

Behaviour Policy

2023-24

Avanti Fields School



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Statement of Intent

At Avanti Fields, our aim is to enable our students to be the very best version of themselves and ultimately contribute to making the world a better place. Through a curriculum built on the Avanti ethos and by actions underpinned by the six core principles and values, students are able to learn, develop and grow into a life of fulfilled potential and contribution.

We believe that to achieve the aims of the school and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The school culture is underpinned by a very clear set of values; independent thinking, mutual respect for others and taking responsibility for our actions and this is reflected in our policies and everyday practice. The ethos in the school fully supports our approaches towards the management of behaviour.

The school is based on inclusive principles, which recognise and respect diversity, strive to promote equality and give both rights and responsibilities equal weighting. We believe that all members of our community have the right to learn in a secure, safe, and stimulating environment. The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with Special Educational Needs (SEN).

The school operates a unique approach towards behaviour management, recognising that all behaviours are highly influenced by our ability to:

- Communicate with each another.
- Form positive relationships.
- Understand what initiates differing behaviour patterns in both ourselves and others, by gaining a growing awareness of our emotions and emotional regulation techniques.
- Reflect on our patterns of behaviour and influence our thought processes and subsequent actions, to ensure we all take ownership of our actions.

Our behaviour policy aims to develop in students an acceptance of responsibility for their own behaviour, whilst also identifying ways in which we can remove barriers to learning and promote self-reliance and independence.

We believe that everyone has the right to:

- Feel safe in the school.
- Enjoy and achieve.
- Learn/teach without unnecessary interruption.
- Be listened and heard.
- Work in a pleasant environment for learning.
- Be treated honestly and fairly, with dignity and respect.

We seek to create an effective learning environment in the school by promoting and modelling positive behaviour patterns in a consistent manner, in order to develop the student's ability to:

- Develop their self-esteem and self-worth.
- Self-reflect and take ownership for changing their behaviour patterns where necessary.
- Form meaningful, positive relationships based on mutual respect.
- Ensure they treat others in a fair and inclusive manner.
- Demonstrate resilience when presented with negative behaviours.

We seek to support this process of personal development by ensuring that:

- Our systems are proactive in their approaches and demonstrate early intervention and prevention strategies.
- We create a safe and caring learning environment which is free from disruption, violence, bullying and any form of anti-social behaviour.

- We work in partnership with our parents/guardians, carers, and local community to develop a shared approach towards the management of development of our students' behaviour both inside and outside the school environment.

Context

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

This Statement should be read in conjunction with Trust policies on:

- Child protection and safeguarding policy
- Inclusion policy – Special Educational Needs Disability (SEND)
- Physical intervention and reasonable force
- Anti-bullying and Cyber-bullying
- Staff Code of Conduct

And school policies:

- Home School Agreement

Our detailed approaches towards behaviour management are also reflected in the following:

- Staff Induction Process

Roles and responsibilities

School Stakeholder Committee

- Support the principles of the Avanti Way.
- Support and collaborate with the leadership team of the school in developing and implementing the Trust principles of behaviour.
- Working in partnership with Avanti Fields School in maintaining high standards of behaviour and raise any issues arising with the operation of the behaviour principles.

The school

At the heart of education is a positive relationship between the teacher and the student. It is expected that all teachers will create an environment for learning which will:

- Enable students to express loving relationships through practical action and good character.
- Model the abilities and qualities they wish to cultivate in students.
- Enable students to develop keen powers of observation, reasoning, and dialogue.
- Nurture joyful students and nourish their innate passion for learning.
- Create a culture of intellectual curiosity.
- Teach by modelling the Avanti values that are underpinned and guided by the principles in the Avanti Way.

- Maintain a climate where all accept praise and constructive criticism, encouraging everyone to be positive about their achievements and the achievements of others.
- Give parents regular constructive and positive feedback on their child's work and behaviour.
- Endeavour to foster a positive home/school relationship by promoting a welcoming environment within the school.
- Ensure that the policies and procedures are followed consistently and fairly applied.
- Maintain clear and consistent systems of behaviour management that are communicated with all stakeholders.
- Support staff to empower them to deal effectively with challenging behaviour in a restorative manner.

Parents

Avanti Fields School recognises parents and carers as co-educators and value their role in promoting excellence in school.

It is expected that all parents will:

- Support the principles of the Avanti Way.
- Support students to take ownership of their behaviour both inside and outside the school and model the expected behaviours.
- Inform the school of any changes in circumstances that may affect their child's behaviour.

Monitoring, Reviewing and Evaluating our Practice

Everyday Practice

This policy and subsequent procedures are reviewed as integral part of our everyday practice, and this is reflected in the following:

- SLT Meetings
- Staff Meetings
- Parent/guardians/carers meetings
- Assemblies

1. School Procedures

Information from the above will be reviewed on a regular basis and feeds into all aspects of teaching and learning and the continued professional development of all staff.

This behaviour policy will be reviewed by the Principal and School Stake holder committee every two years. At each review, the policy will be approved by the principal.

I. Celebrating Success

Celebrating success is an integral part of our school system. Students are encouraged to take ownership of their behaviour at both an individual and whole class level.

