



AVANTI COURT

PRIMARY SCHOOL

“Whatever action is performed by a great man, common men follow in his footsteps. And whatever standards he sets by exemplary acts, all the world pursues.” Bhagavad Gita As It Is 3.21.

Behaviour Learning Policy

[AVANTI COURT PRIMARY SCHOOL, REDBRIDGE]

This policy is in force until further notice from:	September 2023
This policy must be reviewed by:	September 2024
Policy Author(s):	Dravit Koorichh
Date policy reviewed by Principal:	September 2024
Location of publication of policy:	School Website
Under the Trust’s Scheme of Delegation This policy must be approved by SCHOOL BOARD Such approval was given on:	N/A

‘Spiritual Insight
Character Development
Educational Excellence’

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1. Statement of Intent

Avanti Court Primary School operates a unique approach towards behaviour management, recognising that all behaviours are highly influenced by our ability to:

- Communicate with each other
- 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.

The school culture is underpinned by a very clear set of values; Empathy, Self-Discipline, Respect, Integrity, Courage, Gratitude sitting under the umbrella of Humility. 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 and Avanti School Trust fully supports our approaches towards the management of pupil behaviour.

We are proactive in our systems of care and management, recognising and responding to the needs of individual pupils and adopting a personalised and holistic approach towards the development of each child and the taught curriculum.

We believe that all members of our community have the right to learn in a secure, safe and stimulating environment. Avanti Court Primary School acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEND). The risks to pupils identified in the PREVENT strategy are always at the forefront of our thinking about protecting children and their well-being. We prevent harm to our pupils by being vigilant about risks as well as by ensuring that our curriculum and school values equip them with skills to recognise right from wrong and make appropriate choices.

2. Context

The above statement of intent is reflected in our vision and this policy should be read in conjunction with other closely associated procedures and policies:

- Child Protection and Safeguarding Teaching and Learning Guidance School curriculum
- SEN & LDD Policy – Special Educational Needs Health and Safety
- Physical Intervention and Manual Handling Anti- Bullying and Cyber bullying
- Home School Agreement
- Staff discipline, Conduct and Grievance Procedures

3. Monitoring, Reviewing and Evaluating our practice

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

- Senior Management Team Meetings
- Staff Meetings
- Parent/guardians/carers meetings
- Collective Worship/Celebration Assemblies – Motivators and monitoring success
- Our school curriculum
- Pupil voice

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.

4. Principles

We believe that to achieve the aims of the Trust, and to enable effective teaching and learning to take place, good behaviour – self-discipline, respect, empathy and integrity – are to be demonstrated in all aspects of school life. This view is founded in the core principles of The Avanti Way.

Avanti exists to help each person become a well-rounded human being through intellectual, moral and spiritual growth, and so make the world a better place. The promotion of equality, the balance of fundamental rights and responsibilities, together with the fostering of a sense of community, all underpin this statement.

We believe that everyone has the right to:

- Feel safe at school
- Enjoy and flourish
- Learn/teach without unnecessary interruption
- Have their voice heard
- Work in an engaging and nurturing environment
- Be treated with integrity, dignity and respect

The above learning environment is cultivated through consistent modelling and promotion of positive behaviour traits in order to empower our pupils' to:

- Develop their self-esteem and self-worth;
- Reflect, and through self-discipline, take responsibility for their behaviour;
- Form meaningful, positive relationships based upon 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, racism and discrimination on any grounds, and any other form of anti-social behaviour.
- We work in partnership with our parents/carers, local community and enforcement agencies to develop a shared approach towards the development of our pupils behaviour both inside and outside the school environment.

5. School Procedures

Pupil behaviours are influenced by their experiences outside of school and their ability to gain a deeper understanding of their thoughts and feelings. Specific areas of learning reflected in our school curriculum namely; academic study of the national curriculum subjects, Yoga, Meditation, Mindfulness

and Philosophy, Religion & Ethics promote a sense of wellbeing and support this growing awareness of self. Acceptable standards of behaviour are taught and modelled consistently on a daily basis by all staff and pupils.

