

# Behaviour Policy

## 2024-25

### Avanti Fields School



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## 1. Introduction

At Avanti Fields School (Avanti Fields), our aim is to enable our pupils 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, we aim to inspire spiritually compassionate changemakers.

Our primary aim is the safety and well-being of every individual child. We believe that to achieve the aims of the school and to enable high quality teaching and learning to take place, good behaviour in all aspects of school life is necessary, both within and outside the building. 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. We take a firm but fair approach to behaviour management, ensuring the poor behaviour of a very small minority of pupils should not override the achievement of a majority.

This policy enables our staff, pupils, and our families to know and understand what constitutes acceptable and unacceptable behaviour in our school. This in turn provides a shared clarity around behaviours and their consequences. The behaviour policy is central to our ethos and is designed to meet the needs of all our pupils. 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.

## 2. Principles

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

In accordance with the rights set out by the United Nations Convention on the Rights of the Child (UNCRC, 1989), we believe that every child has a right to feel safe, secure and respected in a positive learning environment. Our policy is to recognise every child as an individual and to value the positive contribution she/he makes to school as a whole.

We believe that:

- Your child has a right to a quality education and responsibility to learn effectively.
- Your child has a right to a full and equal share in school activities, and a responsibility to do their best and support others.
- Your child has a right to privacy and a responsibility to respect the privacy of others.
- Your child has a right to work unhindered and a responsibility not to hinder others.
- Your child has a right to trust and honesty and a responsibility to be honest and trustworthy.
- Your child has a right to voice his/her concerns and a responsibility to listen to the concerns of others and respond.
- Your child has a right to be treated with respect and a responsibility to respect others.
- Your child has a right to expect appropriate behaviour from others and a responsibility to behave appropriately.
- Your child has a right to his/her own belongings and a responsibility to safeguard and respect property.

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 recognise that a focus on educational excellence, character formation, and spiritual insight within the curriculum will influence learner's behaviour and enable them to gain a deeper understanding of their thoughts and feelings. If learners are to achieve their best, then they must be free to learn in a stimulating, encouraging, supportive, and rewarding atmosphere.

To achieve this, all members of the school community will follow this policy to guide their everyday practice.

### 3. Legal and Statutory Framework

This policy has due regard to the related statutory legislation including, but not limited to, the following:

- [Education Act 2011](#)
- [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)
- [Education and Inspections Act 2006](#)
- [Education Act 2002](#)
- [Education Act 1996](#)
- [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#)
- [Equality Act 2010](#)

This policy also had due regard to statutory and non-statutory guidance, including, but not limited to the following:

- DfE (2023) [‘Suspension and Permanent Exclusion’](#)
- DfE (2024) [‘Behaviour in Schools’](#)
- DfE (2022) [‘Searching, Screening and Confiscation’](#)
- DfE (2013) [‘Use of reasonable force’](#)
- DfE (2015) [‘Special educational needs and disability code of practice: 0 to 25 years’](#)
- DfE (2015) [‘Promoting children and young people’s mental health and wellbeing’](#)
- DfE (2018) [‘Mental health and behaviour in schools’](#)
- DfE (2015) [‘Supporting pupils at school with medical conditions’](#)

This policy is implemented in conjunction with the following policies and procedures:

- Anti-Bullying and Cyber Bullying
- Child Protection and Safeguarding
- Physical Intervention and Reasonable Force
- School Suspensions and Permanent Exclusions
- SEND

### 4. Roles and responsibilities

#### 4.1 Roles and Responsibilities

The School Stakeholder Committee (SSC) will establish in consultation with the Principal, staff and parents/carers, the policy of promotion of good behaviour and keep it under review. They will monitor the behaviour policy and work with the Senior Leader with responsibility for behaviour, to conduct data analysis and spot trends.

The Principal, in conjunction with the Senior Leader with responsibility for behaviour, will be responsible for the implementation and the day-to-day management of the policy.

The Senior Leader with responsibility for behaviour will be responsible for the day-to-day running of the Rewards and Consequences system providing regular reports to the SSC.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

Parents and carers will take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school. Parents/carers are expected to respect the school's behaviour policy and the disciplinary authority of school staff.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

#### 4.2 Definition of school jurisdiction

Our virtues are designed to encourage young people to become responsible citizens in our society and as such, all pupils on roll at Avanti Fields are expected to uphold these virtues in their life both in and out of school.

This policy applies on school premises and during school hours, on visits and trips, and school events and other occasions related to the school, and any occasions when the pupils are the responsibility of the staff. The policy applies when pupils are off site on study leave or work experience.

Staff can apply consequences to pupils for poor behaviour outside of the school premises when the pupil is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school-related activity
- In any way identifiable as being a pupil at the school (including online).

