



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]

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**'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 term bubbles are reset so that each child starts the term afresh.

By accumulating Dojo Points throughout the term, pupils can receive special recognition for showing great effort and determination by choosing to either redeem or save their points for the reward economy system (see Appendix E)

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 1-5 and select the SLT member who oversees the phase and the School's Behaviour Lead (Yamuna-Tulsi Hirani) (see Appendix B for detailed descriptors):

EYFS - Cherie Vincent

KS1 – Devina Seeraton

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 Arbor;
- **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.
- Humiliate pupils - in front of peers /staff or the use of threats, fears or phobias
- Make a pupil miss out on learning experiences
- Conduct community service which puts a child in any risk of harm

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 include:

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

School staff should never 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

In order to achieve our aims and objectives we recognise that different groups of people need to work together for the pupils' best interests. These groups include children, teachers, non-teaching staff, parents and SSC members. Individual members of these groups play different roles and have different rights and responsibilities.

The role of pupils

- discuss the school code and class rules within their class.
- understand the consequences of breaking the school rules.
- vote for members of their class to represent them on School Council
-

The role of teachers

- agreeing a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all.
- ensure the school and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time.
- have high expectations in terms of behaviour and strive to ensure that all children work to the best of their ability.
- arrive in class in time.

- know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons.
- inform parents about expected behaviour and seeking their support.
- avoid use of confrontational language – see Appendix D Emotional Containment Phrases
- use proximal praise to reinforce expectations.
- ensure all children are noticed and receive attention in class
- treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding showing no bias.
- ensure all adults working with children with SEMH are informed of individual challenges and strategies.
- organise the classroom in a way that encourages successful learning by giving attention to:
 1. space for working and movement.
 2. seating arrangements
 3. access to materials and equipment
 4. noise levels
 5. routines
- plan activities and teaching instruction appropriate to the ability, maturity and special educational needs of the children.
- be aware of safety issues when planning activities.
- establish procedures for giving directions about tasks.
- teach children about behaviour skills.
- plan and respond to individual needs to learn behaviour skills and self-regulation.
- provide opportunities for children to develop different kinds of relationships with one another.
- allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum.
- be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions.
- liaise with external agencies, support teachers, mid-day staff, parents, the Behaviour Lead and the Principal as necessary to support and guide the interests of the child.
- ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour.
- when a child with a specific behaviour management plan transitions to another class ensure that information is passed on. A meeting with the current class teacher, the new teacher and SENCo is set up.

Expectation of Senco Team

- To use behaviour data to target and assess interventions at universal and SEND support
- To provide support and advice to adults.
- To support teachers in managing pupils with more complex or challenging behaviour so that needs are being met.

Non-teaching staff

The role of the Learning Support Assistants

- being aware of relevant and accepted expectations and reinforcing them
- being consistent and fair when giving rewards and relevant and proportionate when sanctioning
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- being aware of procedures for giving directions about tasks and reinforcing them
- teaching children about behaviour skills and self-regulation
- reassuring, re-focusing and reaffirming tasks set for children.
- fulfilling roles identified within SEMH plans for children.
- having high expectations of children
- providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation.
- allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion.
- responding to children's needs swiftly
- observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- encouraging respectful attitudes for others, the environment, property and equipment

The role of MIDDAY staff members

- being friendly and approachable
- being aware of relevant and accepted expectations and reinforcing them
- being consistent and fair when giving rewards or imposing agreed sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- support children's development of behaviour skills and self-regulation
- having high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- encouraging respectful attitudes for others, the environment, property and equipment
- support children with SEMH using agreed strategies.

The role of parents and carers:

- the school work collaboratively with parents that children receive consistent messages about how to behave at home and at school.
- we explain the school rules at our introductory parents' meeting and expect the parents to support the school in implementing these.
- we build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher and this should not be done in front of the pupil. If the concern remains, they should contact the Deputy Principal. If their concern remains, they should contact the Principal.
- inform the school of any medical or social circumstance that might affect the behaviour of their child.
- provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage.
- inform the school of any concerns about their own child's behaviour.
- keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary.
- support and co-operate with the school in implementing the behaviour policy.
- respect the staff of the school and valuing their professional opinions.
- promote positive attitudes towards school.
- provide a good example of behaviour.

