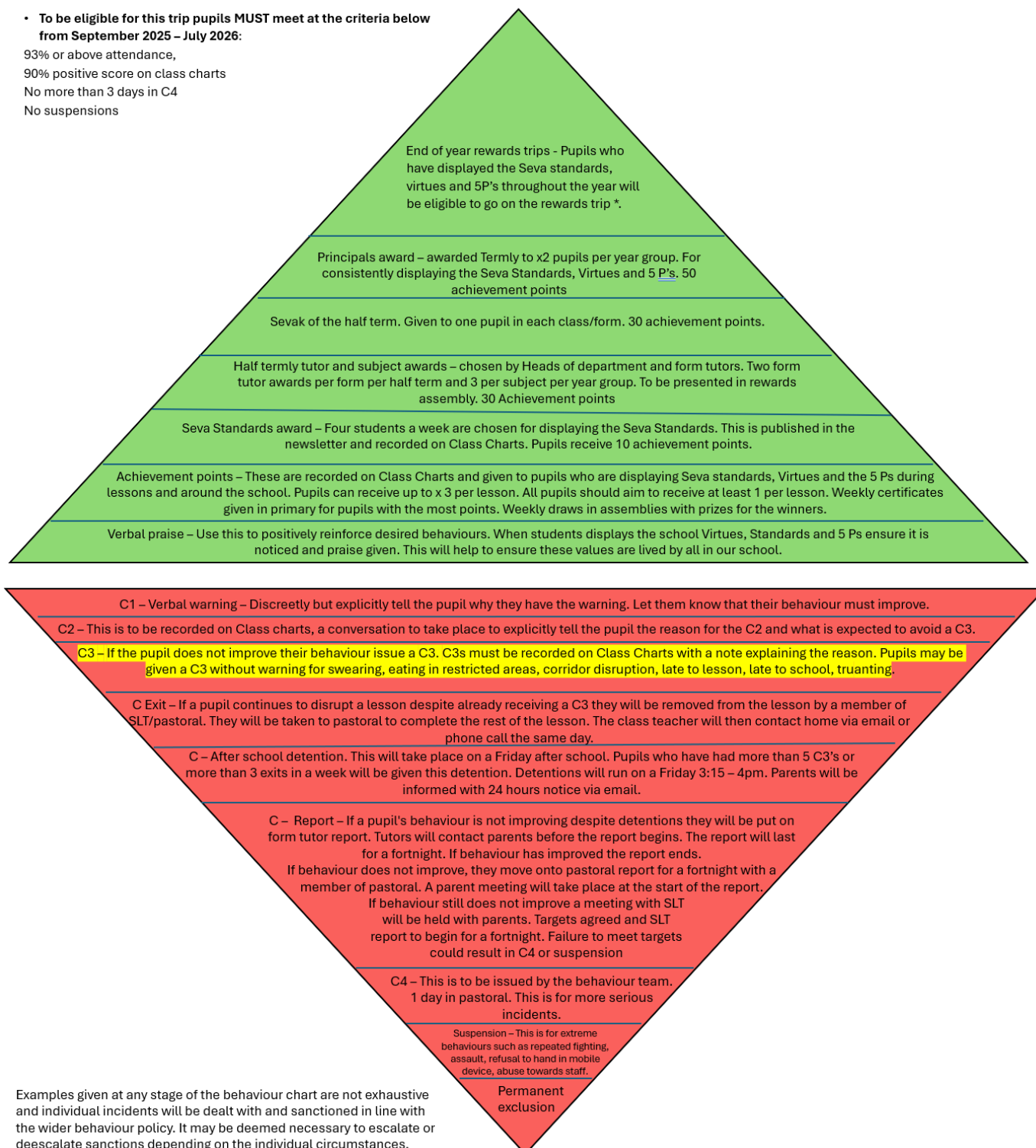


Examples given at any stage of the behaviour chart are not exhaustive and individual incidents will be dealt with and sanctioned in line with the wider behaviour policy. It may be deemed necessary to escalate or deescalate sanctions depending on the individual circumstances.

Appendix 2 Secondary Behaviour Flowchart 2025/26

- To be eligible for this trip pupils **MUST** meet at the criteria below from September 2025 – July 2026:

93% or above attendance,
90% positive score on class charts
No more than 3 days in C4
No suspensions



Examples given at any stage of the behaviour chart are not exhaustive and individual incidents will be dealt with and sanctioned in line with the wider behaviour policy. It may be deemed necessary to escalate or deescalate sanctions depending on the individual circumstances.