Students can achieve positive events for the following:

- Excellent effort in lesson
- Excellent effort in a homework task
- Significant contribution to the life of the school
- Consistently good behaviour for a full week (to be awarded by tutor at the end of the week)
- Caught being good initiative
- Demonstrating any of the 'Avanti Fields Way Wheel' values, skills, and behaviours, across the curriculum (see Appendix E for diagram)
- Celebration assemblies
- 6 Virtues awards to promote mental health and wellbeing

Primary Phase

For children in the EYFS and Primary phase they will receive a sticker for their positive behaviour. All children will have their own sticker chart. From Reception – Year 6 children who gain a completed row of stickers on their chart (5) will receive a point for their house team. From the start of their educational journey, we encourage our students to be aware of their own behaviours and how this affects others. The house point system positively engages children in teamwork.

The schoolhouse teams continue through their educational experience in the secondary phase. House teams are as follows:

- Aether
- Air
- Cosmos
- Earth
- Fire
- Water

In the Primary phase half termly celebratory events will take place for the winning house team.

For our secondary pupils' positive events are logged on the school data system. These will be monitored by tutors on a weekly review basis, who will discuss positive events and consequence points along with attendance with each tutee.

We understand that clear and consistent practices provide a clear direction for students and focus students on understanding the impact of and taking responsibility for their own behaviours.

II. Consequence system

The school will examine each incident on an individual basis; however, staff will be consistent in their approaches at all times. The school has a set of approved sanctions and consequences (see Appendix C, and D). Staff will demonstrate the ability to listen with an open mind and will engage in empathetic and restorative dialogue when discussing incidents with students. Where unacceptable behaviour takes place, the following sequential steps are taken by staff:

Students are reminded of the school's standards and expectations and encouraged to reflect on their actions and the impact they have on others. If the student does not change their behaviour because of the above reminder, this triggers a set of incremental responses based upon the consequences outlined below.

EYFS and Primary phase

Within each lesson:

C1. A chance - A first warning is given, clearly stating how the student has failed to meet expectations and failed to take responsibility for their behaviour or actions.

C2. Time to change – A second warning is given. This will result in an immediate visual change within the class environment reflective of the child's age and needs either name or picture on the board. The teacher will then use restorative structures and reflect with the pupil how to make better choices when there is an appropriate moment to do so.

C3. Accept the consequence - If a third consequence is given on the same day the child will repeat the opportunity to reflect using time-out, if needed this may take place in another classroom or may be during the students break-time. Again, the teacher will then use restorative structures and reflect with the pupil how to make better choices they will also explain that they will be speaking to their parents. This will be recorded on the school data system and school safeguarding reporting systems where required by the teacher at the end of the school day.

Class Teachers will communicate with parents where there is a concern about a student's behaviour, either when a C3 is given or where there is a regular accumulation of C1 and C2. Class Teachers will also celebrate regular positive events with parents too.

Secondary phase

Within each lesson:

C1. A chance – A first warning is given, clearly stating how the student has failed to meet expectations and failed to take responsibility for their behaviour or actions.

C2. Time to change – A second consequence is given. This will result in a 10-minute break or lunch detention where the student will discuss their behaviour with the teacher using restorative structures and reflect on how to make better choices.

C3. Accept the consequence - If a third consequence is given within a lesson, a 30-minute community service is given. This is held at a dedicated time in the week and supervised by the teaching team on rotation. During this time a restorative reflection will take place. Parents will be informed through Arbor and a follow up call will be made by the teacher.

Each consequence is recorded on the school data system by the teacher at the end of the lesson.

At all levels of the above system, if a member of our school community disrupts learning and presents with unacceptable behaviour, that particular member will be encouraged to reflect on their actions and will work through a restorative justice approach where appropriate. Open minded and empathetic dialogue is a key element of the Avanti Way to approaching behaviour.

Tutors will contact parents where there is a concern about a student's behaviour, either when a C3 is given or where there is a regular accumulation of C1 and C2. Tutors will also make a positive phone call home to tutees with regular positive events.

III. Restorative Practices

Restorative Practice an ethos that promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability.

Restorative approaches are based on four key features:

- RESPECT: for everyone by listening to other opinions and learning to value them.
- RESPONSIBILITY: taking responsibility for your own actions.
- REPAIR: developing the skills within our school community so that students have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
- RE-INTEGRATION: working through a structured, supportive process and PSP that aims to solve the problem and allows young people to remain in mainstream education.

The school adopts restorative approaches and restorative protocols as a further opportunity to teach the right thing without sanctions being a barrier to telling the truth and taking personal responsibility for actions. We understand, that although an integral part of our school strategy for maintaining excellent behaviour, sanctions don't always achieve a change of behaviour because alone, a sanction may not bring about the longer-term change in behaviour. By using restorative approaches, we also acknowledge the importance of meeting the needs of those affected by the negative behaviour, look to "put things right" and as a result create emotionally binding strategies for positive changes of behaviour.

All discussions with students about their behaviour should be focussed on a restorative approach and should give students the opportunity to reflect on the reasons for their behaviour, the impact of this on themselves and others, and should then focus on strategies to help develop the skills required to avoid repeating this behaviour by developing a sense of responsibility, empathy, and resilience.

