



AVANTI HOUSE
PRIMARY SCHOOL

2024 -2025

BEHAVIOUR FOR LEARNING POLICY

'Educational Excellence

Character Formation

Spiritual Insight'

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1. Statement of Intent

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

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

The school culture is built on a strong foundation of core values: Empathy, Self-Discipline, Respect, Integrity, Courage, and Gratitude. These values are unified under the broader principles of humility, independent thinking, mutual respect, and personal responsibility, which are consistently reflected in our policies and daily practices. The ethos of the school and the Avanti School Trust fully aligns with and supports our approach to managing student behaviour.

We are proactive in our systems of care and management, recognising and responding to the needs of individual pupils and adopting a personalised and holistic approach towards the development of each child and the taught curriculum. Approaches to handling each student can vary according to the needs of the pupils: this policy outlines the general expectations and approaches to our behaviour management process.

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

2. Context

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

- Child Protection and Safeguarding
- Teaching and Learning Guidance
- School curriculum
- SEND Policy
- Health and Safety
- Physical Intervention and Manual Handling
- Anti- Bullying and Cyber bullying
- Home School Agreement
- Staff Discipline, Conduct and Grievance Procedures

Our detailed approaches towards behaviour management are also reflected in the following:

- Staff Handbook
- Physical Intervention and Manual Handling
- Staff Induction Process

- Pupil Home School diaries

3. Monitoring, Reviewing and Evaluating our Practice

Yearly

This policy is monitored formally on a yearly basis at SSC Meetings as an integral part of the Policy Review Cycle.

Everyday Practice

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

- Senior Management Team Meetings
- Staff Meetings
- Parent/guardians/carers Meetings
- Assemblies
- Our school curriculum

4. Behaviour Management guidance across the school

The information that is generated as an integral part of the above systems and procedures is reviewed on a daily and weekly basis and feeds into the development of the curriculum and our approaches towards improving the quality of teaching and learning, and the continued professional development of all staff.

When legislative changes occur with regard to this policy, or non- statutory guidance and good practice recommendations are circulated, the Lead Professional responsible for monitoring and reviewing this policy is expected to bring these changes to the attention of the Principal and SSC for their consideration. Any further adaptations are consequently included and brought to the attention of all stakeholders.

a. Principles

We believe that in order to achieve the aims of the school and 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 and Avanti values that are closely aligned to the British values.

The philosophy of Avanti House Primary 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 for Learning policy aims to develop in our pupils an acceptance of responsibility for their own behaviour. It also identifies ways in which we endeavour to remove barriers to learning and promote independence.

We believe that everyone has the right to:

- Feel safe in the school
- Enjoy and achieve to their full capacity
- Learn/teach without any unnecessary interruption
- Be listened to and heard
- Work in a pleasant and trusting environment for learning
- Be treated honestly and fairly, with dignity and respect

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

- Develop their self-esteem and self-worth
- Self-reflect and take responsibility for changing their behaviour patterns where necessary
- Form positive relationships based on mutual respect
- Ensure they treat others in a fair and transparent manner
- Respond consistently and calmly 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, racism and discrimination on any grounds, and any other form of anti-social behaviour.
- We work in partnership with our parents/carers, local community and enforcement agencies to develop a shared approach towards the development of our pupil's behaviour both inside and outside the school environment

b. School Procedures

Pupil behaviours are influenced by their experiences outside of school and their ability to gain a deeper understanding of their thoughts and feelings. Specific areas of learning reflected in our school curriculum namely; academic study of the national curriculum subjects, Yoga, Meditation, Mindfulness and Philosophy, Religion & Ethics, promote a sense of wellbeing and support this growing awareness of self. Acceptable standards of behaviour are taught and modelled consistently on a daily basis by all staff and pupils.