At Avanti Court Primary School we also recognise that teaching and learning can be intrinsically linked to initiating specific negative behaviour patterns; therefore, ensuring support for high quality teaching and learning is an integral part of our everyday practice and are transparent in their nature and involve both pupils and staff

5.1 School Standards:

All pupils are expected to:

- Show strength of character by upholding the Avanti values of self-discipline, gratitude, respect, courage, integrity and empathy
- Respect all life - human, animal and plant and live in a way that causes the least harm
- Demonstrate that they serve a higher purpose by practising ethical and compassionate acts of contribution
- Aspire to achieve educational excellence by being ready for learning and attending school regularly
- Show a willingness to listen to others with an open mind and to speak sincerely Question their own assumptions and engage in empathetic dialogue
- Learn with inquisitiveness and humility
- Utilise the ever-increasing opportunities to develop their leadership and learner voice
- Develop meaningful and personal relationships that fulfil their need to love, and be loved, therefore encouraging them to be the best that they can be

To ensure that pupils take ownership of their behaviour practical examples of how pupils can achieve these standards are reinforced through verbal guidance and contextual examples relevant to the pupils.

5.2 Motivators and monitoring success

Nursery to Year 6: Dojo Points

How will it work in the classroom?

Years Reception to Year 6 to use dojo points to reward the demonstration of the Avanti values and character virtues including positive learning behaviours and quality of learning.

- Each class will create a class charter of agreed expectations linked to the Avanti Way.
- Each class teacher will create a dojo classroom with children's names.
- Positive points will be issued, collated weekly and celebrated in class.

5.3 Celebrating Success

Our rewards system celebrates effort rather than outcomes and leads to the continual development and advancement of our progress driven culture.

We believe in loud praise and quiet reprimand which is audible only to the child being reprimanded.

Dojo points might be awarded for:

- Showing determination to maintain excellent behaviour for an extended period of time;
- Making significant effort to improve their own behaviour;
- Making significant effort to help others;
- Making significant effort to show courtesy;
- Making significant effort to avoid conflict;
- Making significant effort over a prolonged period to meet school expectations.

This list is not exhaustive and there may be other instances where awarding a Dojo Point would be necessary.

All teachers are expected to use Class Dojo as a 'live' tool in their lessons and are guided to award Dojo points frequently but sparingly, with no more than one Dojo point being given to a pupil on any occasion. When a Dojo Point is awarded in a lesson, the attention of the class should be drawn to it and the reason made clear. In this way, a clear signal is given which encourages others to perform with a similar effort.

Each day bubbles are reset so that each child starts the day afresh.

By accumulating Dojo Points throughout the week, pupils can receive special recognition for showing great effort and determination by:

- Being chosen for the Gold Award and awarded with a certificate during the weekly Celebration Assembly;
- Receiving a reward from their teacher.;
- Giving them the opportunity to engage with an activity of their choice e.g. in-class games, additional playtime (15 minutes)

Other rewards that may be used as deemed necessary by the teacher (this is not exhaustive):

- Give praise directly to the parent at the end of the day or via ClassDojo
- Stickers
- Class Awards via Celebration Assembly.

5.4 Consequences

Arbor is a record of the actions that staff have taken to make things better for the children. All staff have a responsibility to challenge inappropriate behaviour wherever they encounter it. This action is then recorded using Arbor. This includes a pep talk, timely warning, if dojo points are taken away or a chat with a parent. When entering your actions into Arbor, record what happened and then choose a consequence from the drop down menu (Level 1-4) and select the SLT member who oversees the year group or phase (see Appendix B for detailed descriptors):

Nursery – Dravit Koorichh
EYFS - Cherie Vincent
KS1 – Harpreet Sahota
LKS2 – Yamuna-Tulsi Hirani
UKS2 - Tracey Cooper

- **Pep talk** – quiet word with the pupil about poor behaviour;
- **Timely word/warning** – the pupil is taken aside and informed that if behaviour does not improve more severe consequences will follow;
- **Take away Dojo Points** – the pupil is taken aside and informed of the reason for losing the points;
- **Phone call/Class Dojo message/chat at dismissal** to parents / carers by teacher and recorded on IRIS;
- **Kept in at playtime or lunchtime**– decided by the teacher and records on Arbor;

When these sanctions are not getting the behaviour that is expected then this should lead to further sanctions for the pupil concerned such as;

- **Referral for Time out** to SLT, the teacher writes up the event and the sanction and chooses the option alert the specific SLT member;
- **Meeting** with parents / carers by /SLT/Teacher;
- **Community Service** – carrying out a task of benefit to the school directed by a SLT member of staff in their own time.
- **Loss of privileges** – this could include pupils not being permitted to use equipment on the playground, attend reward activities and outings as directed by a senior leader;
- **Internal Isolation** – more serious or persistent poor behaviour may lead to pupils being removed from lessons to complete their work in isolation from their peers. This is overseen by SLT. This also involves having a break at a different time from their peers. Such measures, where used, will enable restorative measures to be implemented, usually including a parent meeting, to ensure a successful return to normal lessons.
- **Exclusion/Suspension** – the decision to exclude is made by the principal.