Staff who have received the relevant training may lead on Restorative Justice Conferences between students who are having issues. Conferencing is a meeting which not only allows the student to see the negative impact of their behaviour but also allows the other parties the opportunity to see if they contributed to the conflict in any way by their own behaviour. All participants are then able to agree their own joint contract of how they are going to treat each other in the future. This gives them a personal stake in the success of the contract.

IV. Behaviour Reports

EYFS and Primary phase

Where students are struggling to model good behaviour, we will work closely with parents on a short-term strategy to help restore positive behaviour. These strategies will vary dependant on the needs of the student. However, may include:

- Small step sticker charts
- Home/ school behaviour book
- Personal achievement timetable

Secondary phase

Students are to be placed on behaviour reports where necessary to enable their behaviour to be monitored by both staff and parents. This also gives the students the opportunity to reflect on their behaviour. Parents must be informed of any behaviour reports used to monitor the behaviour of their child. Failure to demonstrate significant improvement will result in further sanctions, as per the flow chart in Appendix C. The type of report will be dependent on the type of behaviour and will be escalated when needed. Students on a behaviour report should be monitored for at least 2 weeks. If there is no improvement after the first week then the students can be escalated to the next level of report.

Behaviour reports can take the form of physical paper reports or online forms.

Type of report	Colour (if on paper)	Reason for Report
Subject Teacher Report	White	<ul style="list-style-type: none">• Repeated Lack of Equipment in one subject• Repeated behaviour incidents in one subject (Class Teacher)
Form Tutor / Subject Teacher Report	Green	<ul style="list-style-type: none">• Repeated Lateness• Repeated Lack of Equipment• Repeated Incorrect Uniform• Repeated behavioural incidents across multiple subjects (Form Tutor)
Head of Year / Head of Department Report	Yellow	<ul style="list-style-type: none">• Repeated behaviour incidents across multiple subjects (HOY)• Repeated behaviour incidents in one subject (HOD)
Senior Pastoral Lead Report	Red	<ul style="list-style-type: none">• Student has an internal exclusion• Student has a fixed-term exclusion

V. Secondary phase detentions

Detentions will only take place in the secondary phase and not in the Primary phase. The length of a detention, and the strategies/tasks employed, will be dependent on the type of behaviour demonstrated. Please see the table below:

Behaviour	Detention Length	Strategies / Tasks
Disruptive or disrespectful behaviour	Tuesday Afterschool 3:30pm – 4:00pm 30 minutes	<ul style="list-style-type: none">• Restorative justice – to include:<ul style="list-style-type: none">○ Role-plays○ Discussions○ Reflective activities
Lateness (morning and afternoon registration time) <ul style="list-style-type: none">• Arriving up to 10 minutes late more than once in a week• Arriving more than 10 minutes late once	Tuesday Afterschool 3:30pm – 4:00pm 30 minutes	<ul style="list-style-type: none">• Reflecting on underlying issues• Developing organisational skills• Exploring current morning routines and where these can be changed to improve punctuality

• Repeated lateness to lessons or afternoon registration		
Lack of homework or equipment (repeated)	Tuesday Afterschool 3:30pm – 4:00pm 30 minutes	<ul style="list-style-type: none"> • Reflecting on underlying issues • Developing organisational skills • Producing homework timetables
Incorrect uniform (repeated)	Tuesday Afterschool 3:30pm – 4:00pm 30 minutes	<ul style="list-style-type: none"> • Checking uniform • Reflecting on underlying issues • Identifying any support needed
Removal from lessons / serious incidents	Tuesday Afterschool 3:30pm – 4:30pm 1 hour	<ul style="list-style-type: none"> • Restorative justice – to include: <ul style="list-style-type: none"> ○ Role-plays ○ Discussions ○ Reflective activities

If a detention is issued to a student, the following steps must be taken:

- 1) Formally record the detention on Arbor.
- 2) Inform the parent(s)/carer(s) through Arbor:
 - a. the reason for the detention.
 - b. the date and time of the detention.

When logging a detention on Arbor it will allow an email to be automatically sent to parent(s)/carer(s). It is the responsibility of the member of staff to ensure that this has happened. A student should not attend a detention if the parent(s)/carer(s) have not been informed.

A telephone call, in addition to the email to the parents, will be necessary in some cases where the incident needs to be explained in more depth.

If a student fails to attend a detention, they will be given one further opportunity to attend. Failure to attend this detention will result in the student receiving an internal exclusion. Parents must be informed if their child misses a detention, and the consequences of them failing to attend the second opportunity.

VI. Internal Suspension & Alternative Strategies

When a student is subject to a behaviour report and/or their behaviour patterns are not changing and/or interventions are not having the desired impact, they may be placed for an agreed time scale outside of the classroom setting. The following criteria will be applied when considering such a placement:

- to keep a student out of circulation while an incident is investigated, pending a decision about appropriate action.
- persistently poor behaviour in a number of lessons.
- failure to comply with reporting requirements to a senior member of staff.
- serious misdemeanours.
- infringement of school uniform code that cannot be rectified by sending the student home to change.

