



AVANTI HALL
SCHOOL

Behaviour Framework

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1) Purpose

This document sets out measures which aim to:

- Promote exemplary behaviour, self-discipline and respect
- Prevent bullying
- Ensure that students complete assigned work
- Regulate the conduct of students

It also covers the following:

- Screening and searching of students
- The use of reasonable force and other physical contact
- The potential to discipline beyond the school gates
- When and how the school works with Devon County Council and other partner agencies to assess the needs of students who display continuous disruptive behaviour

2) Statement of Intent

Avanti Hall School has a progressive approach to behaviour management, recognising that all behaviours are highly influenced by our ability to:

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

Our 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 of Avanti Hall School, and the Avanti Schools Trust as a whole, fully supports our approaches towards the management of behaviour.

We adopt a proactive style in our systems of management, recognising and responding to the needs of all individuals and adopting a more personalised and holistic approach towards the development of our curriculum.

We believe that all members of our community have the right to learn in a secure, safe and stimulating environment. Avanti Hall School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and Disabilities (SEND).

3) Monitoring, Reviewing and Evaluating our Practice

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

- SLT, Pastoral Team & Staff Meetings
- Assemblies
- Parent/Guardians/Carers 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.

4) Principles

We believe that to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This is based on the twin values of respect and responsibility: respect for the individual, the balance of fundamental rights and responsibilities, together with the fostering of a sense of community for all those involved.

Avanti Hall School is based on inclusive principles, which recognise and respect diversity, strive to promote equality and give both rights and responsibilities equal weighting.

This behaviour policy aims to develop in students an acceptance of responsibility for their own behaviour. It also identifies ways in which we endeavour to remove barriers to learning and promote self-reliance and independence.

We believe that everyone has the right to:

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

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

- Develop their self-esteem and self-worth;
- Self-reflect and take ownership for changing their behaviour patterns where necessary;
- Form positive relationships based on mutual respect;
- Ensure they treat others in a fair and transparent manner;
- Encouraging consistency of response to positive or negative behaviours.

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

- Our systems are proactive in their approaches and demonstrate early intervention and prevention strategies
- We create a safe and caring learning environment which is free from disruption, violence, bullying and any form of anti-social behaviour
- We work in partnership with our parents/guardians, carers and local community to develop a shared approach towards the management of development of our students' behaviour both inside and outside the school environment.

5) Standards

We believe that high standards and expectations of behaviour lie at the heart of a successful school and involves all staff, pupils, parents and governing bodies.

Learners:

It is expected that all pupils will:

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

To support pupils in taking full ownership of their behaviour, practical examples of how our pupils can ensure that they meet the standards are described and displayed within the different learning environments.

The School:

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

- Enable pupils to express loving relationships through practical action and good character
- Model the abilities and qualities they wish to cultivate in learners
- Enable pupils to develop keen powers of observation, reasoning and dialogue.
- Nurture joyful pupils and nourish their innate passion for learning
- Create a culture of intellectual curiosity.
- Teach by modelling the Avanti values that are underpinned and guided by the principles in the Avanti Way.
- Maintain a climate where all accept praise and constructive criticism, encouraging everyone to be positive about their achievements and the achievements of others.
- Give parents regular constructive and positive feedback on their child's work and behaviour
- Endeavour to foster a positive home/school relationship by promoting a welcoming environment within the school
- Ensure that the policies and procedures are followed consistently and fairly applied.
- Maintain clear and consistent systems of behaviour management that are communicated with all stakeholders
- Support staff to empower them to deal effectively with challenging behaviour in a restorative manner.

Parents:

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

It is expected that all parents will:

- Support the principles of the Avanti Way.
- Support pupils to take ownership of their behaviour both inside and outside the school and model the expected behaviours
- Work in partnership with the Avanti Hall School in maintaining high standards of behaviour and raise any issues arising with the operation of the behaviour principles.
- Familiarise themselves with the school framework, procedures and expectations.