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above, could:

- Negatively affect the reputation of the school
- Disrupt the orderly running of the school
- Pose a threat to another pupil, a member of staff at the school, or a member of the public.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously.

#### 4.3 Participation in School Trips

Participation in school trips is subject to good conduct in school prior to the trip taking place. If any pupil's behaviour or attitude is in question, at the discretion of the Principal, they can be removed from the trip at any point in time. Any monies paid to date will not be refunded.

### 5. 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:

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

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 School Stakeholder Committee.

## 6. Rewards and Consequences

### 6.1 Rewards

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

The school utilises a scale of rewards that are outlined in Appendix A.

Success is celebrated as follows:

- House points
- Recognition in assemblies
- Accolades and commendations from the class teacher, Heads of Year, Head of Department and the Principal
- Awards Ceremonies

House Points collate for wider House celebrations at the end of each academic year. The House System runs from EYFS through to KS4 (please see Appendix C). The houses are as follows:



Classroom teachers (primary) and the pastoral team (secondary) regularly review the opportunities to celebrate success and engage with the Pupil Leadership Committee (pupil voice) to identify opportunities for development.

At all stages our extended community will be invited to celebrate these successes with the pupils as an integral part of increasing community cohesion.

#### 6.1.1 EYFS and Primary Rewards

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

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

#### 6.1.2 Secondary Rewards

For our secondary pupils' positive events are logged on the school MIS, Arbor. These are monitored by tutors on a weekly review basis, who will discuss positive events (and consequence points and attendance) with each pupil.

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

### 6.2 Consequences

Instances of poor behaviour should have due regard and be dealt with immediately. The school utilises the scale of consequences that are outlined in Appendix B. These consequences will enable pupils to develop their moral literacy and give opportunities for introspection.

The school will examine each incident on an individual basis, including reference to if the behaviour is an isolated incident or part of a repeated pattern. Staff will be consistent in their approaches at all times. Staff will demonstrate the ability to listen with an open mind and will engage in empathetic dialogue when discussing incidents with pupils. The school will consider very carefully the implications of any action it may take when a more serious incident occurs. It seeks to balance the interests of the pupil involved, the other school members and the local community. Where unacceptable behaviour patterns take place, sequential steps are taken by staff to support pupils to modify this behaviour. If the pupil does not change their behaviour, as a consequence, this triggers a set of responses based upon the consequences outlined in Appendix B.

### 6.2.1 EYFS and Primary Consequences

Within each lesson:

C1. A chance – A first warning is given, clearly stating how the pupil 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 pupil's 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.

Class Teachers will communicate with parents where there is a concern about a pupil'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.

C3 consequences are recorded on Arbor by the teacher at the end of the day.

### 6.2.2 Secondary Consequences

Within each lesson:

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

C2. Time to change – A consequence is given. This will result in a 10-minute break or lunch detention where the pupil 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.

C1, C2 and C3 consequences are recorded on Arbor by the teacher at the end of the lesson.

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

## 6.3 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. This is set out in Appendix B.

If a detention is issued to a pupil, the following steps will be taken:

1. Formally record the detention on Arbor (*this will be set of the next available session*).
2. Parents/carers informed by email through Arbor of:
  - a. the reason for the detention;
  - b. the date and time of the detention\*.

\* This is to inform parents/carers of the date and time of the detention and not request consent. Pupils who are unable to attend due to absence from school will automatically be placed in the next available session. The school will not reschedule detentions at parental request.

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.

#### 6.4 Internal Isolation

Pupils will be withdrawn from lessons, break and lunch to work under supervision for persistent or more serious behaviour incidents, or while an incident is investigated pending a decision about appropriate action.

Break and lunchtime isolations may be used, and a succession of lunchtimes may be used, if separation from the cohort is seen as a necessary intervention (e.g. incidents have happened during unstructured time at break or lunch time).

The decision to internally isolate a pupil can only be made by a senior leader. If an internal isolation is issued to a pupil, the following steps will be taken:

1. Formally record the internal isolation on Arbor.
2. Parents/carers informed by telephone and followed up by e-mail through Arbor of:
  - a. the reason for the internal isolation;
  - b. the period of the internal isolation;
  - c. details of the education provision during the internal isolation;
  - d. that the pupil will be placed on a behaviour report for a fixed period following the internal isolation.
3. Head of Year will request the pupil's teacher(s) set them appropriate work to complete.

#### 6.5 Suspensions and Permanent Exclusion

Only the Principal (or their designate, the Head of Secondary) can suspend a pupil from school on disciplinary grounds. Only the Principal can permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Principal will only use permanent exclusion as a last resort.

A decision to suspend a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy.

And in the case of Permanent Exclusion:

- If allowing the pupil to remain in school would pose a high risk of seriously harming the education or welfare of others.