An internal isolation means that the student does not attend lessons and does not mix with the other students during break times. During the seclusions the students complete work provided by the classroom teachers, as well as completing reflective tasks based on restorative justice. The student will usually be supervised by a member of SLT or a middle leader.

When the decision has been made to internally exclude a student, the following steps must take place:

- 1) Formally record the internal exclusion on Arbor.
- 2) Inform the parent(s)/carer(s) providing the following information:
 - a. the reason for the internal isolation.
 - b. the period of the internal isolation .
 - c. details of any provision/arrangements for education during the seclusion.

- d. that the student will be placed on a behaviour report for a fixed period after the seclusion.

Alternative provision during unstructured times

In the instance where students are unable to follow school rules and expectations at lunchtimes and may pose a danger to other students in the vicinity the Behaviour at unstructured times flow will be activated. (see Appendix F)

VII. Suspension

Where a decision is taken to suspend a student, it is on the grounds that the student's behaviour constitutes such a serious challenge to the good order of the school that other consequences are not sufficient. The following criteria will be applied when considering a suspension:

- to keep a student out of circulation while a more serious incident is investigated, pending a decision about appropriate action. This may include investigations involving external agencies such as the Police.
- persistently poor behaviour resulting in multiple seclusions.
- a serious misdemeanour where the student being in school would have a significant impact on others.

During a suspension, the student will be expected to be at home and should not be in public during school hours. This is the responsibility of the parents/carers. Work will be provided for the student to complete. Before returning to school a parent or carer must attend a return to school meeting. This will usually take place in the morning of the day the student is due to return to school.

If the decision is taken to suspend a student, the following steps must be taken:

- 1) Formally record the suspension on Arbor.
- 2) Inform the parent(s)/carer(s) in writing providing the following information:
 - the reason(s) for the suspension.
 - the period of the suspension.
 - right to make representations to the School Stakeholder Committee (SSC) and how the student may be involved in this.
 - how representations should be made.
 - right to attend the SSC review meeting and to be represented at that meeting.
 - the fact that the student must not be seen in a public place and the consequences of noncompliance.
 - details of any referral to alternative provision/arrangements for education during the first five days of suspension.
 - relevant sources for free independent information.
- 3) Notify the SSC, Avanti Schools Trust, and Local Authority (LA) of:
 - any suspension which would result in the student being suspended for a total of more than five school days (or more than ten lunchtimes) in a term.
 - any suspension which would result in the student missing a public examination or national curriculum test.
- 4) Notify the Local Authority (LA) for the area in which the student lives if they do not live in the Local Authority area for the school.

Suspensions can be for up to 45 days in a school year.

VIII. Pastoral Support Plan (PSP)

Where a student has received multiple internal exclusions and following a suspension, the Head of Year and /or a senior pastoral leader to place them on a Pastoral Support Plan. This is a supportive measure but can also constitute the final opportunity for a student to demonstrate improved behaviour before the next layer of intervention, alternative provision a managed move or a permanent exclusion.

A Pastoral Support Plan is an agreement between the school, student, and parent. There will be clear targets set for the student to meet, along with details of the support the student will receive from the school. A date to review the plan will also be agreed.

The Pastoral Support Plan can be ended at any point if it is clear the student will not meet the targets set. At the point the plan is ended the decision can be made to either amend the targets and support as part of a new Pastoral Support Plan or recommend to the principal that permanent exclusion is considered.

Strategy cards

The pastoral team will devise and share the specific needs (SEND/ Behavioural/ Mental health) of a student on a bespoke pastoral strategy card. This document is shared via the schools MIS to inform appropriate and modified as required behaviour and classroom management strategies to support all students to thrive and succeed at school.

IX. Permanent Exclusion from School

A permanent exclusion will be put into effect strictly within the terms set out in current educational law. Permanent exclusions will only be recommended for serious or persistent breaches of the school's behaviour policy, and if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Misdemeanours which can result in exclusion include:

- violence, whether expressed in actions or threats, towards other people on the premises.
- actions or words to a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority.
- persistent misbehaviour (e.g., refusal to comply with reasonable instructions) which prevents other students from learning.
- bringing to School, or handling, items likely to endanger the safety of other people or to be injurious to the well-being of others; this includes weapons of all kinds and any dangerous substances, including alcohol, illegal drugs, and volatile substances.
- attending School under the influence of alcohol, illegal drugs, or volatile substances.
- acts of major and/or malicious damage.
- actions likely to cause significant disruption to the orderly running of the school.
- being in persistent or serious breach of a previously drawn-up contract of behaviour such as a Pastoral Support Plan (PSP).

Only the principal, or an acting principal, can make the decision to permanently exclude a student. The decision must be lawful, rational, reasonable, fair, proportionate, and non-discriminatory. The decision must also take into account the duty of care to those in the school community.

The following factors must be taken into account when deciding whether to exclude:

- representations from the student.
- mitigating circumstances e.g., bereavement, mental health issues, bullying, domestic circumstances.
- whether appropriate provision is in place to support any SEN or disability a student may have.
- whether a multi-agency assessment is necessary in cases of persistent disruptive behaviour.
- whether the student is from a group at greater risk of permanent exclusion.
- whether the student has SEND or is a looked after child.
- any alternatives to exclusion.
- balance of probabilities test – is it more likely than not that the student breached the behaviour policy.