At Avanti House Primary School we also recognise that teaching and learning can be intrinsically linked to initiating specific negative behaviour patterns; therefore ensuring support for high quality teaching and learning is an integral part of our everyday practice.

c. Avanti House Primary School Expected Behaviours

Ready For School

We demonstrate self-discipline by arriving at school on time.
We show responsibility by bringing the correct equipment to school.
We respect our school and ourselves by wearing the correct uniform.

Caring Rule

We show empathy and respect by being polite and caring for everyone, including ourselves.
We show gratitude for our school by caring for its property

Safety Rule

We show respect by listening to our teachers and demonstrate self-discipline by staying in school until it's time to go home.
We act with integrity by using all equipment responsibly.
We show courage and empathy by being peacemakers in all situations.

Learning Rule

We practice self-discipline by settling down quietly to do our work.
We show courage and integrity by always trying our best.
We display empathy and respect by helping and being friendly to our classmates.
We show gratitude for our learning environment and practice self-discipline by tidying up and putting away equipment.

Movement Rule

We respect others and show self-discipline by walking quietly around the school.
We respect school rules and show integrity by only coming inside when permitted.
We respect the importance of assembly and practice self-discipline by lining up.
We demonstrate self-discipline by stopping play and lining up promptly.
We show integrity and respect by not leaving the classroom without permission.

Expected Behaviours for Lunchtimes and Wet Play

We practice self-discipline by eating our lunch sensibly.
We show gratitude for our meals and take responsibility by clearing up after ourselves.
We respect others and practice self-discipline by keeping our hands and feet to ourselves.
We show self-discipline by playing games appropriately during wet-play.
We show empathy and respect by being polite and ensuring everyone has a happy lunchtime.

Expected Behaviour for worship and assembly

We show respect and self-discipline by lining up when instructed.
We respect the sanctity of worship and assembly by walking quietly.
We practice self-discipline and respect by listening and reflecting during assembly.

d. Motivators

EYFS and Key Stage 1

Good To Be Green

- In the class there will be a prominent 'stay on green' display;
- On this display, all children will have a pocket with their name on it;
- Each day children will begin the day with a green card in their pocket;
- If children make positive choices throughout the week, this will be celebrated by placing a reward or gold card into their pocket; if a child receives gold cards they will be rewarded by a post card or certificate or a note sent home by the end of the week.
- A visual cue to remind pupils they are being good i.e. green, amber (warning to change behaviour) or red card.

Key Stage 2

- Teachers use more mature approaches within the classroom. A verbal warning can be given, followed by a final verbal warning which can then lead to a reflection form if the behaviour does not stop.
- If children make positive choices throughout the week, this can be rewarded and celebrated in many ways: house points can be awarded, a star of the week certificate can be awarded, recognition from leadership, celebrating positive behaviours on our school newsletter and rewarded by activities and opportunities.

e. Celebrating Success

Pupils are encouraged to take responsibility for their behaviour at both an individual and whole class level. This will develop at a class group and Key Stage level. Success in maintaining positive attitudes and behaviours is rewarded by:

HOUSE POINTS

All pupils will be assigned to a school house, where they can earn house points for demonstrating excellence in behaviour, attitude, academics, and other areas, as determined by staff members. Students are encouraged to strive for their personal best each half term, earning house points for a variety of achievements. These points contribute to both individual and house rewards. At the end of each half term, the house with the highest total points will be rewarded with a non-uniform day. Additionally, students can earn different levels of recognition, such as certificates for best behaviour, medals, and the prestigious Avanti Changemaker badges, which are awarded based on the number of house points accumulated.

[illegible]

REWARDS

Rewards or incentives allow us to celebrate children's personal, social and academic development and creates a positive ethos in our school. Our incentives are designed to give children a sense of maintaining their effort and working towards a goal through following the rules and being aware of their behaviour.

- They include:
- House Points
- Positive comments/private/public praise
- Stickers, badges
- Class jobs/additional responsibilities
- Whole class reward systems created with the class/teacher
- Special Note or postcard sent home
- Email or phone call to parent/ carer
- Special Celebration Achievement Assembly.
- Every week class teachers nominate and celebrate the achievements of a member of their class. These achievements may be academic, social or emotional
- Half termly Headteacher Award signed by the Principal and sent home for children who are consistently well behaved throughout the half term.