The role of SSC

- responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The SSC support the Principal in carrying out these guidelines.
- the Principal has the day-to-day authority to implement the school behaviour policy, but SSC may give advice about particular disciplinary issues.
- be involved in the development of the policy in accordance with the stated aims of the school.
- be informed about the successes of the policy in maintaining high standards of behaviour.
- ensure that the school has a behaviour and discipline policy.
- support staff in implementing the policy.
- monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives.
- report on the effectiveness of the policy to parents
- provide opportunities for dialogue with children, staff and parents.

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. Inclusion

At Avanti Court Primary School, we integrate inclusion, equality and fairness into all aspects of school life. We are committed to ensuring equality of education for our pupils and equality of opportunity for all. We aim to create a fully inclusive school environment free of discrimination, harassment, bullying and victimisation, where dignity and respect are promoted, where individual differences and diversity are recognised and where the contributions of all our staff are valued. This means responding to the different talents and needs of all our children so that they can achieve their true potential. Reasonable adaptations should be made for children who struggle to make good choices.

All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. This may require work with Phase leaders, SENCOs and in some cases, the Deputy Principal and Principal. It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely punitive approach. Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents. There can also be a number of reasons for children to struggle with positive engagement, for example: understanding, language, culture, previous experiences, disabilities, attitude, family context, attention span, trust, self-concept to name a few. This can lead to different responses, such as: freeze, fight, flight or submit. There needs to be a tailored approach to supporting children who present with challenging behaviours. This needs to be regularly reviewed with both child and parents.

Where necessary, outside agencies may be brought in to support the child eg Early Help (with parental consent), play therapy (with parental consent), brain training (with parental consent) and counselling (with parental consent). Every child is different and unique and we continue to find new ways to support different children in different situations. When children are struggling with challenging behaviours, it is essential for parents to work with the school and outside agencies to address it. Recognising the impact of SEND on behaviour The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. Staff will continue to log dysregulation in order to determine reoccurring triggers for pupils with SEND or SEMH and carefully consider their approach with deescalating a situation in a way that ensures physical and emotional safety for all pupils. (See Appendix C).

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 on Arbor. They MUST also be reported to the Deputy 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 PSHE, 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 – LEVELS OF CONSEQUENCE AND INDICATORS

C1

Types of behaviour displayed: <ul style="list-style-type: none"> • Low level disruptions • Calling out • Work avoidance • Not listening to instructions • Off task • Poor effort 	Action Taken <ul style="list-style-type: none"> • Timely word/warning • Pep talk • Reminder of Avanti Way and Class Charter • Removal of Dojo Point • Nothing to record on <i>Arbor Behavior</i> • <i>Gentle</i> nudge to parents via class dojo or at the end of the day
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C2

Types of behaviour displayed: <i>Repeating Level 1 behaviours despite being instructed by the adult and negative Dojo Point awarded</i> <ul style="list-style-type: none"> • Continues to call out • Disruptive • Continues to not listen to instructions • Continues to be off task/work avoidance 	Action Taken <ul style="list-style-type: none"> • Level 2 behaviour logged onto Arbor (notify YTH and Phase Lead) • Warning • Reminder of Avanti Way and Expectations • Short reflection time during pupil's playtime/lunch time (with class teacher) • Parents informed via Class Dojo on the same day
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C3

Types of behaviour displayed: <ul style="list-style-type: none"> • Continued C2 behaviour • Repeated incorrect uniform after 2 instances of reporting to parents • Rough play / Physical contact (no visible marks) • Defiance or Intentionally ignoring the adult's instructions • Disrespectful behaviour • Intentionally breaking or defacing school equipment • Use of language that is not age appropriate 	Action Taken <ul style="list-style-type: none"> • Level 3 behaviour logged onto Arbor (notify YTH and Phase Lead) • Clear expectation of behaviour pep talk • Community Service as directed by Phase Lead • Parent informed via verbal exchange – in person or via telephone call • Phase Lead to monitor pupil's behaviour incidents for two weeks.
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C4