If the decision is made to permanently exclude a student, the following steps must take place:

- 1) Formally record the exclusion.
- 2) Inform the parent(s)/carer(s) in writing without delay providing the following information
 - a. the reason(s) for the permanent exclusion.
 - b. right to make representations to the SSC and how the student may be involved in this.
 - c. how representations should be made; and
 - d. right to attend the SSC review meeting and to be represented at that meeting.
- 3) Notify the SSC, Avanti Schools Trust, and Local Authority (LA) of:

- a. the permanent exclusion (including where a fixed-term exclusion is followed by a decision to permanently exclude);
- 4) Notify the Local Authority (LA) for the area in which the student lives if they do not live in the Local Authority area for the school.

The SSC will review the decision to permanently exclude a student. They will decide if the breaches of the behaviour policy leading to the exclusion can be substantiated on the evidence available to them. Based on the information provided to them, including representations made to them on behalf of the student, the governors will decide whether to support the decision to permanently exclude the student.

2. Behaviour and Conduct Outside of the School Grounds

The school strives to ensure that our students are able to make conscious choices to care for and respect all life. We want this to continue outside of the confines of the school gates.

We recognise that teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Principals a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

All non-criminal and bullying behaviour outside of the school gates which is witnessed by a member of staff will initiate a consistent approach which adheres to our agreed set of consequences. A teacher may initiate such consequences when the student is:

- taking part in any school-organised or school-related activity.
- travelling to or from school.
- wearing the school uniform.
- in some other way identifiable as a student at the school.
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another student or member of our community.

3. Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from students. These are referenced in the guidance found in '[Behaviour and Discipline in Schools Advice for Headteachers and School staff](#)', Department for Education January 2016 and [Searching, screening and confiscation at school](#) – GOV.UK (www.gov.uk).

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

- 1) Power to search without consent for "prohibited items" including:
 - a. knives and weapons
 - b. alcohol
 - c. illegal drugs
 - d. stolen items
 - e. tobacco and cigarette papers
 - f. fireworks
 - g. pornographic images
 - h. any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - i. any item banned by the school rules which has been identified in the rules as an item which may be searched for.

4. Power to use reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Principals and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

Separate advice is available in '[Use of Reasonable Force – advice for school leaders, staff and governing bodies](#)' Department for Education July 2013.

5. Pastoral care for school staff accused of misconduct

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Principal will follow the '[Keeping Children Safe in Education](#)' statutory guidance (part 4) when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Appendix A

Avanti Fields Learning Behaviours

We understand that to be part of positive learning community we all have the responsibility to model positive behaviours at all times:

- We listen to others, both students and teachers, as we can learn from what they share.
- We listen positively – encouraging and supportive the contributions of others.
- We will be prepared to learn with curiosity and diligence.
- We wait to share our answer – no shouting out.
- We start our lessons fully equipped – staff and students will have the correct resources and equipment ready.
- We will wear our uniform with pride – correct at all times and students will ask if they may remove their blazers.
- We will move around the school in a calm and orderly manner, no running, shouting or boisterous behaviour - we understand that this behaviour will have a negative impact on the learning of others.

We will support excellent learning through consistent routines:

- Teachers will meet and greet each class at the door – welcoming and checking uniform.
- Students will enter in an orderly manner, quickly getting the right equipment out ready for the lesson.
- Student will have responsibilities in each class for helping and sharing out learning materials.
- We finish each lesson in an orderly manner – taking a moment to reflect on the learning or ideas for the next lesson, students listening and standing behind their chairs.

Appendix B:

VALUES – Attitude to Learning, Behaviour and Achievement recorded on Arbor (Secondary Phase)





	Empathy			Self-discipline			Respect			Integrity			Courage		
	Collaborative learner			Consistent Learner			Thoughtful Learner			Responsible Learner			Confident Learner		
Learning behaviours	Actively participates in class and group discussions and values the input and works well with others			Follows set routines, plans and organises tasks well with timely submissions, takes responsibility for own behaviour			Values the learning opportunity, values feedback and acts upon it, values resources and the environment for learning, presents work with care			Takes ownership of doing the right thing to prioritise learning, ready to correct attitude			Ready to try new things, keen to make progress, ask questions, welcome feedback		
	Communication	Generosity	Listening	Self Efficacy	Concentration	Persistence	Resilience	High expectations	Reflective	Honesty	Forgiveness	Self control	Curiosity	Optimism	Problem solving
Behaviour	Theft			Homework			Disruptive behaviour			Code of Conduct			Lack of effort		
	Bullying			Fighting/Assault			Defiance			Inappropriate language			Failure to respond to feedback		
	Racist incidents			Equipment			Verbal abuse			Missed detentions					
				Uniform						Truancy					
Achievements				Lateness						Inadequate work					
	Generosity			Academic achievements			Resilience			Honesty			Perseverance		
	Kindness			Independent learning			High expectations			Self control			Confidence		
	Compassion			Self Efficacy			Reflective			Dedication			Problem-solving		
	Communication skills			Concentration											

House Points

House points given as above – To be used as a guide. The guide is to not give more than 1 reward point per lesson for the same positive behaviour. Must be logged on Arbor.