School Stakeholder Committee:

- Support the principles of the Avanti Way.
- Support and collaborate with the leadership team of the school in developing and implementing the Trust principles of behaviour
- Work in partnership with Avanti Hall School in maintaining high standards of behaviour and raise any issues arising with the operation of the behaviour principles.
- Familiarise themselves with the school framework, procedures and expectations.

6) School procedures

I. Celebrating Success

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.

Success is celebrated as follows:

- Recognition/mentions in assemblies and fortnightly newsletters.
- House points (**Appendix A**)
- Celebration Assemblies
- Reward Trips

SLT and Phase Leads should regularly review the opportunities to celebrate success and engage with the School Council (Student Voice) to identify opportunities for development.

Our extended community will often be invited to celebrate these successes with the pupils as an integral part of increasing community cohesion.

II. Consequences

The school has a set of approved sanctions or consequences (**Appendix B**), which can be used to respond to any incidents of unacceptable behaviour. These consequences will enable pupils to develop their moral literacy and give opportunities for introspection. The Lower and Upper School have separate consequence frameworks.

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 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, the following sequential steps are taken by staff:

- Pupils are reminded of the school's standards and encouraged to reflect on their actions and the impact they have on others. This should be done by giving the pupil a choice and making it clear what will happen if they make the wrong choice *e.g. "If you choose to continue to disrupt the learning then you will be given a C2."*
- If the pupil does not change their behaviour patterns as a consequence of the above reminder, this triggers a set of responses based upon the consequences outlined in **Appendix B.**

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

III. Restorative Practice

Restorative Practice is an underpinning ethos which allows all within the School to build and maintain healthy relationships. In ensuring the School can deal with conflict and tensions, relationships must be built between pupils and staff. *A restorative approach supports learning by fostering a healthy, safe and caring environment that promotes well-being, including positive cognitive, emotional, social and physical development (Foundations of a Healthy School 2014)*

Restorative approaches are based the 5 Rs:

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

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

All staff at Avanti Hall School are committed to a relational school approach and to restorative practice. All staff have read *Independent Thinking on Restorative Approaches* by Mark Finnis and will receive regular training to support a restorative approach across all aspects of school. This will allow

for restorative justice to be used to resolve conflict and continuing issues, ensure all parties have the opportunity to see how they have contributed to a conflict and to see the consequence of any negative behaviour which will, in turn, allow for relationships to be rebuilt and repaired and conflicts resolved fairly.

Avanti Hall School is a trauma-sensitive school and aware of the difficulties of attachment on the lives of young people in school. Further detail of our understanding and approach is found in Appendix D.

IV. Behaviour Reports

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

Type of report	Colour (if on paper)	Reason for Report
Form Tutor / Class Teacher / Subject Teacher Report	Green	<ul style="list-style-type: none"> • Repeated Lateness • Repeated Lack of Equipment • Repeated Incorrect Uniform • Repeated C2 behaviour across multiple subjects (Form Tutor – Upper School, Class Teacher – Lower School) • Repeated C2 behaviour in one subject (Subject Teacher – Upper School)
Phase Lead	Amber	<ul style="list-style-type: none"> • Repeated C3 behaviour across multiple subjects
Senior Leadership Report	Red	<ul style="list-style-type: none"> • Student has a C4 consequence <ul style="list-style-type: none"> • Student behaviour has continued despite being on Amber report
Praise Report	White	<ul style="list-style-type: none"> • Where a learner's behaviour is linked to a lack of self-esteem or negative relationships.

V. Detentions

The length of a detention, and the strategies/tasks employed, will be dependent on the type of behaviour demonstrated. Please see the table below:

Behaviour	Detention Length	Strategies / Tasks
Disruptive or disrespectful behaviour	1 hour	Restorative justice – to include: Role-plays, discussions and reflective activities
Lateness (morning and afternoon registration time) <ul style="list-style-type: none"> • Arriving up to 10 minutes late <u>more than once</u> in a week • Arriving more than 10 minutes late <u>once</u> • Repeated lateness to lessons or afternoon registration 	20 minutes	<ul style="list-style-type: none"> • Reflecting on underlying issues • Developing organisational skills • Exploring current morning routines and where these can be changed to improve punctuality
Lack of homework or equipment (repeated)	20 minutes	<ul style="list-style-type: none"> • Reflecting on underlying issues • Developing organisational skills • Producing homework timetables
Incorrect uniform (repeated)	20 minutes	<ul style="list-style-type: none"> • Checking uniform • Reflecting on underlying issues • Identifying any support needed