Other members of staff may also nominate individual children or groups of children. These achievements are described in the assembly and each child receives a certificate from the head teacher which states the achievement.

f. Consequences

The Avanti Schools Trust and SSC recognise that, in keeping with society at large, the school should have a set of approved sanctions or consequences which can be used to respond to any incidents of unacceptable behaviour. This section aims to set out those consequences which have the approval of SSC.

The school will examine each incident on an individual basis; however, staff will be consistent in their approaches at all times. 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. In general, all staff have access to these sanctions with the following exceptions:

Only the Principal acting on their delegated authority may decide to exclude a pupil from School after consultation with the Director of Education.

Pupils must be helped to know when they are getting things right or wrong or making inappropriate choices and displaying unacceptable behaviour patterns. The values that underpin our vision clearly emphasise a growing sense of awareness from a personal and spiritual perspective; it is our belief that consciousness of one's self and personal reflection are essential qualities to change particular behaviour patterns. As a school, development of these qualities underpins our school curriculum and 'culture'.

Where unacceptable behaviour patterns arise, information will be communicated to the parent/ carer. In addition to this the following sequential steps are taken by staff:

SANCTIONS OVERVIEW

If children are seen to break the agreed code of behaviour without incurring consequences, we give the message that the rules are unimportant. We have a clear system of sanctions that are fairly and consistently implemented, that include:

- The "Look" - facial expression indicating an adult's awareness/concern/disapproval
- Move position within classroom (teacher moves their own position, or moves the child)
- A verbal reminder
- A verbal warning
- Time out – this could mean that the pupil is sent to a peer class in the first instance, to the Progress Leader, Assistant Principal or Principal
- Loss of playtime/lunch break/ jobs/ privileges
- 'High Supervision' play/lunchtimes (e.g children to spend break-times with an adult)
- Group sanctions (e.g to tidy a messy classroom, practice walking in school at break-time etc)
- Removal of attendance of special events (e.g. trips/sports matches/sports clubs)
- Exclusion of a child during the lunchtime break for either a short or indefinite period
- 'Internal Exclusion' from class for a session/day, Fixed Term (temporary) or Permanent Exclusion.
- Parents are informed of the current poor choices made: see flow chart.
- All classes will record the names of children who receive a repeated amber card over a two week period (Reflection Book). Class teacher to monitor with Progress Leaders through a continual agenda item in each phase meeting. Class teacher and Progress Leader to meet with parents.

Teachers will NEVER:

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

EYFS and Key Stage 1 (Reception – Year 2)

Pupils are reminded of the expected school behaviour and are encouraged to reflect on their actions. This is supported by a visual reminder i.e:

- If children make a negative choice, they are warned by placing an amber card. Pupils will be provided with the opportunity to complete a reflection sheet (See Appendix B) in a designated area of the classroom. If a pupil receives a red card then an agreed consequence will be given.
- Intervention or support plans will be put into place for those pupils who require support with modifying their behaviour by the Behaviour Lead.

Year 3– 6

- If children make a negative choice, pupils will be reminded with two verbal warnings where the final can lead to completing a reflection sheet (See Appendix C) in a designated area of the classroom. Behaviours are then logged on the school's Arbor system.
- If the pupil does not follow the agreed standard their teacher will speak with them about their behaviour and its impact on their learning and relationships, with a view to gaining an understanding of ways in which pupil might be supported. If the poor behaviour persists, support plans/specific interventions will be put into place in discussion with the parents, child, class teacher, Inclusion Lead.
- Monitoring of Behaviour report and daily reporting to the Progress Lead/Assistant Principals including weekly report to parents.
- Once the support plan is implemented and poor behaviour continues to persist, a further meeting will be held to discuss for involving external agencies, in the interim the pupil will take part in reflection within the school day. Referral to specialists following parental and child conference and parental consent.