Types of behaviour displayed: <ul style="list-style-type: none"> • Aggressive physical behaviour – visible marks • 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 	Action Taken: <ul style="list-style-type: none"> • Level 4 behaviour logged onto Arbor (notify CLT and phase Lead). Email sent via Arbor directly to parents at the time of the incident logging (using the predefined template) • Extended community service/loss of privileges • Parents/guardians invited in for a meeting to discuss the behaviour with phase lead and class teacher • Pupil 'on report' – check ins with phase lead
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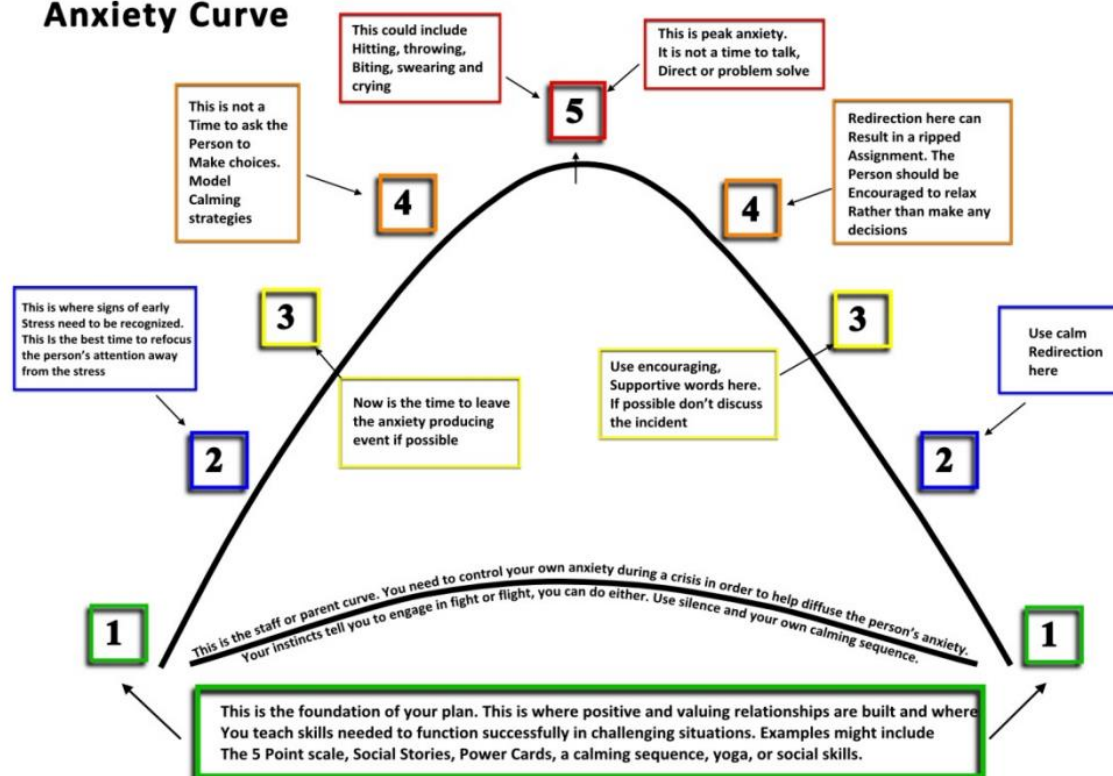
C5

Types of behaviour displayed: <ul style="list-style-type: none"> • Extreme physical violence • Extreme racism/ homophobic/ bullying/sexism • Extreme Harmful behaviours towards others 	Action Taken: <ul style="list-style-type: none"> • Immediate communication to CLT via internal phone call/radio • Level 4 behaviour logged onto Arbor (notify CLT and phase Lead). Email sent via Arbor directly to parents at the time of the incident logging (using the predefined template) • Parents/guardian invited for a meeting to discuss behaviour and next steps with Principal and Behaviour Lead • Internal Seclusion / Suspension (can only be authorised by the Principal) • Exclusion (can only be authorised by the Principal)
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APPENDIX C – SEND/SEMH levels of reporting

S1	
Indicators: Pupil becomes dysregulated but was able to regulate themselves with support from adults or using their strategies	Actions to be taken: Use redirection to ensure the pupil continues to regulate themselves Use supportive, encouraging words Praise the pupils efforts at regulating themselves Log Arbor incident
S2	
Indicators: The pupil became dysregulated and displayed some physical frustrations towards others	Actions to be taken: Ensure the safety of the pupil and other pupils in the vicinity Model Calming strategies according the pupil's ILP Encourage the pupil to find a strategy they would think would calm them and place them far from the trigger Log Arbor incident.