The length of a detention, and the strategies/tasks employed, will be dependent on the type of behaviour demonstrated. Please see the table below:

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

- 1) Formally record the detention on Arbor.
- 2) Inform the parent(s)/carer(s) via phone, email or Arbor:
 - a. the reason for the detention;
 - b. the date and time of the detention;

It is the responsibility of the member of staff to ensure that this has happened. A pupil should not attend a detention if the parent(s)/carer(s) have not been informed. After school detentions of

greater than 20 minutes in length must be issued with 24 hours notice. Detentions must be recorded in pupil's planners.

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

If a pupil fails to attend a detention they will be given one further opportunity to attend. Failure to attend this detention will result in the pupil receiving a C4. Parents must be informed if their child misses a detention, and the consequences of them failing to attend the second opportunity.

VI. Reasonable adjustment

After any behaviour that requires application of the behaviour framework, and before any consequence is decided, the pastoral team will consider if a student requires an adjustment of the policy. For some students that have experienced past trauma or have diagnosed attachment difficulties, behaviours may be a result of this, and, in this instance, the consequence may be adjusted to reflect the student's individual circumstance. Similarly, pastoral reasons, such as grief, will be taken into account. If a student has a special educational need and their pen portrait or the class overview has not been adhered to, their behaviour is explained and there may not be a need for a sanction. Avanti Hall School is committed to the fair treatment of students and will always consider the student as an individual before deciding a consequence.

VII. The Nest

Avanti Hall School understands that some student's need means there will be times when they feel distressed or anxious and this can lead to an escalation of behaviour. For these students in Upper School, the Assistant Principal: Inclusion and SEND will issue an Exit Card that allows a student to leave a classroom if they feel their behaviour is escalating. Staff in class may encourage a student to use their exit card if they see a child is struggling. The student will attend the Nest and take time to soothe and to calm their behaviours. This room will be staffed by a member of the SEND team who will help them to do this and return to class.

Exit cards will only be issued by the SEND Lead and only following a discussion with parent/carer and child. Misuse of the Exit Card could lead to it being revoked.

VIII. Parking

Avanti Hall School's view is that learning environments must be free from disruption. We expect lessons to be interesting and engaging but students must understand that disruptive behaviour affects other students learning, reduces opportunity around school and isolates students from their peers.

If students are disrupting learning and classroom interventions have not led to a change in behaviour, they will be parked. This means that they will be removed from their class to another class which is calm and positive. They will work in this environment, remaining parked until they have completed their tasks and they have had a restorative conversation with the staff that issued the consequence. In Lower School, a pupil that is parked will receive a lunchtime consequence. In Upper School, a pupil parked will receive an after school detention, 1 hour in length, with the member of staff from whose lesson they were removed. In any incidents that lead to a pupil being parked, staff will complete an ABCC (antecedent, behaviour, consequence, communication) form to evaluate the incident, discover the cause and make reasonable adjustments to support the pupil in the future.

IX. Internal Exclusion & Alternative Strategies

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

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

This consequence means that the pupil does not attend lessons, and does not mix with the other students during break times. During this time, the pupils complete work provided by the classroom teachers, as well as completing reflective tasks based on restorative justice. The pupil will usually be supervised by a member of SLT or a Phase Lead. Pupils that are internally excluded will normally work outside the office of one of the Assistant Principals, Deputy Principal or Principal's Office.

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

- 1) Formally record the internal exclusion on Arbor.
- 2) Inform the parent(s)/carer(s) providing the following information:
 - a. the reason for the internal exclusion;
 - b. the period of the internal exclusion;
 - c. details of any provision/arrangements for education during the internal exclusion;
 - d. that the pupil will be placed on a behaviour report for a fixed period after the seclusion.