House points = Reward badges & termly reward trips (post-Covid). House points will also feed into the school competitions.

The below table outlines the number of reward points required for each reward badge (Bronze, Silver, Gold & Platinum).

	Form Tutor 100
	HOY 150
	SLT 225
	Principal 325

Appendix C

Sanctions (Secondary Phase)

C1 – A chance - Verbal Warning

Reasons:

- Lack of engagement in the learning
- Lack of effort in class
- Failure to hand in homework
- Disruption to learning
- First instance of failure to following instructions/ school non negotiables
- Failure to bring correct equipment
- First instance of incorrect uniform
- C1's Must be logged on Arbor by member of staff issuing the C1

C2 – Time to change. Final Verbal Warning & Move seat where available. A 10-minute in school detention with teacher including 5R's dialogue

Reasons:

- Continued C1 behaviour
- 2nd instance of no homework lateness (less than 10 minutes), incorrect uniform or lack of equipment

C4 – Sanction issued by HOY /Senior Pastoral Leader

- Internal isolation with HOD/ HOY
- Removal of breaks/lunchtimes
- Weekend restorative project as agreed with HOY/ SLT
- **Suspension (can only be authorised by the Principal)**
- All actions above to involve restorative dialogue and tasks where appropriate

Sanction issued to be based on severity and pattern of behaviour.

Reasons:

- Failed HOD/PL report
- 3 x C3s per half-term
- Violent behaviour
- Abusive language
- Racist, sexist, or homophobic language
- Harassment/Bullying (including Cyber Bullying)
- Antisocial behaviour including, but not limited to spitting, graffiti, and vandalism
- Intentional damage to property
- Theft
- Repeated disregard of Covid safety rules
- Possession of prohibited/illegal items or substance

In the event of a suspension - HOY (multiple C3s) or Senior Pastoral leader (other incidents) to contact parents via phone. HOY and Senior Pastoral leader to send letter to parents with details of the seclusion/suspension as authorised by Principal.

This action must be logged on Arbor with a copy of seclusion/suspension letter.

C3 – Accept the consequence.

30 minutes after school Detention. A Move to another classroom if disrupting the learning*

Reasons:

- Continued C2 behaviour
- Chewing gum / Eating
- Repeated lateness to lesson or school
- More than 10 minutes late to school
- Repeated incorrect uniform
- Repeated lack of equipment
- Repeated lack of homework
- Rough play / Physical contact
- Defiance
- Disrespectful behaviour to staff and students
- Bullying
- Truancy
- Mobile phone confiscation
- Failure of Form Tutor/Class Teacher report

Must be logged on Arbor by member of staff issuing the C3.

Member of staff issuing the C3 must ensure parents are informed.

Failure to attend the C3 detention on more than 1 occasion will result in a C4.

Pastoral Support Plan (PSP)

Can only be issued by Senior Leadership Team (SLT)

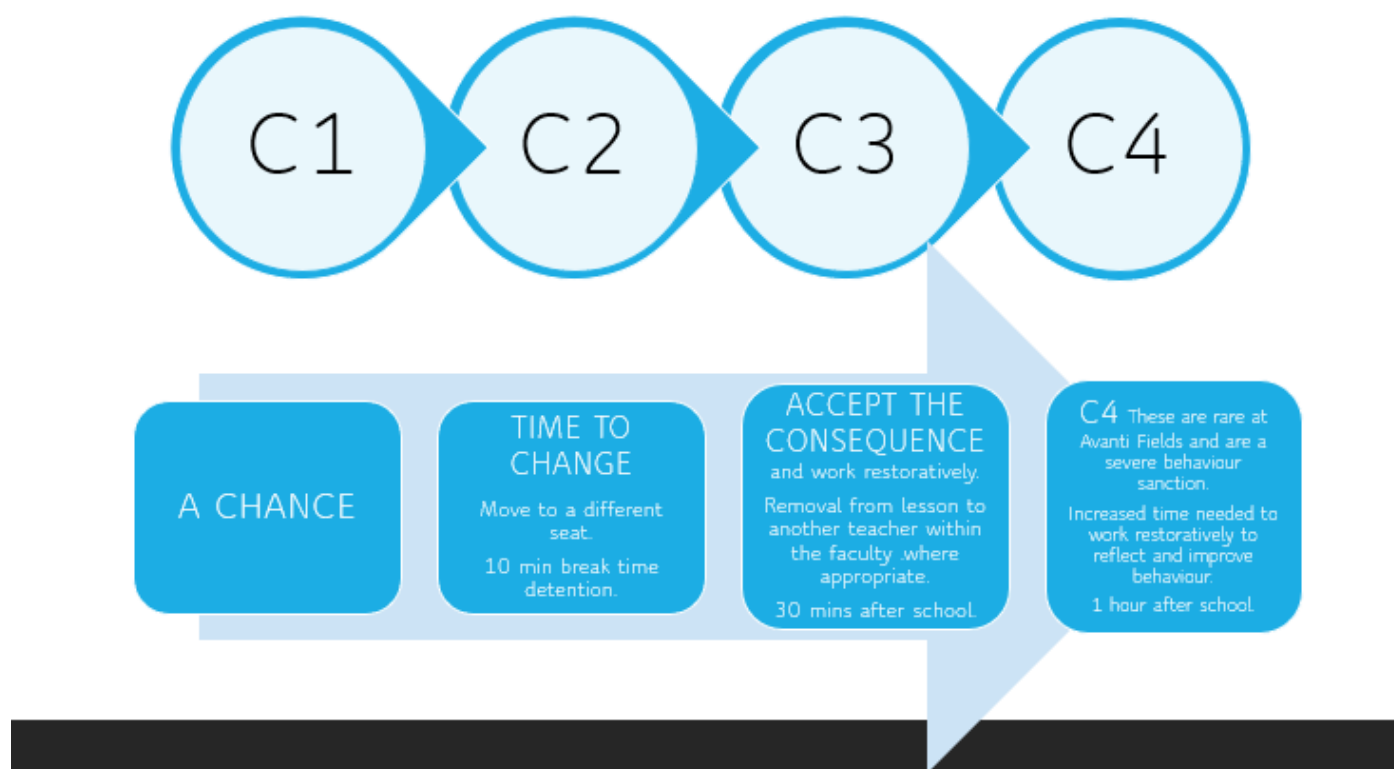
Student placed on PSP if:

