



AVANTI GRANGE

SECONDARY SCHOOL

Behaviour Policy

This policy is in force until further notice from:	November 2023
This policy must be reviewed by:	September 2024
Policy Author(s):	Ben Martin
Location of publication of policy:	School Website
Approved by:	School Stakeholder Committee
Approval given on:	15 th November 2023



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1. Introduction

At Avanti Grange School (Avanti Grange), high standards of behaviour are expected and are commonplace. Our key purpose is to ensure the safety, well-being and success of all our students, however poor behaviour has a negative impact on the ability of our students and staff to achieve this. Therefore, our Behaviour Policy aims to eradicate poor behaviour to allow for staff and students to focus on what matters most - learning.

Our success is achieved as a direct result of high standards and expectations. To facilitate high quality teaching and learning in a calm purposeful learning environment, acceptable behaviour must be demonstrated in all aspects of school life, both within and outside the building. We take a firm but fair approach to behaviour management, ensuring the poor behaviour of a very small minority of students should not override the achievement of a majority.

This policy enables our staff, students 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 and the need to find time for endless discussions about behaviour is therefore removed - freeing time up to focus on our classroom practice.

The behaviour policy is central to our ethos and is designed to meet the needs of all our students.

2. Principles

To achieve the aims of the School, 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 virtues 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 behaviour policy.

Everyone has the right to:

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

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 2002
- The School Discipline (Pupil Suspension or exclusions and Reviews) (England) Regulations 2012
- Education and Inspections Act 2006
- Education Act 1996
- The Education (Provision of Full-Time Education for Suspend or excluded Pupils) (England) Regulations 2007
- The European Convention on Human Rights (ECHR)
- Equality Act 2010

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

- DfE (2022) 'School suspensions and permanent suspension or exclusions'
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'

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

- Anti-Bullying & Cyber Bullying
- Child Protection & Safeguarding
- School Suspensions and Permanent Exclusions
- Special Educational Needs Disability (SEND)
- Physical Intervention & Reasonable Force

4. Roles and Responsibilities and Definitions

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.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students 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 students on roll at Avanti Grange 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 students are the responsibility of the staff. The policy applies when students are off site on study leave or work experience.

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

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

Staff may also discipline students 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 student, 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 student 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 students at the school are taken very seriously.

5. Monitoring, Reviewing and Evaluation our Practice

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

- Staff Meetings
- Assemblies
- Parent/Carer Consultations
- Student 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.

6. Rewards and Consequences

6.1 Rewards

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

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

Students may be rewarded for a number of reasons, including:

- Commendable behaviour demonstrating the Avanti Way
- Displaying an interest in learning
- Exemplary effort shown in classwork and prep
- High levels of attendance and punctuality
- Positive impact on others to help them learn
- Showing evidence of wider reading
- Academic achievement and progress

Success is celebrated as follows:

- House Points
- Recognition in Year Group assemblies
- Recognition through Avanti Insight
- Accolades in the form of Principal Commendations and Avanti Stars
- Celebration Assemblies
- Awards Evening

The pastoral team regularly review the opportunities to celebrate success and engage with the Student Leadership Committee (student voice) to identify opportunities for development.

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

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 students to develop their moral literacy and give opportunities for introspection.

The school will examine each incident on an individual basis, however, 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 students. 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 student involved, the other school members and the local community.

Where unacceptable behaviour patterns take place, sequential steps are taken by staff to support students modify this behaviour. If the student does not change their behaviour, as a consequence, this triggers a set of responses based upon the consequences outlined in Appendix B.

6.3 Restorative Practice

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 works. It involves providing a culture of high challenge and high support throughout the school. It encourages students to treat others with respect and to understand why relationships are important.

Our restorative approach helps students:

- 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 students and staff following an incidence of poor behaviour or relationship breakdown.

6.4 Detentions

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 student, the following steps will be taken:

1. Detention is formally recorded on Arbor (*this will be set for the next available session*).
2. Parents/carers informed by e-mail through Arbor of:
 - a. the reason for the detention
 - b. the date and time of the detention*.

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

** This is to inform parents/carers of the date and time of the detention and not request consent. Students 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.*

6.5 Isolation (C4) / Internal Suspension (C5)

Students 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.