Alternatively, the decision may be made by the senior pastoral leader that the pupil does not need to be removed from lessons. In this case alternative strategies may be implemented:

- Weekend projects
 - Pupils 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.
 - The project is given to the pupil on the Friday afternoon and must be submitted to the Phase Lead on the Monday morning.
 - Projects not completed, or demonstrating little effort, will result in the sanction being increased accordingly.

- Break and lunchtime activities
 - Pupils who demonstrate negative behaviours outside of the classroom may benefit from being given directed activities during their break and lunchtimes for a set period of time.
 - These activities should be reflective in nature and can also include elements of restorative practice.

X. Suspension

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

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

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

If the decision is taken to exclude a pupil, the following steps must be taken:

- 1) Formally record the exclusion on Arbor

- 2) Inform the parent(s)/carer(s) in writing providing the following information:
 - the reason(s) for the suspension;

- the period of the suspension;
 - right to make representations to the School Stakeholder Committee (SSC) and how the student may be involved in this;
 - how representations should be made;
 - right to appeal and 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 non-compliance;
 - details of any referral to alternative provision/arrangements for education during the first five days of exclusion;
 - relevant sources for free independent information.
- 3) Notify the Local Authority of any suspension.
- 4) Notify the SSC, Avanti Schools Trust and Local Authority (LA) of:
- any exclusion which would result in the pupil being excluded for a total of more than fifteen school days (or more than 30 lunchtimes) in a term;
 - any exclusion which would result in the pupil missing a public examination or national curriculum test.
- 5) 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.

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

XI. Pastoral Support Plan (PSP)

Where a pupil has received multiple detentions, internal exclusions and possibly suspensions, it may be decided by a Senior Leader to place them on a Pastoral Support Plan. 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.

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

The Pastoral Support Plan can be ended at any point if it is clear the 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 Pastoral Support Plan, or recommend to the Principal that permanent exclusion is considered.

XII. Permanent Exclusion from School

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

Misdemeanours which can result in exclusion include:

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

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

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

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

**It is not the school's policy to permanently exclude any child that is classed as looked after. In these incidents, the school would work with the Local Authority and the Virtual School to support the pupil to provide the best outcome for the pupil.*

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

- 1) Formally record the exclusion;
- 2) Inform the parent(s)/carer(s) in writing without delay providing the following information
 - a. the reason(s) for the permanent exclusion;
 - b. right to make representations to the SSC and how the pupil may be involved in this;
 - c. how representations should be made; and
 - d. right to attend the SSC review meeting and to be represented at that meeting.
- 3) Notify the SSC, Avanti Schools Trust and Local Authority (LA) of:
 - a. the permanent exclusion (including where a fixed-term exclusion is followed by a decision to permanently exclude);
- 4) Notify the Local Authority (LA) for the area in which the pupil lives if they do not live in the Local Authority area for the school.

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

7) Behaviour and Conduct Outside of the School Grounds

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

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

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

- taking part in any school-organised or school-related activity;
- travelling to or from school;

- wearing the school uniform;
- in some other way identifiable as a pupil at the school;
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of our community.

8) Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils. These are referenced in the guidance found in '[Behaviour and Discipline in Schools Advice for Headteachers and School staff](#)', Department for Education January 2016.

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

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

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

9) Power to use reasonable force

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

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

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

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

10) Pastoral care for school staff accused of misconduct

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

Appendix A – Rewards

R1
Good contribution to learning Good effort Helpful behaviour Work displayed in classroom

R2
Outstanding contribution to learning Outstanding effort Voluntary community service Correction of previous behaviour

R3
Leadership of peers Presenting to peers Supporting a school event

R4
Leading a school event Representing the school

R5
Student of the Term (awarded by the Phase Lead or SLT)

House points given as above – To be used as a guide. Use professional judgement but should aim to not give more than 1 reward point per lesson for the same positive behaviour. Must be logged on Arbor.

House points = House points will feed into the House Cup competition and will contribute to collective house reward.