Teachers will Never:

- Remove a child from a classroom into an unsupervised area.
- Shout at a child.

5.4.1 Acts of Community Service:

KS1: a maximum of 30 minutes and KS2: a maximum of 50 minutes. The pupil will be given an act of community service. Possible activities could be:

- Support in the lunch hall
- Maintain the school library
- Litter picking around the school grounds

School staff should not issue community service where they know that doing so would compromise a child's safety.

6. Permanent Exclusion from School

Where a decision is taken to exclude a pupil, it is invariably done on the grounds that the pupil's behaviour constitutes such a serious risk and challenge to the good order of the school that other consequences are not sufficient. A permanent exclusion will be put into effect strictly within the terms set out in current educational law and where a pupil is subject to removal from lessons, a support plan will be set up. Permanent exclusions will only be recommended to the SSC in very serious situations when no alternatives are deemed possible. The SSC recognise that 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 pupil 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 including sharp objects such as knives and any dangerous substances, including alcohol, illegal drugs and volatile substances
- acts of major and/or malicious damage;
- actions likely to cause significant disruption to the orderly running of the school.

We recognise that many of these misdemeanours will not occur, amongst our pupils but these are defined as a matter of policy to cover the extraordinary situations that may arise from time to time.

7. Behaviour and Conduct Outside of the School Grounds

Avanti Court Primary School strives to ensure that our pupils are able to translate the behaviour standards to impact on their conduct outside of the confines of the school gates. The SSC recognise that teachers have a statutory power to discipline pupils 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 pupils' behaviour in these circumstances "to such extent as is reasonable."

All non-criminal, bullying, racist or anti-social 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 member of staff may initiate such consequences when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- misbehaving at any time, whether or not the conditions above apply, that poses a threat to another pupil or member of our community or to the orderly running of the school business

8. Pupil and Staff Support

Avanti Court Primary School recognises the importance of supporting both staff and pupil if any incident occurs which necessitates a physical intervention, either controlled or passive, which could be viewed as traumatic. This is reflected in the school's Physical Intervention/Manual Handling Policy and Health and Safety Policy and Risk Assessment Guidance for foreseeable challenging behaviour.

9. Professional Development for Staff

Professional development for all staff is closely linked to the school's programme of continuous development of staff linked to the school improvement and performance management cycles. Behaviour management for securing high quality learning and teaching is an integral part of our staff training programme and is closely linked to the development of our ability to create and sustain a learning environment that contributes to high standards for all.

10. Special Circumstances

In addition to lessons which are well paced, where suitable learning challenges and removal of barriers to learning are evident and teacher habits are well embedded, some children will need additional support.

Pupils experiencing Social, Emotional and Behavioural difficulties will be identified through the school's SEND (Special Educational Needs) Policy, and the school work to a staged intervention process to build support system around a child's needs.

11. Roles and Responsibilities

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

- Enable learners to express loving relationships through practical action and good character
- Model the abilities and qualities they wish to cultivate in learners
- Enable learners to develop keen powers of observation, reasoning and dialogue.
- Nurture joyful learners 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
- Create and/or support the development of high quality learning environments for all learners;
- Deliver and/or support lessons to ensure they are needs-led, motivating and engage all learners;
- Ensure that barriers to learning are removed for pupils where these have been identified as possible blocks to progress and motivation;
- Recognise diversity and respond to it appropriately by personalising learning for individuals;
- Model effective communication with pupils , taking into account both verbal and non- verbal forms of behaviour and communication;
- Implement the Behaviour for Learning strategies in a consistent manner;
- Plan and/or support lessons with other staff accordingly, working together as a team that follows policies consistently to promote clarity of expectations for pupils;
- Model behaviour patterns which demonstrate mutual respect and help pupils to maintain their dignity at all times;
- Establish positive relationships with all pupils and where this is a barrier to learning owing to a relationship issue, participate in reflective practice where necessary;
- Model fairness, transparency, courtesy and honesty;
- Use all forms of data and information regarding all learners to enhance their opportunities and secure their consistent access to learning.
- Leave no stone unturned to support children to remove any barriers to their learning, self-confidence and personal pride