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 lunchtime).

A student in Isolation (C4) or Internal Suspension (C5) will also have a detention as part of the same consequence on the same day. This helps to balance support and restorative work that will be undertaken during the day, acting as a deterrent so that students do not see isolation/internal suspension as a way to avoid attending lessons.

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

1. Isolation or internal suspension formally recorded on Arbor.
2. Parents/carers informed by telephone and followed up by e-mail through Arbor of:
 - a. the reason for the isolation/internal suspension
 - b. the period of the isolation/internal suspension
 - c. details of the education provision during the isolation/internal suspension
3. Head of Year will request the student's teacher(s) set them appropriate work to complete.

Alternatively, the decision may be made by the senior leadership team that the student does not need to be removed from lessons. In this case alternative strategies may be implemented, such as:

Weekend Projects

- Students will be required to attend school on Saturday morning
- Students are given a project to complete. This is linked to the school value most appropriate for the negative behaviour demonstrated.
- The project should take approximately 3 hours to complete.
- Projects not completed, or demonstrating little effort, will result in the consequence being increased accordingly.

6.6 Suspensions and Permanent Exclusion

Only the Principal can suspend or permanently exclude a student 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 or exclude a student 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 student 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 student, the Principal will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked.
- Allow the student to give their version of events.
- Consider whether the student has special educational needs (SEN)
- Consider whether the student is especially vulnerable (e.g. the student 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 student, 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 student 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 permanent exclusions and suspensions is the balance of probability. If staff have suspicions that a student has something on their person (drugs, weapon, cigarettes, etc) that may be in breach of school regulations a search will be made and the student 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.

The length of a suspension will be decided by the Principal with reference to:

- the age of the student
- any additional needs the student may have
- the disciplinary record
- the nature of the offence
- exam obligations

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

- Persistent or extreme disruptive behaviour
- Persistent and/or serious defiance to a member of staff
- Persistent and/or severe disrespectful behaviour to a member of staff
- Repeated and/or severe bullying incident
- Failure to attend or misbehaviour in a C4 consequence
- Persistent or extreme misbehaviour
- Violence, expressed through actions or threats
- Bringing the school into disrepute
- Damage to property, vandalism, graffiti
- Discrimination or prejudice towards another student
- Possession of a prohibited item
- Smoking, vaping, or consuming alcohol (including being in the vicinity)
- Theft

If a child 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.

Where a student is suspended the school will:

- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any suspension
- undertake to set and mark work for that student 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 student's problems; and
- consider what support will best help with the student's reintegration into the school at the end of the suspension.

The parents/carers of a student who is suspended for a single or cumulative period of 6-15 days in

any one term can request a meeting with SSC to review the suspension. The SSC will meet within 6-50 school days of the suspension and will decide whether or not to uphold the suspension. If a student 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, students must attend a reintegration meeting with their parents/carers and a member of the Senior Leadership Team. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the student arranged at this time. All students who have received a suspension will meet with the Head of Year after their return to school.

Repeated offences 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 student or a member of staff
- serious actual violence against another student

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 a student is permanently excluded the school will:

- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any exclusion
- undertake to set and mark work for that student 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 student'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 student, 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 students.

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 students 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 students who have difficulty meeting expectations.

8.1 Pastoral Systems

Every student has a nominated form tutor – a teacher who works to enable that student 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 students in their care can flourish. They are responsible for overseeing the pastoral care, academic progress and development of the students in their tutor group.

Form tutors want each student 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 students 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 students in their tutor group and they use this information as part of their work in guiding, supporting and encouraging their students, and communicating with parents/carers as and when needed.

8.2 Encouraging good behaviour

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

- Moving a student to a different part of the classroom, or to an isolated desk
- Giving the student reflection time outside the door of the classroom
- Suspension of privileges e.g. school trips
- Referral to a Head of Year
- Staff collaborate closely, and involve senior staff as needed for advice and help on appropriate ways of implementing a strategy.

8.3 Behaviour Reports

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

Behaviour reports take the form of physical paper reports.