Anxiety Curve



Emotional Containment phrases...

(Coded messages: I am trying to understand you, I'm interested in you, I can hold your emotions, I'm invested in this relationship with you, I can contain how you are feeling right now, I can bear this with you)



It's fine...

e.g. it's fine, you don't need to get upset, we can just go to Mrs Smith and tell her that you have forgotten your PE kit.

It's not a problem...

e.g. It's not a problem we can come back to that work and complete it during finishing off time.

It's ok...

e.g. It's ok we all make mistakes, and that's how we learn from them. If you just put a line through it and write underneath it Mr Jay will know and he will understand.

You're letting me know that...

e.g. You're letting me know that you are feeling angry because you were tackled with the ball and you got pushed on the floor.

You're telling me that...

e.g. You're telling me that you are sad and frustrated because you are finding the work too hard and you don't understand. When you're ready we can look at it together.

It seems that...

e.g. It seems that you are finding it difficult to do your work at the moment. I would like to understand why this is so I can help you. (Provide the child with take up time if they need it by saying when you're ready I'll be...)

You want me to know that...

e.g. You want me to know that you are feeling angry because you didn't want to write those sentences in your book. When you have done those three sentences you can then play with the lego (Low stress level activity chosen using the first and then approach to their learning).

It feels like/as if...

e.g. It feels like/as if you might be feeling sad because you didn't get to give mummy a cuddle before she left this morning?

...Let's sort it out/ do it together...

e.g. You're telling me that it's too hard, and that's ok, let's sort it out/do it together

...We can fix this...

e.g. We can fix this together. When you're ready you pick up the chairs and put the things back in the bin, and I shall help you put the tables back.

You can do this I believe you can/in you

e.g. you can do this, all you need to do is walk straight to Mrs May to pick up the work, and we will come straight back out to your work station.

I can understand that...has upset you/made you feel...because you thought/felt

e.g. I can understand that Mr Johnson has made you feel upset because you thought you were allowed to go out to play today but you are not allowed too. It would be helpful to let him know so he can talk to you about it. So can you find the words to tell him or do you want to do it together?

...I need to keep you safe

e.g. I'm staying in here with you because I need to keep you safe. When you are ready I'll be over here.

I understand you need some space. When you're ready...

e.g. I understand that you need some space. When you're ready I'll be over by the printer.

Let's think of a way you can let me know next time?

e.g. Let's think of a way you can let me know next time? Could you think of a word you can use or could we make a card you could show me?

... we just need to keep you safe.

e.g. You can be angry, we just need to keep you safe.

...It's ok you're safe.

De-escalation Script

An emotional or dysregulated child (angry or upset) may not be able to think calmly or logically about what is happening. Their behaviour is giving us a message about how they feel. To avoid the situation from escalating, we need to:

Acknowledge

Empathise

Reassure

Direct

The following script can be used:

A: I can see and hear that you are feeling upset right now.

(Mood match with your tone of voice, starting with a voice that is controlled, but also sounding emotionally charged. As they engage with you, model gaining control and gradually bring your voice down.)

E: I would be upset too, if.....*(State what has happened to upset the child)*

R: It's OK to feel upset.

D: When you are ready to.....*(State what it is they need to do)* I will know when you are ready because.....

You may also go on to say:

I need you to be safe/ behave in a safe way.

I am going to do..... now, but I will check to see if you are ready.

REMEMBER!

Say as little as possible!

BACK OFF –If necessary!



30 POINTS	Change your Avatar
50 POINTS	Choose a class brain break
75 POINTS	10 minutes of free choice activity in class
85 POINTS	Computer Games during Early morning time
100 POINTS	Homework pass
150 POINTS	Extra 10 minute playtime with a buddy
175 POINTS	Choose your seat for the day
215 POINTS	Pick 2 items from Ms Hirani's Treasure Chest
400 POINTS	Lunch and Hot Chocolate with a Movie in the Leader's Room