- To provide strategical support following multiple internal isolation
- Following a suspension
- Persistent C4s
- Any other reason identified by SLT

C5 – In school intervention (see flow Appendix F)

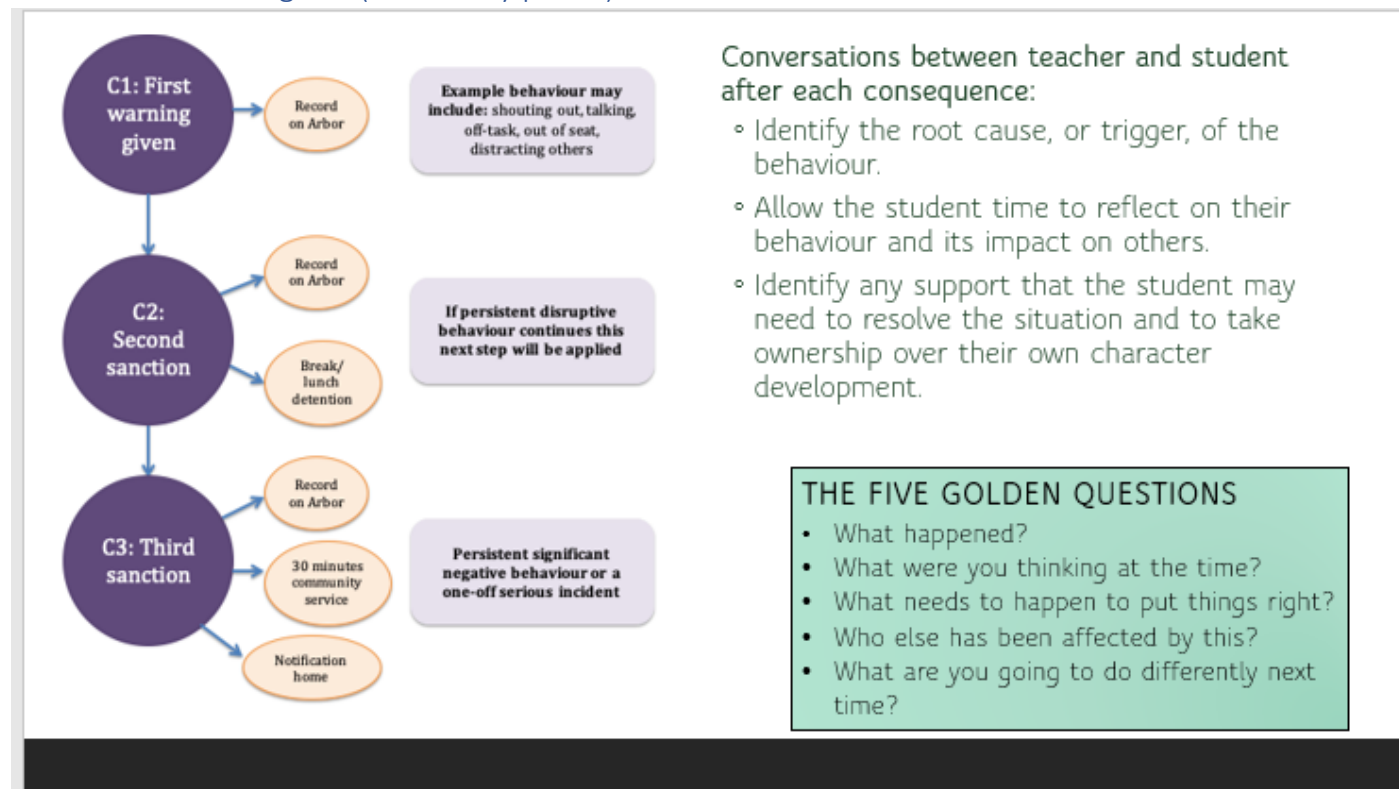
- Alternative provision
- Managed move
- Permanent Exclusion (Can only be issued by Principal)