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

BRONZE	Form Tutor 100
SILVER	Phase Lead 150
GOLD	SLT 225
PLATINUM	Principal 325

Appendix B – Consequences

Lower School

Early Years & Year 1	
Stage 1	<p>Use non-verbal reminder/visual cue/ verbal reminder to encourage good choices</p> <p>‘are you making the right choice?’</p> <p>‘I can see that you are not making the right choice’</p> <p>What you did was not the right thing to do /not kind / not okay</p>
Stage 2 (C1)	<p>Second Verbal warning - be discreet and specific</p> <p>‘This is your warning.’</p> <p>‘If you carry on you will have to come and stand by me/ sit out etc’</p> <p>Teacher to record on Arbor</p>
Stage 3 (C2)	<p>Child asked to sit out with a timer and asked to reflect .</p> <p>‘Why did you have to sit out? When you go back, what are you going to choose to do?’</p> <p>Teacher to inform parent and record on Arbor</p>
Stage 4 (C3)	<p>Children removed to another class</p> <p>Teacher to record on Arbor</p>

During lesson time Year 2-6	
Stage 1	Use non-verbal reminder/ visual cue/ verbal reminder to deter any disrespectful behaviour. eg 'please speak politely' 'this is a listening time now, thank you' 'empty hands now, thank you'
Stage 2 (C1)	Verbal warning 1 - be discreet and specific 'This is a C1. ' (eg) 'You are not speaking respectfully. If you continue to be disrespectful you will lose 5 minutes from your break' (Teacher to record on Arbor)
Stage 3 (C2)	Verbal warning 2 - be discreet and specific Child continues...same process as above 'This is a C2. You are not behaving respectfully, you have lost 5 minutes from your break, and you need to move seats. If you continue, I will ask you to leave the class. (Child to sit with 5 minute timer at the beginning of their next break. Teacher to record on Arbor)
Stage 4 (C3)	Child continues... Ask them to leave the classroom/activity - be discreet 'Please leave the room and go to ...' (give time and take up time and move away from the child to give them space). LSA to accompany to alternative classroom for the remainder of the lesson. Holding pack work given to child to complete independently. Child returned to class for the following teaching session. Lunch time consequence of a minimum of 10 mins: Restorative reflection - logged and kept completed by classteacher / senior leader. Missed classroom work completed. Classteacher to inform parents / carer and record on Arbor and CPOMs. Child/staff member to discuss respect reflection and agree next steps If refusal: <i>"If you choose not to go in the next 1 minute, I will call a member of the senior teaching staff"</i> . Then follow the steps above.
Stage 5 (C4)	Child continues and refuses to leave room SLT called Use de-escalation strategies to persuade the child to leave the room. If the child is being disruptive, class will be removed, then SLT to remove child. Internal/ external exclusion applied as necessary together with restorative work and reflective journal.

During break time/ lunch times Year 2-6	
Stage 1	Use non-verbal reminder/ visual cue or a verbal reminder to deter any disrespectful behaviour
Stage 2 (C1)	Verbal warning 1 - be discreet and specific ‘This is your warning . You are not playing respectfully or in a safe way. If you continue to be disrespectful you will have 5 minutes standing next to me / over there’ Duty staff to inform CT and record on Arbor.
Stage 3 (C2)	If child continues: 5 minutes time out: ‘You are not speaking respectfully you have 5 minutes Time Out...I would like you to now make the right choice andIf you continue I will ask you to go inside to ... If more than one child, spread them out at different points in view. Duty staff to inform CT and record on Arbor
Stage 4 (Years 2-6) (C3)	Child continues... Asked to leave the playground/dining hall ‘Please go to the ... (give time and take up time and move away from the child to give them space). If you don't go in the next 2 mins I will call a member of the senior teaching staff. Exit playground and asked to complete restorative reflection - logged Duty staff to inform classteacher, record on Arbor and inform parents/carers. If a child repeatedly demonstrates unsafe behaviour at playtimes, the may be subject to zoning at playtimes or playtime privileges temporarily withdrawn.
Stage 5	Child refuses to leave play area... SLT duty member called This will result in Loss of activities/ internal/ external exclusion applied as necessary together with restorative work and reflective journal.