Before deciding whether to suspend or exclude a pupil, the Principal will:

- consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the suspension or exclusion were provoked;
- allow the pupil to give their version of events;
- consider whether the pupil has special educational needs (SEN);
- consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a child looked after (CLA));
- consider whether all alternative solutions have been explored, such as a managed move.

The Principal will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so. If it is deemed necessary to suspend or permanently exclude a pupil from school, an initial telephone call will be made and/or email sent to explain the circumstances and inform the parent/carer of the consequence. This communication will be followed up with an official letter as soon as practicably possible and within 24 hours.



The standard of proof applied in suspensions and permanent exclusions is the balance of probability. The length of a suspension will be decided by the Principal with reference to:

- the age of the pupil;
- any additional needs the pupil may have;
- the disciplinary record of the pupil;
- the nature of the offence;
- exam obligations.

The following incidents or offences will normally lead to a suspension or permanent exclusion. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive:

- Any incident which poses a risk to other pupils or members of staff, e.g. bringing a weapon onto the premises
- Any incident which breaches the law
- Persistent and severe bullying
- Verbal and physical abuse, including fighting
- Targeted or intimidating behaviour towards other pupils or members of staff
- Constant disruption
- A single, serious and major incident, e.g. serious assault on another individual leading to injury

#### *6.5.1 Suspensions*

If a pupil is suspended or excluded from school, the parents/carers are responsible for ensuring their child is not in a public place during school hours. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do so.

When a pupil is suspended, the following steps will be taken:

1. Formally record the suspension 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 pupil may be involved in this;
  - how representations should be made;
  - the right to attend the SSC review meeting and to be represented at that meeting;
  - the fact that the pupil 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 pupil 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 pupil missing a public examination or national curriculum test.
4. Notify the Local Authority (LA) for the area in which the pupil lives if they do not live the Local Authority area for the school.

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

Where a pupil is suspended the school will:

- undertake to set and mark work for that pupil for the first five days of the suspension;
- provide full-time education (off-site or in a shared provision) from the sixth day of any period of suspension of six days or longer;
- advise any consequences that may be imposed for non-attendance of the provision for the sixth day onwards;
- consider how the time out of school might be used to address the pupil's problems; and
- consider what support will best help with the pupil's reintegration into the school at the end of the suspension.

The parents/carers of a pupil who is suspended for a single or cumulative period of 6-15 days in any one term can request a meeting with the SSC to review the suspension. The SSC will meet within 15 school days of the suspension and will decide whether or not to uphold the suspension. If a pupil is suspended for more than 15 days in a term the SSC will always meet within 15 school days to review the suspension.

After a suspension, pupils must attend a reintegration meeting with their parents/carers and a member of the Pastoral and/or Senior Leadership Team. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the pupil arranged at this time. All pupils who have received a suspension will meet with the Head of Year after their return to school.

#### *6.5.2 Permanent Exclusions*

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 pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Repeated suspensions could ultimately lead to permanent exclusion. This will usually be considered as a 'last resort' action; applied only when all other methods and strategies have failed. However, permanent exclusion can also follow after certain single incidents, which are deemed to be extremely serious.

The following incidents or offences will almost certainly lead to permanent exclusion. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive:

- actual or threatened violence against a member of staff (in or out of school);
- theft from the school, a pupil or a member of staff;
- serious actual violence against another pupil.

We have a zero-tolerance policy towards drugs and weapons in school and any action regarding sexual abuse and exploitation. The following offences will result in permanent exclusion from the school:

- possession, use, supply or intent to supply an illegal drug or legal high (new psychoactive substances (NPS));
- bringing a weapon onto the school premises, or having a weapon in school;
- sexual abuse or assault;
- behaviour leading to child protection issues, such as child-on-child abuse including sexual exploitation or grooming.

*Note: For clarification, a weapon is deemed as anything that can inflict harm and may include, amongst other things, a knife, blade, pen knife, Swiss army knife or similar.*

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

1. Formally record the exclusion on Arbor.
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 pupil may be involved in this;
  - c. how representations should be made; and
  - d. the 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 pupil lives if they do not live in the Local Authority area for the school.

If a pupil is permanently excluded the school will:

- undertake to set and mark work for that pupil for the first five days of the exclusion;
- advise parents/carers that, during the first week of the exclusion, the Local Authority will arrange to assess the pupil's needs and how to meet them; arrange a meeting with them to discuss options; and that from the sixth school day ensure that suitable full-time education is provided;
- arrange a meeting with the SSC to review the exclusion and decide whether to uphold it.

As part of the Avanti Schools Trust, we follow the *School Suspensions and Permanent Exclusion Policy*, which can be found on the Avanti Schools Trust website.

## 7. Bullying

Every member of the school community is entitled to respect and courtesy and it is important that we recognise bullying in all forms. Putting physical or mental pressure on another pupil, no matter what the reason, is bullying and it is everyone's responsibility to do all we can to eliminate it from our school. Our key aim is to prevent bullying of any type by reinforcing a positive ethos and being proactive in our response to both staff and pupils.