Removal from Class

Depending on severity of the actions – the school believes in a no-exclusion policy except in the extreme circumstances where a pupil behaves in violent or abusive ways that have a harmful effect on them personally and others in the school community.

- KS1: 20 minutes and KS2: 40 minutes
- The pupil will be given an activity to do while reflecting on their behaviours. Possible activities could be: Support in the lunch hall, maintain the school library, supporting another teacher in the class.
- School staff should not issue an activity where they know that doing so would compromise a child's safety.

g. Restorative Practice

The Restorative Approach is the intention to resolve conflict which occurs between people through a peaceful and fair process in which all parties are heard and respected. This is particularly important where negative behaviours have occurred and a pupil/ other pupils have been impacted by these behaviours, so that we maintain the ability to keep the school environment safe for all other pupils. See below our adapted restorative approach.

- Child has been impacted by a negative behaviour choice from another pupil.
- Both children are spoken to separately for their account of the event/events.
- Pupils are informed there will be a 'conference' whereby each child will be able to share their version of events, clarify their thoughts and feelings and have a chance to hear from the other party to better understand from their perspective.
- An adult then shows pupils the contract (see appendix) to identify 3-4 goals that both pupils will work on to repair and restore their relationship, as well as to understand how we can avoid negative choices being repeated.
- Copies of the contract are kept with the school and pupils, where the adult will monitor the goals set and decide whether pupils need the contract further or whether it can be terminated.
- If goals are not achieved, pupil/ pupils have a meeting with their parents, teacher and phase leader whereby the pupil continuing with the negative choice will be placed on a 'report' card (see appendix). Further from this, if behaviour has not improved, the pupil could be addressed in a meeting with their parents, teacher, phase leader and principal where a further decision could be made regarding their behaviour.

It is important to note that not all negative behaviour choices lead to a conferencing. Conferencing should be used mainly to repair and restore broken relationships, however similar handling and questioning is done by adults in the school if negative behaviours have occurred but not impacted any other pupil.

h. Behaviour Hierarchy

The table below outlines the categories we identify behaviour to fall into. They become progressively serious, as do the interventions that come with it:

Levels of Behaviour	Actions	Interventions
Level 1 Minor Behaviours	<ul style="list-style-type: none"> • Throwing items in class • Chatting 'off-task' • Scribbling in work books • Whistling in class/assembly • Booing or chanting • Not following a teacher's instructions persistently • Play fighting that does not cause injury or distress • Excluding others • Rudeness to another child followed by an immediate apology • Throwing stones aimlessly 	<ul style="list-style-type: none"> • Verbal warning • Name on the board • Yellow card on the 'Good to be Green chart' • Immediate verbal discussion with pupil • Playtime incidents to be reported to the class teacher. • Class teacher to reflect on what rules and routines can be put in place to avoid this happening in the future
Level 2 Unacceptable Behaviours/Level 1 behaviour is repeated too often	<ul style="list-style-type: none"> • Disobeying an instruction from a teacher • Play fighting that causes injury or distress • Throwing stones at someone. • Defiance • Defacing books or school equipment • Excluding others by involving other children/gangs • Rudeness to an adult showing disrespect • Breaking a behaviour contract negotiated between the child, parents and the school (verbal) 	<ul style="list-style-type: none"> • Verbal discussion with pupil followed by filling a Reflection form • Adult to log the incident on Arbor • Missed minutes of play time – either with the class teacher or other staff member • Playtime incidents to be reported to the class teacher and logged on Arbor • Inform parents through diary/phone call the same day • Inform Progress Lead • Class Teacher to meet with parents if needed.
Level 3 Highly Unacceptable behaviours/Level 2 behaviour is repeated too often	<ul style="list-style-type: none"> • Using sexually explicit language • Racist/homophobic/sexist behaviour • Throwing objects in class to distress (at teacher or child) • Dangerous behaviour/absconding from lessons/site • Repeated rudeness to an adult and showing disrespect • Breaking a Restorative Conference Agreement 	<ul style="list-style-type: none"> • Verbal discussion with pupil followed by filling a Reflection form • Adult to log the incident on Arbor • Inform Progress Lead • Playtime incidents to be reported to the class teacher and logged on Arbor • Inform parents through phone call immediately (support of Progress Lead if needed) • Teacher to mention that a 'restorative conference'