Upper School

Consequence	Examples of behaviour (not an exhaustive list)	Consequence (<i>must be recorded on Arbor</i>)
C1	<ul style="list-style-type: none"> • Talking when asked not to • Arguing with children or adults • Unkind words or actions • Insufficient work completed • Refusal to follow basic instructions • Unkind or offensive language • Rudeness 	Verbal warning
C2	<ul style="list-style-type: none"> • Continued C1 behaviour • Additional C1 behaviour 	Final verbal warning and move seat
C3	Continuation or escalation of C2 behaviours OR Stand-alone actions such as: <ul style="list-style-type: none"> • Defiance • Extreme rudeness or unkindness • Mobile phone confiscation (see Appendix C) • Truancy • Disrespectful behaviour • Eating in class or chewing gum • Unsafe behaviour 	Parked. SLT is called and young person is removed from class to work in another class or room. SLT or Phase Lead will decide amount of time spent parked. Detention Upper School – 25 minute lunchtime consequence the following day SLT or Phase Lead may decide to monitor the pupil's behaviour with a pastoral report.
C4	Continued behaviours despite interventions or behaviour that puts safety at risk OR Disruptive behaviour while parked OR Failed Amber or Red report OR Violent behaviour or abusive behaviour OR Racist, sexist or homophobic language OR Harrassment/bullying (including cyber bullying) OR Anti-social behaviour, damage to property or theft OR Possession of prohibited/illegal items.	Consequences could include: <ul style="list-style-type: none"> • Weekend Project • Removal of breaks/lunchtimes • Internal Exclusion • Suspension • Pastoral Support Plan

Appendix C – Electronic Devices

For the purpose of this framework, the electronic devices covered are mobile phones, tablets, e-readers and any wearable technology, including smart watches, which connect to the Internet without the use of a mobile phone. Electronic devices should not be brought to school.

At Avanti Hall 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 mobile phones and other electronic devices do not hinder the learning environment. Therefore, the expectation is that:

- Before pupils enter the school gate, their electronic devices must be turned off. It is not acceptable for devices merely to be put on silent mode.
- Once the pupils are in school their electronic devices must be stored in their own locker (if pupils have one) and kept securely in bags (if students bring their device to school).
- The security of the phone will remain the pupil's responsibility throughout the school day. The School will endeavour to maintain a secure environment at all times, however by bringing their phone or other devices onto School premises the pupil accepts that this is entirely at their own risk and that the School cannot be liable in the event of any loss, damage or theft that results.
- Electronic devices are not to be used in lessons. If the learning requires students to carry out research then the teacher should book a computer room.
- If an electronic device is seen by a member of staff, during the school day, then the pupil will be issued a C3 consequence and detention. The device will be confiscated immediately by the member of staff and taken to reception, at the first suitable opportunity, where it will be held securely until a parent or guardian is able to collect it. The device will not be returned to the pupil directly.
- If a pupil breaches this policy, resulting in their device being confiscated, they must accept that whilst the School will take reasonable steps to ensure the item is held securely, it cannot absolutely guarantee the security of the item and that the School cannot be liable for any consequential loss or damage to the device.
- The member of staff who confiscates the phone must log the C3 on Arbor and ensure the parents/guardians are contacted on the same day.

Appendix D – Attachment and Trauma Sensitive Approach

Avanti Hall School understands that some children have experienced past trauma, or are experiencing trauma, that causes school and forming relationships to be incredibly challenging. Staff at Avanti Hall School are sensitive to this and will ensure students are supported and feel loved throughout their journey through the School.

What is Attachment Theory?

Babies and children need a secure emotional relationship with a main caregiver, usually a mother or father, in order to grow and develop physically, emotionally and intellectually. Babies and children need to feel safe, protected and nurtured by their caregivers so that they can gradually make sense of the world around them. This secure relationship with a main caregiver is essential for the child's development.

Sometimes this early relationship is missing, absent or broken for periods of time, perhaps because:

- There is a traumatic event that affects a child's continuity of experience.
- The caregiver cannot meet the child's needs, for whatever reason.
- The baby or child's attachment needs are not met, which leads to difficulties socially, behaviourally or emotionally, and these difficulties may impact on the child's learning and development. These are called attachment difficulties.

This can affect the executive functioning skills.