12. Behaviour Communication to Parents

Parents will be informed about their child's behaviour through various methods: by a

- Dojo message
- Face to face conversation
- A telephone conversation
- A request to attend a meeting
- A letter.

13. Intervention/Support Strategies (see SENCO)

Intervention strategies help children improve their behaviour (e.g. reward charts, record charts, daily diary etc). They last for 2 weeks. At the end of the intervention, an improvement in behaviour is expected and children go back onto the whole-school system.

14. ILP Individual Learning Plan

An ILP is produced for pupils whose behaviour has not improved. ILPs provide flexibility and the opportunity to manage pupils' behaviour in different ways to suit the needs of that child.

ILPs will be reviewed on a 4-6 weekly basis by the SENCO with an expectation that there is a measurable improvement in behaviour. If a measurable improvement in behaviour is not seen, then specialist advice is sought from external agencies.

15. Bullying (Refer to Anti Bullying Policy)

All staff recognise the seriousness of any instances of bullying and address them as a matter of priority.

In order to support the victims of bullying it is necessary to define what we mean by bullying:

- It may be verbal, physical or psychological
- It is often repetitive, although one-off incidents do occur It can be premeditated
- It is often aggressive and malicious It can involve a variety of people
- It can occur in school and out of school (in clubs, over the internet/social networking/mobile devices)

The victim, other children, the parents or staff, can identify instances of bullying. Adults working in school need to be vigilant for signs of distress that may indicate a child is being bullied. Changes in a child's normal behaviour pattern should be viewed with concern. It is important to take any suggestion or suspicion of bullying seriously.

It is essential to listen to what parents/children are saying and feeling. It is important to be aware of the needs of the "bully" as well as the "victim". The Assistant Principals/SLT and Principal should always be informed of any concerns about possible instances of bullying.

Bullying and fighting should always be addressed by making sure the 'victim' is happy with any action that has been taken. The parents of a child that has been bullied must be informed about the action taken.

16. Recording Racist Or Homophobic Incidents

At Avanti Court Primary School we value the cultural diversity that is explicit in our planning and assemblies. We also create and implement strategies to address racism and homophobic bullying.

1. This section also features in our Equal Opportunities Policy.
2. All incidents of racism will be recorded in CPOMS. They MUST also be reported to the Principal who will report it to the pupil's parents/carers (victim and aggressor) and then to the SSC via the Principal's report.
3. We will continue to provide for the particular needs of all our pupils having regard to their ethnic, cultural, historical, linguistic and religious backgrounds.
4. We will continue to prepare, through PSCH, RE and other activities; all pupils for life in our multicultural society, building upon the strengths of cultural diversity.
5. We will continue to celebrate cultural diversity.
6. We will continue to monitor and then target under achievement with particular regard to gender and ethnicity.
7. We record all incidents of homophobic bullying and support both the victim and perpetrator.

17. Recording, Monitoring and Tracking of Behaviour Incidents

All behaviour are recorded using Arbor. If staff deal with a behaviour incident for a child not in their class, they must ensure that they communicate or pass the information onto the child's class teacher so that it can be recorded.

Appendix A - Screening and Searching Pupils Context

Avanti Court Primary School acknowledges their obligations under the European Convention on Human Rights (ECHR). Under article 8 of the European Convention on Human Rights the pupils have a right to respect for their private life. In the context of these particular powers, this means that the pupil has the right to expect a reasonable level of personal privacy when being searched.

SSC recognise that many of these situations will not arise within a primary setting, however, a clear statement of intent is recorded with their Behaviour for Learning Policy.

Searches **without** consent will **only** be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips or training settings;

The school reserves the right to carry out routine screening exercises to ensure the Health and Safety of its staff and pupils at any time;

Staff members have a right to refrain from searching a pupil, however, where this is the case staff are expected to inform the Principal of this decision when taking up their position.