		<p>will take place with the other party (if involving another party).</p> <ul style="list-style-type: none"> • Teacher to prepare for the conference and speak to both parties after they have filled in their reflection form. Conduct the conference in the correct manner using guidance questions. Children to create their contract and sign. • Teacher and Progress Lead to meet with Parents • Progress Lead to inform parents of both parties about the contract and give them a copy. To be told what will happen if either party breaks the contract.
<p>Level 4 Highly unacceptable persistent Level 3 Behaviours</p>	<ul style="list-style-type: none"> • Breaking Restorative Conference Agreements repeatedly • Bullying • Repeated Level 2 and 3 negative behaviours by a child with SEND. 	<ul style="list-style-type: none"> • Adult to log the incident on Arbor • Playtime incidents to be reported to the class teacher and logged on Arbor. • If bullying, log on CPOMS. • Class teacher, progress lead, inclusion lead, Assistant Principal or Principal to meet with parents with the contract that was conducted. • Report Card to be sent home daily – parent teacher partnership to regulate behaviour
<p>Level 5 Persistent Level 4 Behaviours</p>	<ul style="list-style-type: none"> • Persistent verbal abuse to a member of staff • Repeated deliberate physical or emotional abuse to any member of staff or pupil • Malicious physical assault on another pupil or member of staff 	<ul style="list-style-type: none"> • Adult to log the incident on Arbor and CPOMS • Playtime incidents to be reported to the class teacher and logged on Arbor and CPOMS • Discuss what has happened and decide how the matter is to now be handled according to the needs of the child. • ABC Form used to monitor incidents and triggers
<p>Level 6</p>	<p>There may be times when a serious incident occurs, making it inappropriate to follow the standard Behaviour Policy. In such</p>	

Serious Incidents	cases, our response must align with the severity of the behaviour. A member of the Core Leadership Team (CLT) must be involved in these situations. The student may need to spend time out of class, either in a different class, in isolation from peers, or through a period of internal exclusion. Parents will be informed of serious behavioural incidents through a meeting or phone call from the staff member handling the situation. To closely monitor their behaviour, students may be placed on report for a period of time, requiring them to reflect on their actions daily with a member of CLT. All serious incidents must be documented on CPOMS.
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i. Individualised Learning/Support Plans and persistent negative behaviours (Report Card Appendix D)

When a pupil has a Special education need and 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 on a 'Report Card' (Appendix D). Equally, if pupils repeatedly do not improve on the negative behaviour shown or break a contract in a restorative conference, a pupil could be placed on 'Report Card' or an 'ABC Form' may be used to monitor their choices more closely and identify any specific triggers.

An ILP may be produced for pupils whose behaviour has not improved even after the use of Report cards and ABC Forms and we feel there may be possible underlying needs. ILPs provide flexibility and the opportunity to manage pupils' behaviour and challenges in different ways to suit the needs of that child. ILPs will be reviewed on a 6-12 weekly basis by the Inclusion Lead and Assistant Principal/ Principal with an expectation that there is a measurable improvement in behaviour. This will be done through SMART targets set with the class teacher, Inclusion Lead and parents in partnership. If a measurable improvement in behaviour is not seen, then specialist advice is sought from external agencies.

The following situations are examples of when this might be applied:

- Keeping a pupil out of circulation while an incident is investigated, pending a decision about appropriate action.
- Persistently poor behaviour in the classroom/ school setting

When a pupil is placed on such a plan and is removed from lessons, this will be monitored on a daily basis via Attendance, Behaviour and Safeguarding Meetings, to ensure that the intervention is having a positive impact on changing behaviour patterns.