Consequence Model (Secondary phase)

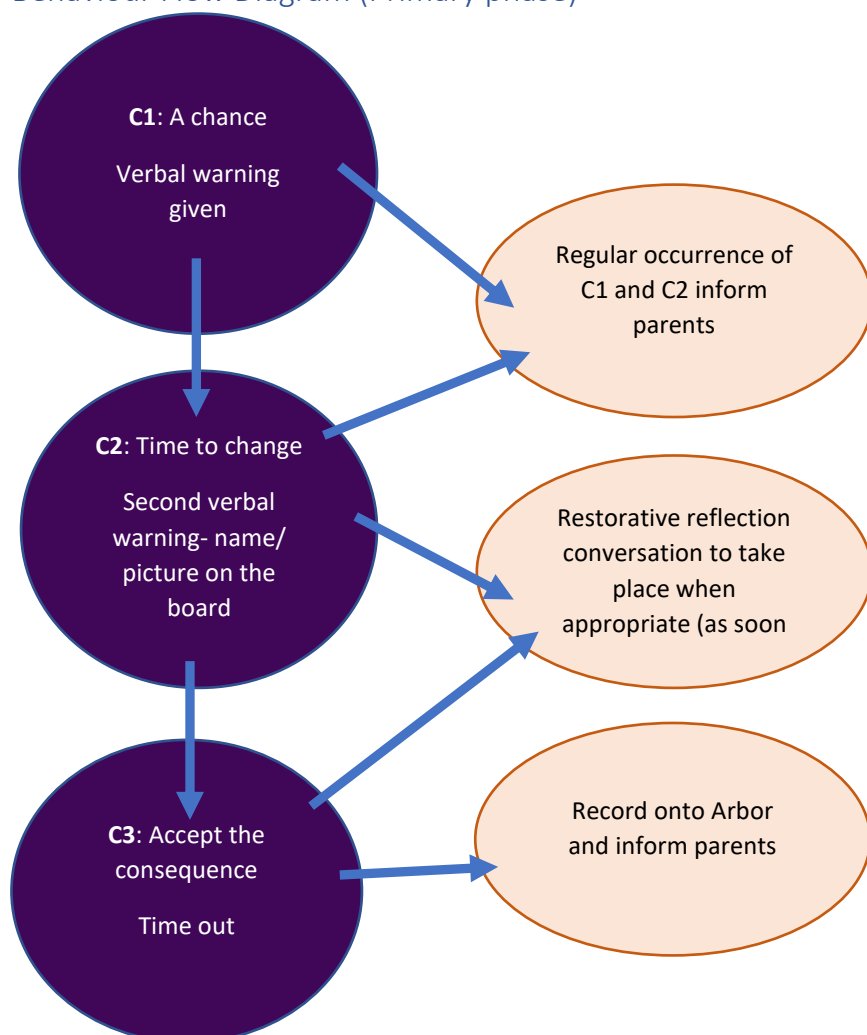


Appendix D

Behaviour Flow Diagram (Secondary phase)



Behaviour Flow Diagram (Primary phase)



Appendix E

The Avanti Fields Way wheel to promote and celebrate key learner behaviours and resilience for mental health



Appendix F

Behaviour at unstructured times

Behaviour at unstructured times

Follow consequence system for low level disruption and escalate to c4 1 hour detention after school.

Serious behavioral incident, For example: Violence towards another student at lunchtime; threatening and discriminatory language / drugs /vaping.

1. Internal isolation. Lunchtimes will be taken /swapped for students who are unable to follow and school expectations. This can range from 1 session to 5 sessions in the week. Separate entrance and exit to the school building if behaviour occurs at the start or the end of the day. Parents informed via call/ meeting .

2. Unstructured Behaviour contract.

A bespoke and individualised contract to outline precise and desired behaviours and expectations to be met daily and consistently. Guidance on how to action them and support measures in place.

3. Escalation to FTE/ Alternative onsite provision- severity and repeat offence dependent.

For example: 5 sessions on 2 occasions. Alternative curriculum provision in extreme cases.

Restorative approach at unstructured times

Where sanctions have been applied the following restorative practice to take place.

Consider external agency referral where appropriate and discussed with SLT. (Parents meeting, Nurse, early help, Ed psych.)

1. Form time check in and progress discussion with HOY during form time. Wellbeing check- What is the student's mood and mindset? Are they ready for learning?- Has breakfast been eaten, uniform and equipment check. Positive guidance and reinforcement on how to meet expectations

2. Lunch eaten with designated lead – WWW and EBI today so far. Discussion around how it feels to miss lunch and what needs to change- steps to meet this.

Opportunity to 'let off steam' structured activity, for example: boxing / walking/ calming activity

3. End of the day check in with HOY / SLT link -5-minute check in to ensure expectations for end of the day are understood and met

4. Reward and incentive – recognition of successes and meeting the expectations of the unstructured behaviour contract as appropriate. Praise and phone call home to parents/carers

As appropriate 5. Gradual reintegration into usual lunch arrangement and afterschool routine, based on risk assessment / progress made.