As part of the Avanti Schools Trust, we follow the *Anti-Bullying and Cyber Bullying Policy*, which can be found on the Avanti Schools Trust website.

## 8. Support and Prevention

The behaviour policy encourages pupils to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour. It incorporates staff training on promoting positive and consistent behaviour standards within the school. The following elements may be used to help pupils who have difficulty meeting expectations.

### 8.1 Pastoral Systems

#### 8.1.1 Primary Pastoral Systems

Every pupil has a class teacher and support staff who guide pupils and help to secure a safe and successful environment in which the pupils in their care can flourish. As a team they are responsible for overseeing the pastoral care, academic progress and development of the pupils in their class.

In the primary we have an 'open-door' approach to encourage strong relationships with the parents and carers we work with. Children and parents in the primary are greeted by a member of staff every morning and at the end of the school day. This 'open door' approach allows for opportunities to regularly communicate with parents and carers regarding any concerns or worries we have about individual pupils' and also encourages parents and carers to share any concerns and worries they may have.

#### 8.1.2 Secondary Pastoral Systems

Every pupil has a nominated form tutor – a teacher who works to enable that pupil to make the best use of the time spent at school. Form tutors work hard to secure a safe and successful environment in which the pupils in their care can flourish. They are responsible for overseeing the pastoral care, academic progress and development of the pupils in their tutor group.

Form tutors want each pupil fulfilling their potential and will take opportunities to support and reinforce good behaviour and discuss challenging behaviour as part of the work they do with their tutor groups. They carry out developmental work each morning and encourage pupils to take increased and increasing responsibility for themselves. Tutors and other teachers will complete other development activities in PSHE lessons.

Tutors work closely with their Head of Year and ensure that any information that needs to be communicated to staff is done so through the most appropriate method.

The rewards and consequences system notifies tutors about the behaviour of pupils in their tutor group, and they use this information as part of their work in guiding, supporting and encouraging their pupils, and communicating with parents/carers as and when needed.

## 8.2 Encouraging good behaviour

Staff always try to build relationships with pupils and encourage pupils to choose the right behaviour. Teachers use a number of classroom management strategies, this includes:

- moving a pupil to a different part of the classroom;
- giving the pupil reflection time outside the door of the classroom;
- suspension of privileges e.g. golden time (primary), school trips (secondary);
- referral to a Head of Year or Head of Department;
- staff collaborate closely, and involve senior staff as needed for advice and help on appropriate ways of implementing a strategy.

## 8.3 Restorative Practices

We believe children should be given opportunities to work restoratively and be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre of how the school operates. It involves providing a culture of high challenge and high support throughout the school. It encourages pupils to treat others with respect and to understand why relationships are important.

Our restorative approach helps pupils:

- understand how their actions can affect others;
- develop positive characteristics they can use in and out of school;
- understand themselves and each other better;
- learn why it's important to see another person's point of view;
- see that we all learn through making mistakes as well as through being successful;
- learn how to move through conflict creatively;
- repair relationships with pupils and staff following an incidence of poor behaviour or relationship breakdown.

Restorative Practice 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 pupils 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.

Secondary colleagues benefit from utilising the research led approaches to behaviour management through "Paul Dix's "When the Adults Change, Everything Changes" to support our restorative practices.

## 8.4 Behaviour Reports

### 8.4.1 EYFS and Primary Behaviour Reports

Where pupils 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 pupil. However, may include:

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

### 8.4.2 Secondary Behaviour Reports

Pupils are placed on behaviour reports where necessary to enable their behaviour to be monitored by both staff and parents. This also gives the pupils 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 B. The type of report will be dependent on the type of behaviour and will be escalated when needed. Pupils on a behaviour report should be monitored for at least 2 weeks. If there is no improvement after the first week then the pupils can be escalated to the next level of report.

Behaviour reports take the form of physical paper reports and the issuing of a report will be recorded on Arbor.