This will only be applied in consultation with parents/carers.

Intervention and Support Strategies

Intervention strategies are designed to help children improve their behaviour through targeted support measures, such as reward charts, record charts, and daily diaries. These interventions typically last for two weeks, during which time positive behavioural changes are expected. Upon successful completion of the intervention, the child will transition back to the whole-school behaviour management system. For further guidance, please consult the Inclusion Lead.

5. Behaviour and Conduct Outside of the School Grounds

Avanti House Primary School strives to ensure that our pupils are able to translate the behaviour standards to impact on their conduct outside of the confines of the school gates or online. The SSC recognise that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

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

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

6. Suspension and Permanent Exclusion from School

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that might very rarely be needed. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently is only taken by the Principal:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Pupils still receive education through online portals like Google Classroom in case of a Suspension or Permanent Exclusion. The headteacher will use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil.

Where a decision is taken to exclude a pupil, it is invariably done on the grounds that the pupil's behaviour constitutes such a serious risk and challenge to the good order of the school that other consequences are not sufficient. A permanent exclusion will be put into effect strictly within the terms set out in current educational law and where a pupil is subject to removal from lessons, a support plan will be set up. Permanent exclusions will only be recommended to the SSC in very serious situations when no alternatives are deemed possible. The SSC recognise that misdemeanours which can result in exclusion include:

- Violence, whether expressed in actions or threats, towards other people on the premises;
- Actions or words to a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority;
- Persistent misbehaviour (e.g. refusal to comply with reasonable instructions) which prevents other pupil from learning;
- Bringing to school, or handling, items likely to endanger the safety of other people or to be injurious to the well-being of others; this includes weapons of all kinds including sharp objects

such as knives and any dangerous substances, including alcohol, illegal drugs and volatile substances – See Appendix A;

- Acts of major and/or malicious damage;
- Actions likely to cause significant disruption to the orderly running of the school.

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

7. Pupil and Staff Support

Avanti House Primary School recognises the importance of supporting both staff and pupil if any incident occurs which necessitates a physical intervention, either controlled or passive, which could be viewed as traumatic. This is reflected in the school's Physical Intervention/Manual Handling Policy and Health and Safety Policy and Risk Assessment Guidance for foreseeable challenging behaviour. Please refer to the Avanti School Trust Physical Intervention and Reasonable Force Policy. <https://avanti.org.uk/wp-content/uploads/2023/08/Physical-Intervention-and-Reasonable-Force-Policy.Summer-23.pdf>

8. Professional Development for Staff

Professional development for all staff is strategically aligned with the school's ongoing program of continuous improvement, which is connected to the school's improvement plan and performance management cycles. Behaviour management, aimed at ensuring high-quality teaching, learning, and outcomes, is a key component of our staff training program. It is directly linked to enhancing our ability to create and maintain a learning environment that fosters high standards for all students. Please refer to the Staff Handbook for further information.

9. Special Circumstances

In addition to lessons which are well paced, where suitable learning challenges and removal of barriers to learning are evident, some children will need additional support. Pupils experiencing Social, Emotional and Behavioural difficulties will be identified through the school's SEN (Special Educational Needs) policy, and the school work to a staged intervention process to build support system around a child's needs.

10. Roles and Responsibilities

All staff should:

- Create and/or support the development of high-quality learning environments for all learners;
- Deliver and/or support lessons to ensure they are needs-led, motivating and engage all learners;
- Ensure that barriers to learning are removed for pupils where these have been identified as possible blocks to progress and motivation;
- Recognise diversity and respond to it appropriately by personalising learning for individuals;
- Model effective communication with pupils, taking into account both verbal and non-verbal forms of behaviour and communication;
- Implement the Behaviour for Learning strategies in a consistent manner;
- Plan and/or support lessons with other staff accordingly, working together as a team that follows policies consistently to promote clarity of expectations for pupils;