Type of report	Colour (if on card)	Reason for Report
Academic Progress Report	Purple	<ul style="list-style-type: none"> Concerns over academic progress.
Attendance and Punctuality Report	Purple	<ul style="list-style-type: none"> Attendance falls below school expectations repeatedly. Repeated lateness to school.
Subject Report	Blue	<ul style="list-style-type: none"> Repeated infringements for incorrect equipment in the same lesson. Attitude to learning within the subject does not meet school expectations.
Form Tutor Report	Green	<ul style="list-style-type: none"> Repeated infringements for incorrect uniform or equipment. Attitude to learning across multiple lessons does not meet school expectations.
Head of Year Report	Yellow	<ul style="list-style-type: none"> Attitude to learning across multiple lessons escalates and/or continually does not meet school expectations.
Senior Leadership Team Report	Red	<ul style="list-style-type: none"> Attitude to learning across multiple lessons escalates further and does not meet school expectations despite Head of Year level interventions.
Pastoral Support Plan	Red	<ul style="list-style-type: none"> Attitude to learning across multiple lessons escalates and/or continually does not meet school expectations despite behaviour interventions. One-off serious behaviour incident. <p><i>At this level the student is at risk of further suspensions or permanent exclusion</i></p>

8.4 Pastoral Support Plan (PSP)

A Pastoral Support Plan (PSP) is school-based intervention to help individual students to manage their behaviour. It is particularly useful for those whose behaviour is deteriorating rapidly, and who are at risk of permanent exclusion. Students who are considered 'vulnerable' will be identified at the earliest opportunity.

PSPs identify precise and realistic targets for the student 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 but can also constitute the final opportunity for a student 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 PSP can be ended at any point if it is clear the student will not meet the targets set. At the point the plan is ended the decision can be made to either amend the targets and support as part of a new PSP or recommend to the Principal that permanent exclusion should be considered.

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 may be confiscated and parents/carers may be asked to collect them from school. Where the correct footwear is not worn, students will be required to wear the correct uniform on loan from the school for that day. Students are expected to follow the school uniform and appearance code. Students not complying with this will be sent home to change into correct school uniform or, alternatively, could be removed from general circulation.

Extreme hairstyles are not allowed. Unnatural hair colours are not permitted. Hair must not be shaved below a grade two. Students with long hair should have this fastened or tied back for practical activities (such as Science, PE, D&T etc). Hair ornaments should not be worn. Borders and patterns, including a shaved parting, must not be shaved into the hair or eyebrows. Facial hair is not permitted; however students are allowed to request changes to our rule on facial hair for religious reasons.

Students are permitted to wear one small, plain silver or gold-coloured stud in the bottom of each earlobe. It is strongly advised that students do not have these piercings during term time or the shorter holidays as they will not heal before the student returns to school. Students will be asked to remove any extra studs, without exception or excuse. Other facial piercings, including tongue piercings, are not permitted

Only religious bracelets and/or necklaces will be allowed and with the exception of a pair of earrings no other jewellery will be permitted (including cotton 'friendship bracelets' or elastic 'loom' bracelets/necklaces). Religious necklaces should be worn inside the shirt and removed for Physical Education for safety reasons.

Makeup must be discreet, and students are not allowed to wear false eyelashes. Students will be asked to remove make up that does not meet these expectations. Lip gloss is not permitted. Excessively long nails are not suitable for school as they have been known to cause injuries to students. Nail varnish (including gel nails), nail extensions or false nails are not permitted.

10. Prohibited 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
- 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, expect medicines covered by the prescribed medicines procedure
- Other items:
 - Chewing gum
 - Caffeinated energy drinks (these are banned from sale to under 16s)
 - Food, snacks or drinks (other than water) not provided by the school
 - 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 student).

All members of staff have been given the legal power to search for dangerous prohibited items without consent. The consent of the student 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 student 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.

- Staff members may instruct a student to remove outer clothing, including hats, scarves, shoes and coats.
- A student's possessions will only be searched in the presence of the student and another member of staff, 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.
- 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 student.
- Parents/carers will be informed of any confiscated item and 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, the senior leader responsible for behaviour will deal with the return of items.

11. 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 students and/or encouraging students to smoke.