Type of report	Colour	Reason for Report
Attendance and Punctuality Report	Purple	<ul style="list-style-type: none"> <li>• Attendance falls below school expectations repeatedly.</li> <li>• Repeated lateness to school.</li> <li>• Repeated lateness or internal truancy to lessons.</li> </ul>
Subject Teacher Report	Blue	<ul style="list-style-type: none"> <li>• Repeated infringements for incorrect equipment in the same lesson.</li> <li>• Attitude to learning within the subject does not meet school expectations.</li> </ul>
Form Tutor Report	Green	<ul style="list-style-type: none"> <li>• Repeated infringements for incorrect uniform or equipment.</li> <li>• Attitude to learning across multiple lessons does not meet school expectations.</li> <li>• Failure to follow staff instructions.</li> <li>• Issued 2 or more Subject Teacher Reports from different subject areas.</li> </ul>
Head of Year / Head of Department Report	Yellow	<ul style="list-style-type: none"> <li>• Attitude to learning across multiple lessons escalates and/or continually does not meet school expectations (HOY).</li> <li>• Attitude to learning escalates and/or continually does not meet school expectations. (HOD)</li> <li>• Disrespectful behaviour towards staff or peers.</li> <li>• Pupil has an internal isolation.</li> </ul>
Senior Leadership Team Report	Red	<ul style="list-style-type: none"> <li>• Attitude to learning across multiple lessons escalates further and does not meet school expectations despite Head of Year level interventions.</li> <li>• Pupil has a suspension.</li> </ul>
Behaviour Support Plan	Red	<ul style="list-style-type: none"> <li>• Attitude to learning across multiple lessons escalates and/or continually does not meet school expectations despite behaviour interventions.</li> <li>• One-off serious behaviour incident.</li> </ul> <p><i>At this level the pupil is at risk of further suspensions or permanent exclusion.</i></p>

## 8.5 Additional and Alternative Support (Secondary)

### 8.5.1 Strategy cards

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

### 8.5.2 Pastoral Support Plan (PSP)

A Pastoral Support Plan (PSP) is school-based intervention, usually at Head of Year level to help individual pupils to manage their behaviour. It is particularly useful for those whose behaviour is deteriorating rapidly, or who have received more than one suspension. Pupils who are considered 'vulnerable' will be identified at the earliest opportunity.

PSPs identify precise and realistic targets for the pupil to work towards. A nominated member of staff will oversee the PSP. As part of target-setting we normally review literacy skills and outline a support programme where necessary. We may also consider groupings, classroom organisation and specialist support. This is a supportive measure.

### 8.5.3 Behaviour Support Plan (BSP)

A Behaviour Support Plan (BSP) is a school-based intervention, usually at Senior Leadership level to help individual pupils manage their behaviour. It will be used for pupils whose behaviour has not improved despite school and/or external interventions, and who are at risk of permanent exclusion.

BSPs identify the expected behaviours for the pupil to work towards. A nominated member of staff will oversee the BSP. We may consider additional specialist support. This is a supportive measure but can also constitute the final opportunity for a pupil to demonstrate improved behaviour before a permanent exclusion is considered. At this point a multi-agency assessment should be considered as part of the support.

The BSP can be ended at any point if it is clear the pupil 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 BSP or recommend to the Principal that permanent exclusion should be considered.

### 8.5.4 Multi-agency Support

Avanti Fields works with a number of external specialist services to ensure that we can offer a range of support for our pupils. We typically have a stepped approach to the offer and our current partners include:

- School nurse: Early support and intervention for physical and mental health concerns delivered by NHS school nurse team
- Anna Freud: Early support service for mental wellbeing for pupils, staff, parents and carers
- NHS Mental Health Support Team: early intervention for mental health and challenging behaviours
- Behaviour Mentors: 1:1 support with a mentor to support challenging behaviours
- Alternative Provision: a variety of providers across the city to offer short-term respite placements to support challenging behaviours
- Managed Moves: the school will organise through the local authority a move to another school, usually with a trial period. Misbehaviour in the trial will result in the pupil rejoining Avanti Fields.

## 9. Uniform and Appearance

Uniform must be worn correctly at all times on the way to and from school and when representing the school off site. When non-uniform items are worn, they will be confiscated after a repeated infringement and parents/carers will be asked to collect them from school.

As part of the Avanti Schools Trust, we follow the *Uniform Policy Statement*, which can be found on the Avanti Schools Trust website. School specific uniform requirements can be found on our website.

## 10. Electronic Devices

For the purpose of this policy, the electronic devices covered are mobile phones, tablets, gaming devices, and any wearable technology, including SMART watches, headphones and earbuds.

At Avanti Fields School we understand the importance of pupils carrying a mobile phone during their journey to and from school. Parents need to know that their children are safe and able to contact someone during an emergency. It is the recommendation of the school that if a pupil requires a mobile phone for contacting parents/guardians then they should purchase a non-smart device with a value of less than £25.

Whilst children are in school it is imperative that electronic devices do not hinder the learning environment. Pupils attending an Avanti school will only be allowed to use their electronic devices before or after school, but not on school premises.

The school will follow the procedures outlined:

- Mobile phones and other electronic devices will be stored in lockers. All pupils will be required to use a school-issued locker. They should NOT be stored in pupil's clothing or bags.
- Mobile phones should be turned OFF upon entry to the school gates.
- SMART watches should NOT be worn to/from school.