- Model behaviour patterns which demonstrate mutual respect and help pupils to maintain their dignity at all times;
- Establish positive relationships with all pupils and where this is a barrier to learning owing to a relationship issue, participate in reflective practice where necessary;
- Model fairness, transparency, courtesy and honesty;
- Use all forms of data and information regarding all learners to enhance their opportunities and secure their consistent access to learning.
- Leave no stone unturned to support children to remove any barriers to their learning, self-confidence and personal pride

11. Behaviour Communication to parents

Parental involvement in all aspects of children's behaviour at school is crucial to the success of our policy. We believe that the school and parents share a joint responsibility for ensuring that children behave appropriately, as outlined in the Home School Agreement, which all parents are encouraged to sign. We apply our policy consistently to support this partnership.

Parents play a vital role, and their support is essential. Without it, our efforts may be less effective. Achieving success requires collaboration between school and home.

There are many informal ways to keep parents and carers informed about their child's behaviour. Parents will be informed about their child's behaviour through various methods: by a telephone conversation, a request to attend a meeting, a message written in the diary, an email or a letter. Teachers will use their discretion in making the decision about how to inform parents about their child's behaviour. Parents can discuss small issues with the teachers in the morning when the class teacher is outside at the school gate, through diaries or through emails to the school office. For more detailed discussions, appointments can be arranged. Teachers can be contacted through the school office, where a message will be taken, and the teacher will respond as soon as possible.

The school is committed to working in partnership with families to resolve any challenges. If difficulties arise, we will collaborate with the family and, if necessary, seek external agency support to ensure strategies are consistently applied both at home and in school.

Parents are encouraged to share positive feedback, which helps us better understand what is working well for individual children. Formal channels, such as parent consultation evenings, annual review meetings, and end-of-year reports, also contribute to this partnership.

12. Bullying

- All staff recognises the seriousness of any instances of bullying and addresses them as a matter of priority. In order to support the victims of bullying it is necessary to define what we mean by bullying:
- It may be verbal, physical or psychological
- It is often repetitive, although one-off incidents do occur
- It can be premeditated
- It is often aggressive and malicious
- It can involve a variety of people
- It can occur in school and out of school (in clubs, over the internet/social networking/mobile devices)

The victim, other children, the parents or staff, can identify instances of bullying. Adults working in school need to be vigilant for signs of distress that may indicate a child is being bullied. Changes in a child's

normal behaviour pattern should be viewed with concern. It is important to take any suggestion or suspicion of bullying seriously. It is essential to listen to what parents/children are saying and feeling. Please refer to the Avanti School Trust Anti Bullying Policy for more information - <https://avanti.org.uk/wp-content/uploads/2023/02/Anti-Bullying-and-Cyber-Bullying-Policy.Jan-23.pdf>

It is important to be aware of the needs of the "bully" as well as the "victim". The Assistant Principal/Behaviour Lead and Principal should always be informed of any concerns about possible instances of bullying. All staff are required to ensure that every incident of bullying is documented and recorded in CPOMS.

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

13. Recording Racist or Homophobic Incidents

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

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

14. Recording, Monitoring and Tracking of Behaviour Incidents (outside of the Classroom environment)

All behaviour incidents are recorded using Arbor. If staff deal with a behaviour incident for a child not in their class, they must ensure that they record the incident on Arbor and pass the information onto the child's class teacher so that it can be dealt according to the school behaviour policy.

15. School Uniforms

All Avanti Schools follow the Avanti Trust Uniform Policy. Kindly refer to the hyperlink provided below to access comprehensive guidance pertaining to the appropriate school uniform for your child.

<https://avanti.org.uk/wp-content/uploads/2023/08/School-uniform-policy-guidance.Summer-23.pdf>

Important considerations in addition to the Uniform Policy:

- We will discourage children from bringing personal items like toys, makeup, Rubik's cubes, or playing cards to school. If these items are brought, it is the child's responsibility to ensure their safekeeping. The school cannot be held responsible for any loss or misplacement. These items are permitted for use during

designated break and lunch periods only and should be stored in their bags or trays at all other times, with no usage allowed in the classroom.