Learning starts with attachment. Attachment theory explains how children build an internal working model of themselves and the world through relationships. Trauma, abuse, neglect, separation and bereavement have adverse effects, which means the child and adult's sense of safety and relationships need to be rebuilt in order for them to learn. These are the skills that control;

- Behaviour inhibition
- Emotional control
- Self-organization
- Planning
- Initiation
- Working-memory
- Self-evaluation

Trauma

Trauma is a psychological response to an event that a person's nervous system perceives as life-threatening to themselves or others and which exceeds their capacity to cope with the emotions involved. Whilst traumatic experiences often involve a threat to life or safety, any situation that leaves someone feeling overwhelmed and isolated can result in trauma, even if it doesn't involve physical harm.

Traumatic events are processed subjectively by different individuals because of the differences in their upbringing and previous life experiences. Therefore, people react to similar traumatic events differently; what may be mildly upsetting to one individual may be completely terrifying to another.

Developmental trauma occurs as a result of abuse, neglect, and/or abandonment during the early years of a child's life. It disrupts the infant or child's neurological, cognitive, and psychological development and their ability to attach to an adult caregiver. Developmental trauma may occur when parents or caregivers are unaware of the physical, social and emotional needs of their children, as well as because of intentional abuse and/or neglect. Children with developmental trauma may see the world as intrinsically unsafe or threatening. Individuals who are traumatised need to be able to feel safe and to regulate their emotions in order to cope with the levels of stress and threat they often feel.

Resilience is about how well a person can adapt to challenging events in their life. Individuals who show a high degree of resilience have the ability to 'bounce back' more quickly and with less stress than those whose resilience is less developed. Whilst resilient individuals still feel the intensity of the event or problem, they have developed a more effective way of dealing with it more quickly than others. Everyone at any age, from any background, irrespective of education or family circumstances has both the capacity to be overwhelmed by intense emotions and also to increase their resilience. Positive and supportive relationships that provide reassurance and encouragement in challenging times are a key factor in promoting resilience and schools can play a crucial role in developing and supporting these

Children who have not been taught how to regulate their own emotions will require an adult to co-regulate with them, as they will not be able to do this by themselves. As a school our policy is to support pupils social, emotional and mental health needs following attachment and trauma sensitive approach. We have support from an attachment advisor, CAMHs worker, SALT, OT, CBT and Mindfulness. We also have two members staff trained who are licensed Thrive Practitioners and assess the pupil's emotional development using Thrive on line assessment

Clear strategies to support a child with Attachment and trauma difficulties

- An open mind and an empathic approach are the essential for helping these children.
- Accepting that the child has a need they are trying to convey, and this requires patience.
- Having the opportunity to calm down with an adult in a safe environment ("time in" opposed to a "time out")
- Help the child to understand their emotions through restorative questions.
- Promote self-awareness, self-control and acceptance of responsibility for our own actions
- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment.
- Provide a nurturing environment, using Dan Hughes' PACE (Playfulness, Acceptance, Curiosity, Empathy) approach to foster appropriate behaviour.

SMSC

Every pupil, regardless of race, religion, ethnicity, sexuality, disability or SEND within this inclusive school has an entitlement to fulfil his optimum potential. To achieve this we believe the spiritual, moral, social and cultural aspect of education to be an important focus for all our pupils. SMSC plays a major part in their ability to achieve and learn and prepares them for the opportunities, responsibilities and experience of adult life. These aspects are embraced in every aspect of school life: making sure we provide the best services for both learning progress as well as the Spiritual, Moral, Social and Cultural development that is nurtured by the Avanti Way.

Safeguarding

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.

A Rights Respecting School

Avanti Hall School is committed to be a Rights Respecting School. As a result, we focus on the essential rights that all young people deserve. We have considered our framework taking into consideration the following Articles of the **UN Convention on the Rights of the Child**:

Article 14 – Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 19 - Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 28 – All children and young people have a right to primary education, which should be free. Discipline in schools should respect children’s human dignity Young people should be encouraged to reach the highest level of education they are capable of;

Article 29 – Education should develop each child’s personality to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30 - Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.