### *Sanctions*

Pupils who infringe the rules will have the following sanctions issued:

- Electronic devices will be confiscated by school staff, to be securely stored with our admin team until a parent is able to collect.
- Automatic C3 detention will be issued.
- Repeated infringements may result in requesting the electronic device not be brought into school or held with our admin staff throughout the day. Other sanctions may be applied as per our current behaviour policy.

**Put simply: not seen, not heard, not confiscated.**

## 11. Prohibited and Inappropriate Items

The school follow the guidance set out by the Department for Education, specifically:

- [Behaviour in school: Advice for headteachers and school staff \(September 2022\)](#)
- [Searching, Screening and Confiscation: Advice for schools \(July 2022\)](#)

The following items are banned from the school premises:

- Alcohol
- Cigarettes, tobacco and cigarette papers, including smokeless tobacco (such as “snus”)
- Electronic cigarettes (e-cigs) and vaping products, capsules, liquids.
- Fire lighting equipment – including matches, lighters etc.
- Fireworks
- Illegal drugs and drug paraphernalia including New Psychoactive Substances (NPS) (legal highs)
- Pornographic images
- Solvents
- Stolen items
- Weapons and other dangerous implements or substances, including:
  - Knives
  - Razors
  - Catapults
  - Guns and ammunition (including replicas and BB gun)
  - Laser pens

- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Dangerous chemicals
- Any other drugs, except medicines covered by the prescribed medicines procedure
- Other items:
  - Chewing gum
  - Caffeinated energy drinks (these are banned from sale to under 16s)
  - Non-ethos food, snacks or drinks (other than water) not provided by the school
  - Water pistols and water balloons
  - Offensive materials (i.e. pornographic, homophobic, racist, extremist propaganda)
  - Materials that may be used for solvent abuse
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
  - To commit an offence, or
  - To cause personal injury to, or damage to property of; any person (including the pupil).

All members of staff have been given the legal power to search for dangerous prohibited items without consent. The consent of the pupil will be sought in as many cases as possible. However, if the member of staff believes that there is a threat to safety of the pupil or other members of the school community, they can use their power to search without consent for any of the items listed above. Searches will be conducted by a senior member of staff, with another staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

If staff have suspicions that a pupil has something on their person (drugs, weapon, cigarettes, etc) that may be in breach of school regulations a search will be made and the pupil will be asked to empty the contents of their pockets and bags. If they refuse, their parents/carers will be called to carry out the search on our behalf.

- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, shoes and coats.
- A staff member carrying out a search can confiscate any item upon which they have reasonable grounds to suspect is a prohibited item.
- The school is not liable for any damage to, or loss of, any confiscated item.
- The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- Parents/carers will be informed of any searches which take place, including whether any prohibited items have been found and confiscated. Parents/carers may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school.
- The Principal will always be notified if the item that is confiscated represents a safety threat. For other items, a senior leader will return the items to parents.

## 12. Smoking, Controlled Substances and Legal Highs

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents/carers, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, vaping materials, smokeless tobacco (such as “snus”), lighters, matches or pipes.

The school has a zero-tolerance policy on illegal drugs and legal highs.



- Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
- The staff member will store the sample in a secure location and immediately inform a senior member of staff of its whereabouts.

In the event that a pupil is found in possession of illegal drugs:

- The incident will be reported to the police.
- The school will provide the name of the pupil from whom the drugs were taken to the police.

Any further measures will be undertaken in line with the school's Child Protection Policy.

Where controlled substances are found on school trips away from the school premises, the parents/carers of the pupil, as well as the local police, will be notified.

### 13. Sexual Harassment

The school has zero tolerance for all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity;
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions;
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.;
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body;
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature;
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing;
- Purposefully cornering or hindering an individual's normal movements;
- Engaging in the improper use of BYOD devices and the internet including, but not limited to, the following:
  - Accessing, downloading or uploading pornography;
  - Sharing pornography via the internet or email;
  - Creating or maintaining websites with sexual content;
  - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any recurrence. Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

### 14. Use of Reasonable Force

In line with DfE guidance, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Restrictive physical intervention with reasonable force should be very rarely employed and professional judgement and caution must be exercised. Restrictive physical intervention with reasonable force may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil;
- A pupil tries to, or does, conduct deliberate damage or vandalism to property;
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects;
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only when doing so may lead to a risk of injury, property damage or serious disruption;
- A pupil persistently refuses to obey an order to leave the classroom and the safety of pupils or staff is at risk.

Restrictive physical intervention will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use de-escalation strategies before the use of restrictive physical intervention; however, the school understands that restrictive physical intervention (with or without reasonable force) may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The Principal and other authorised members of staff are permitted to use restrictive physical intervention with reasonable force when conducting a search, without consent, for certain prohibited items (as detailed in section 11 of this policy).

Wherever possible, staff will ensure that a second member of staff is present to witness any use of reasonable force such as when restrictive physical intervention used.