School staff will view CCTV footage where possible or if applicable, in order to make a decision as to whether to conduct a search for any offensive weapons.

If a pupil does not consent to a search verbally, using a communication aid then it is possible to conduct a search without consent, but only for the prohibited items.

The school is not required to inform parents/carers before a search takes place or to seek their consent to search their child, however, the school will inform parents/carers where it is practical to do so before an event occurs.

Complaints about screening or searching will be dealt with through the normal school complaints procedure.

General Protocols for searching a pupil

Only the member of staff conducting the search will ask the pupil to remove their outer clothing. Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. Outer clothing includes hats; shoes; boots; gloves and scarves.

Possessions means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. A pupil's possessions should be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Where possible the member of staff must be the same sex as the pupil being searched; and there must be a witness -also a staff member and, if at all possible, they should be the same sex as the pupil who is being searched. A limited exception to this rule will apply only where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search

Members of staff can use such force as is 'reasonable' given the circumstances when conducting a search 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. **Such force cannot be used to search for items banned under the school standards – see Physical Intervention and Manual Handling Policy: Principles.**

Prohibited items are listed below:

- knives or weapons (any object that has the potential to be used as a weapon) alcohol
- illegal drugs stolen items
- tobacco and cigarette papers fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - i. to commit an offence
 - ii. to cause personal injury to, or damage to the property of, any person (including the pupil)

Principals and authorised staff can also search for any item banned by the school standards which has been identified in the rules as an item which may be searched for.

The power to seize and confiscate items

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental. Any items relating to illegal substances or offensive weapons will automatically warrant the school contacting the Police/Parent. In this instance the Principal will oversee such a request.

Controlled Drugs

These must be delivered to the SLT as soon as possible and the Principal must be informed

Other substances

When these are not believed to be controlled drugs, they may be confiscated where a member of staff believes them to be harmful or detrimental to good order and discipline of the school.

Where a member of staff finds tobacco or cigarette papers they may dispose of them. The School will inform the individual pupil parents/carers where alcohol, illegal drugs or potentially harmful substances are found

Fireworks

Fireworks found as a result of a search may be retained or disposed of but will not be returned to the pupil.

Stolen Items

Where a member of staff finds stolen items, these must be delivered to the Principal as soon as possible The Principal will make the final decision if the items are to be returned to the owner or to inform the police.

With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPads/laptops/money) or illegal (/fireworks).

Pornographic Images

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it will be delivered to the relevant authorities under the guidance of the Principal and named Child Protection Officer as soon as reasonably practicable to do so. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the.

Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it will be delivered to relevant authorities or returned to the owner.

Electronic Devices

Where the person conducting the search finds an electronic device they may examine any data or files on the device, if they think there is a good reason to do so.

APPENDIX B

Level 1

- Types of behaviour displayed**
- Low level disruptions
 - Calling out
 - Mild disruptions
 - Not listening to instructions
 - Off task

- Action Taken**
- Dojo Point
 - Nothing to record on *Arbor Behavior*
 - *Pep talk*
 - Timely word/warning

Level 2

- Types of behaviour displayed**
Repeating Level 1 behaviours despite being instructed by the adult and negative Dojo Point awarded
- Continues to call out
 - Disruptive
 - Continues to not listen to instructions
 - Continues to be off task/work avoidance

- Action Taken**
- Level 2 behaviour logged onto *Arbor*
 - Missed playtime as part of a reflection/community service



Level 3

- Types of behaviour displayed**
Repeating Level 2 behaviours throughout the day or:
- Intentionally breaking or defacing school equipment
 - Use of language that is not age appropriate
 - Deliberate physical contact (hitting or kicking) with another child or adult
 - Intentionally ignoring the adult's instructions

- Action Taken**
- Escalated to the SLT member and logged onto *Arbor Behaviour*.
 - Parent will be informed by the class teacher/adult at the end of the day
 - Missed playtime as part of a reflection/community service

Level 4

Types of behaviour displayed

- Any serious incident including acts of aggression/violence
- Racism/ Sexism / Extremism / Homophobic behaviours

Action Taken

- Escalated to the SLT member immediately and logged onto *Arbor Behaviour*.
- Parent to be informed immediately

NB: Children with known SEND needs to be addressed as per their ILP (Individual Support P