Students 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 student is found in possession of illegal drugs:

- The incident will be reported to the police.
- The school will provide the of name the student from whom the drugs were taken from 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 student, as well as the local police, will be notified.

12. 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.

As a Bring Your Own Device (BYOD) school, students are required to bring with them a fully charged laptop device. The use of these devices is for educational purpose and must only be used as directed by staff. Students are not allowed to use these devices in unstructured time (break/lunch) in undesignated zones.

At Avanti Grange School we understand the importance of students 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 student 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 mobile phones do not hinder the learning environment. Therefore, the expectation is that they are turned off and kept in lockers for the duration of the school day. Put simply: not seen, not heard, not confiscated.

13. Sexual Harassment

The school prohibits 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 or 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 reoccurrence. 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 students 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 student attacks a member of staff or another student.
- A student tries to, or does, conduct deliberate damage or vandalism to property.
- A student 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 student leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption.
- A student persistently refuses to obey an order to leave the classroom and student or staff safety 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 10 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 student will be immediately taken to a Senior Leadership Team member and the student's parents/carers will be contacted – parents/carers may be asked to collect the student and take them home for the rest of the day.

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 students 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 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 student are met. This is likely to involve:

- Ensuring the police act properly and fairly.
- Helping the student 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.

16. Participation in School Trips

Participation in school trips is subject to good conduct in school prior to the trip taking place. If any student'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.

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



*To allow Education Excellence to be achieved, a positive attitude to learning is expected from all students.
 Students must demonstrate the self-discipline and the courage to do what is right at all times.*

CODE	REWARD DESCRIPTION	REWARD
R1	House Point Commendable behaviour demonstrating the Avanti Way Displaying an interest in learning by asking and answering questions Displaying signs of deeper understanding Exemplary effort shown in classwork Exemplary effort shown in prep High level of attendance and punctuality Positive impact on others to help them learn/improve Responding well to teacher feedback Showing evidence of wider reading Taking pride in the presentation and organisation of work	1 House Point
R2	Head of Department / Head of Year Award Academic achievement Academic progress Commitment shown to drive own learning Commendable behaviour demonstrating the Avanti Way Outstanding effort across the curriculum Representation of Avanti Grange at a co-curricular event Service to the Department Service to the House Service to the School Showing leadership within a co-curricular activity Sustained and/or outstanding effort shown in classwork Sustained and/or outstanding effort shown in prep 100% half termly attendance	2 House Points Recognition in Year Group assembly Personalised message from HOD/HOY
R3	Principal's Commendation Excellent commitment to the Avanti Way Excellent contribution to the school community Exceptional representation of Avanti Grange at a co-curricular event Representation of Avanti Grange within the wider community Sustained and/or outstanding commitment to learning Volunteering within the school or wider community	3 House Points Breakfast with the Principal (Friday) Certificate
R4	Avanti Stars Nominated by Head of Department / Head of Year each term for: Outstanding commitment to the Avanti Way Outstanding contribution to the school community Outstanding progress across a term Outstanding representation of Avanti Grange in the wider community Sustained positive attitude to learning	4 House Points Placed on Avanti Stars poster Certificate and name in Avanti Insight
R5	Celebrating Achievement Award Notable success across the academic year is awarded with: Academic Achievement Award Academic Progress Award Attitude to Learning Award Principal's Annual Award School Community Award The Avanti Way Award	5 House Points Recognition at the Celebrating Achievement Assembly
R6	External Examinations and Achievement Award Excellence Award House Points Award Subject Award Notable success in internal examinations Notable success in external examinations Outstanding achievement in end of year exam Outstanding progress in end of year exam	6 House Points Recognition at the Annual Awards Evening