After an instance of restrictive physical intervention, the pupil will be immediately taken to a Senior Leadership Team member and the pupil's parents/carers will be contacted.

Any violent or threatening behaviour will not be tolerated by the school and may result in suspension in the first instance. It is at the discretion of the Principal as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups. Any incident of restrictive physical intervention will be logged on CPOMS and reported to the Principal and Designated Safeguarding Lead.

## 15. The Police

It will be for the Principal or another senior leader to decide whether the police should be involved in any given incident. The police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Parents/carers will be informed if a decision is taken to contact the police. The possession of illegal substances and offensive weapons on the school premises will always lead to the involvement of the police.

The school will follow the guidance of Home Office Circular 98178 on 'Interrogation and Taking Statements'. Thus, it will be normal practice for police interviews to take place at school only in the presence of parents/carers. If parents/carers cannot be contacted the school will ensure that an appropriate adult is present.

The role of the "appropriate adult" is to ensure that the rights, entitlements and welfare needs of the pupil are met. This is likely to involve:

- Ensuring the police act properly and fairly;
- Helping the pupil to communicate clearly and be understood (while respecting and supporting their right to silence, if they so wish);
- Helping the person to understand their rights and how to use them.

It is important to note that the “appropriate adult” cannot provide legal advice and that making the person aware of their rights does not constitute advice on how/when to exercise those rights.

Staff should not obstruct the police in the course of their duty. The police have the right to enter the site without permission of the Principal but should only exercise this right in exceptional circumstances.

The school may contact the police where offences involve theft, harassment (bullying), assault, damage, drugs and offensive weapons. The school will follow guidance of investigating officers which can include:

- Keeping accurate records of interviews and admissions as a member of staff could be called as a witness;
- Storing any seized items securely on school site until the police are able to collect them;
- Ceasing school investigations and/or interviews must stop once the school has been notified that a criminal investigation is under way.

***No behaviour policy can cover all eventualities. The Principal reserves the right to use discretion to help Avanti Fields pupils make better choices and learn the right lessons.***

## Appendix A: Rewards (Secondary)

CODE	REWARD DESCRIPTION	REWARD
<b>R1</b>	<p><b><u>Achievement Point</u></b>            Commendable behaviour demonstrating the Avanti Way            Exemplary effort shown in classwork or home learning            Positive impact on others to help them learn            Showing evidence of wider reading            Responding well to teacher feedback            Taking pride in the presentation and organisation of work</p>	1 House Point
<b>R2</b>	<p><b><u>Head of Department / Head of Year Award</u></b>            Academic achievement (working at or above target grade)            Academic progress (improvement towards target grade)            Outstanding effort across the curriculum (e.g. entry into external competitions)            Representation of Avanti Fields at a co-curricular event            Service to the Department, House, or School (e.g. student leadership, organising house competitions, open evening helpers)            Contribution to the life of the school (e.g. reading ambassadors, friendly faces, leading kirtan)            Sustained and/or outstanding effort shown in classwork or home learning</p>	3 House Points  Personalised message from HOD/HOY
<b>R3</b>	<p><b><u>Virtue Awards (termly)</u></b>  <b>Nominated by Head of Department / Head of Year for:</b>            Significant and exceptional display of one of our school virtues of Empathy, Self-discipline, Respect, Integrity, Courage, and Gratitude</p>	5 House Points  Celebration Breakfast  Certificate
<b>R4</b>	<p><b><u>Principal's Commendation (termly)</u></b>            Excellent commitment to the Avanti Way            Significant contribution to the life of the school            Exceptional representation of Avanti Fields at a co-curricular event (e.g. finals, county representation)            Representation of Avanti Fields within the wider community            Sustained and/or outstanding commitment to learning (e.g. placing/winning external competitions)            Volunteering within the school or wider community</p>	15 House Points  Placed on Principal's Commendation poster and Hot Chocolate morning  Certificate and name in the Parent Bulletin
<b>R5</b>	<p><b><u>Celebrating Achievement Awards (annual)</u></b>            Educational Excellence Award            Character Formation Award            Spiritual Insight Award</p>	30 House Points  Recognition at the Annual Awards Evening  Certificate

*All House Points will count towards the overall House score at the end of the academic year.*

## Appendix B: Consequences (Secondary)

CODE	BEHAVIOUR DESCRIPTION	CONSEQUENCE
<b>C1</b>	<ul style="list-style-type: none"> <li>Calling out without permission</li> <li>Talking or actions that disrupt learning</li> <li>Lack of engagement or effort in classwork</li> <li>Lack of equipment</li> <li>Failure to submit home learning</li> <li>First instance of incorrect uniform</li> <li>Poor presentation and/or organisation of work</li> </ul>	<ul style="list-style-type: none"> <li>-1 Behaviour Point</li> <li>Verbal warning</li> </ul>
<b>C2</b>	<ul style="list-style-type: none"> <li>Late to school or lessons (after register has closed)</li> <li>Failure to follow staff instructions</li> <li>Continued disruption of the learning of others</li> <li>Continued lack of engagement or effort in classwork</li> <li>Repeated (2 or more) instances of lack of equipment</li> <li>Repeated (2 or more) instances of failure to submit home learning</li> <li>Repeated (2 or more) instances of incorrect uniform</li> <li>Inappropriate language (swearing)</li> </ul>	<ul style="list-style-type: none"> <li>-2 Behaviour Points</li> <li>C2 detention: 10 mins (break or lunch)</li> </ul>
<b>C3</b>	<ul style="list-style-type: none"> <li>Failure to attend a C2 consequence</li> <li>Serious disruption of the learning of others</li> <li>Defiant or disrespectful behaviour to a member of staff</li> <li>Disrespectful behaviour towards a peer</li> <li>Bullying</li> <li>Possession of inappropriate items (e.g. mobile phone, SMART watch, chewing gum, water pistols)</li> <li>Repeated lateness to school or lessons (2 or more C2s in a half-term)</li> <li>Repeated lack of equipment (2 or more C2s in half-term)</li> <li>Repeated failure to submit home learning (2 or more C2s in a half-term)</li> <li>Repeated incorrect uniform (2 or more C2s in a half-term)</li> </ul>	<ul style="list-style-type: none"> <li>-3 Behaviour Points</li> <li>C3 detention: 30 mins Tuesday / Thursday 3:30pm – 4:00pm</li> </ul>
<b>C4</b>	<ul style="list-style-type: none"> <li>Failure to attend a C3 consequence</li> <li>Repeated (3 or more) C3s in a half-term</li> <li>Inappropriate language (racial, homophobic, or derogatory)</li> <li>Persistent or severe disruption to lessons</li> <li>Truancy from a lesson</li> <li>Cheating, including plagiarism</li> <li>Repeated or serious misbehaviour</li> </ul>	<ul style="list-style-type: none"> <li>-4 Behaviour Points</li> <li>C4 HOY detention: 1h Tuesday / Thursday 3:30pm – 4:30pm</li> </ul>
<b>IE</b>	<ul style="list-style-type: none"> <li>Failure to attend or misbehaviour in a C4 consequence</li> <li>Repeated or serious bullying incident</li> <li>Sever inappropriate behaviour at break, lunch or outside school</li> <li>Persistent and/or serious defiance or disrespectful behaviour to a member of staff</li> <li>Persistent truancy from a lesson</li> <li>Damage to property, vandalism, graffiti</li> <li>Theft</li> <li>Violence, expressed through actions or threats</li> <li>Discrimination or prejudice towards another pupil</li> <li>Bringing the school into disrepute</li> <li>Possession of a prohibited item</li> <li>Smoking, vaping, or consuming alcohol (including being in the vicinity)</li> </ul>	<ul style="list-style-type: none"> <li>Internal isolation</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>Failure to attend or misbehaviour in an internal isolation</li> <li>Persistent and/or extreme defiance or disrespect to a member of staff</li> <li>Significant disruption to the orderly running of the school</li> <li>Repeated or serious violence, expressed through actions or threats</li> <li>Possession or use of an offensive weapon</li> <li>Sexual misconduct – including sexual abuse, assault or harassment</li> <li>Supply, possession, or use of drugs and/or substances</li> </ul>	<ul style="list-style-type: none"> <li>Suspension (or for significant cases permanent exclusion)</li> </ul>

*This is not an exhaustive list of every possible behaviour type and consequence it deserves.*

## Appendix C: House System

House Points collate for wider House celebrations at the end of each academic year. The House System runs from EYFS through to KS4. The houses are as follows:



### *House Competitions*

House competitions are organised throughout the academic year and endeavour to provide a range of opportunities for pupils to engage with school life. House competitions may be individual or group activities. The following house points will be awarded for House Competitions:

- 1<sup>st</sup> Place: 30 house points
- 2<sup>nd</sup> Place: 15 house points
- 3<sup>rd</sup> Place: 5 house points
- Participation: 2 house points

Our House System works to promote and reward pupils who are consistently displaying the right behaviour throughout the school year. Pupils will be awarded house points for the following on a termly basis:

- 100% attendance: 5 house points
- 100% punctuality: 5 house points
- Zero behaviour points: 5 house points

### *Primary House Celebrations*

Each week the house point numbers are shared with the pupils and numbers are updated on the Primary hall display. Pupils are encouraged each week to strive as a team to win the half termly house-point prize. This prize is celebrated each half term and is shared with parents via the Parent Bulletin.

### *Secondary House Celebrations*

A school-wide end of year event is organised for the winning house to celebrate and recognise their positive contributions towards school life.