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



To allow Education Excellence to be achieved, a positive attitude to learning is expected from all students.
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CODE	BEHAVIOUR DESCRIPTION	CONSEQUENCE
C1	Calling out without permission ⁽¹⁾ Talking or actions that disrupt learning ⁽²⁾ Slow to start work or to follow instructions ⁽³⁾ Failure to produce satisfactory prep ⁽⁴⁾ Showing a lack of respect for staff within the lesson ⁽⁵⁾ Showing a lack of respect for peers within the lesson ⁽⁶⁾ Equipment infringement ⁽⁷⁾ Lateness to lesson ⁽⁸⁾ Packing up before the end of the lesson ⁽⁹⁾ Poor presentation and/or organisation of work ⁽³⁾	C1 Detention 12.55pm – 1.05pm -1 House Point
C2	Disrupting the learning of others ^{(1) (2) (8) (9)} Failure to complete classwork ⁽³⁾ Repeated failure to produce satisfactory prep ⁽⁴⁾ Disobeying a member of staff ⁽⁵⁾ Disrespectful behaviour to a member of staff ⁽⁵⁾ Disrespectful behaviour towards a peer ⁽⁶⁾ Full or missing uniform card ⁽⁷⁾ Bullying incident ⁽¹⁰⁾ Failure to attend or misbehaviour in a C1 detention ⁽¹¹⁾ Inappropriate behaviour at break, lunch, or outside school ⁽¹²⁾ Inappropriate language Lateness to school ⁽¹³⁾	C2 Detention 3.50pm – 4.30pm -2 House Points
C3	Serious disruption in the lesson ^{(1) (2) (8) (9)} Defiant behaviour to a member of staff ⁽⁵⁾ Serious disrespectful behaviour to a member of staff ⁽⁵⁾ Serious disrespectful behaviour towards a peer ⁽⁶⁾ Repeated failure to comply with school uniform standards ⁽⁷⁾ Repeated or serious bullying incident ⁽¹⁰⁾ Failure to attend or misbehaviour in a C2 detention ⁽¹¹⁾ Serious inappropriate behaviour at break, lunch, or outside school ⁽¹²⁾ Regular lateness to school ⁽¹³⁾ Repeated or serious misbehaviour ⁽¹⁴⁾ Cheating, including plagiarism Mobile phone / smartwatch / headphones seen, heard or used Possession of food or drink (inc. wrappers) not provided by the school Truancy from a lesson	C3 Detention 3.50pm – 5.10pm (Friday) -3 House Points
C4	Persistent or severe disruption to lessons ^{(1) (2) (8) (9)} Serious defiance to a member of staff ⁽⁵⁾ Persistent and/or serious disrespectful behaviour to a member of staff ⁽⁵⁾ Refusal to comply with school uniform standards ⁽⁷⁾ Repeated and/or serious bullying incident ⁽¹⁰⁾ Failure to attend or misbehaviour in a C3 detention ⁽¹¹⁾ Severe inappropriate behaviour at break, lunch, or outside school ⁽¹²⁾ Persistent lateness to school ⁽¹³⁾ Persistent or severe misbehaviour ⁽¹⁴⁾ Truancy from school	C4 Isolation 8.15am – 4.30pm or Principal's Saturday Detention 9.00am – 11.00am -4 House Points
C5	Persistent or extreme disruptive behaviour ^{(1) (2) (8) (9)} Persistent and/or serious defiance to a member of staff ⁽⁵⁾ Persistent and/or severe disrespectful behaviour to a member of staff ⁽⁵⁾ Repeated and/or severe bullying incident ⁽¹⁰⁾ Failure to attend or misbehaviour in a C4 consequence ⁽¹¹⁾ Persistent or extreme misbehaviour ^{(12) (14)} Violence, expressed through actions or threats ⁽¹⁵⁾ Bringing the school into disrepute Damage to property, vandalism, graffiti Discrimination or prejudice towards another student Possession of a prohibited item Smoking, vaping, or consuming alcohol (including being in the vicinity) Theft	Internal Suspension 8.00am – 5.00pm or External Suspension -5 House Points
C6	Significant disruption to the orderly running of the school ^{(1) (2) (8) (9)} Persistent or extreme defiance or disrespect to a member of staff ⁽⁵⁾ Repeated or extreme bullying incident ⁽¹⁰⁾ Repeated or serious violence, expressed through actions or threats ⁽¹⁵⁾ Possession or use of an offensive weapon Sexual misconduct – including sexual abuse, assault or harassment Supply, possession, or use of drugs and/or substances	Permanent Exclusion -5 House Points

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