- Smartwatches are strictly prohibited within the school premises and should be taken home. Digital and analog watches, however, are permitted for children of all ages.
- Non-Avanti colored hairbands are not permissible (Any colours other than Navy, white, black, Avanti blue or grey are not permissible). Students may wear them on the day they wear it to school but are expected to receive a letter advising against future use.
- Chewing gum is not allowed on school grounds.
- Lip balms and sunscreens may be brought by students for personal use during playtime and lunch breaks, provided they are applied by the students themselves. They should be stored in their bags and not taken into the classroom.
- Students are strictly prohibited from bringing mobile phones to school.

These important considerations have been established to ensure that our students experience a less distracting and more conducive learning environment within the classroom. Your cooperation in adhering to these guidelines is greatly appreciated as we strive to create an optimal educational atmosphere for all our students.

Appendix A

Screening and Searching Pupils

Context

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

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

- Searches without consent will only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips or training settings;
- The school reserves the right to carry out routine screening exercises to ensure the Health and Safety of its staff and pupils at any time;
- Staff members have a right to refrain from searching a pupil, however, where this is the case staff are expected to inform the Principal of this decision when taking up their position.
- School staff will view CCTV footage where possible or if applicable, in order to make a decision as to whether to conduct a search for any offensive weapons.
- If a pupil does not consent to a search verbally, using a communication aid then it is possible to conduct a search without consent, but only for the prohibited items.
- The school is not required to inform parents/carers before a search takes place or to seek their consent to search their child, however, the school will inform parents/carers where it is practical to do so before an event occurs.
- Complaints about screening or searching will be dealt with through the normal school complaints procedure.

General Protocols for Searching a pupil

- The member of staff conducting the search will ONLY ask the pupil to remove their OUTER clothing. Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. Outer clothing includes hats; shoes; boots; gloves and scarves.
- Possessions means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. A pupil's possessions should be searched for in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

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

- Immediately and where it is not reasonably practicable to summon another member of staff.
- Members of staff can use such force as is 'reasonable' given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school standards – see Physical Intervention and Manual Handling Policy: Principles.

Prohibited items are listed below:

- Knives or weapons (any object that has the potential to be used as a weapon)
- Alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence
 - to cause personal injury to, or damage to the property of, any person (including the pupil)
- Principals and authorised staff can also search for any item banned by the school standards which has been identified in the rules as an item which may be searched for.

The power to seize and confiscate items

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

Controlled Drugs

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

Other substances

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

The School will inform the individual pupil parents/carers where alcohol, illegal drugs or potentially harmful substances are found

Fireworks

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

Stolen Items

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

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

Pornographic Images

- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it will be delivered to the under the guidance of the Principal and named Child Protection Officer

as soon as reasonably practicable to do so. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the.

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

Electronic Devices

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

Appendix B

KS1 Reflection Sheet – Conversation log

Child's Name: _____

Class: _____

Questions asked by adult:

Reflective question examples for adults to ask the child:

What happened? What were you thinking/feeling at the time? What do you think/feel about it now?

What has been the hardest thing for you? What needs to happen to put this right? What will you do differently next time

Child responses to questions (written by adult):

I have logged this incident on Arbor ☐

Name of Adult: _____

Date: _____ Time: _____

Appendix C

Key Stage 2 - Reflection Sheet

Child's Name: _____ Class: _____ Date: _____

What happened?

What were you thinking at that time?

What have you thought since?

Who has been affected? How did it make them feel?

What should we do to make things right?

What are 2 things that I have learnt or that I would do differently?

How has this situation helped me to develop my Avanti values?

Teacher Comment

Name of Adult: _____

Appendix D

Restorative Justice Questions to Guide conversation

Pre Chat Statements and Questions

- We all need some time to think about what just happened.
- We need to speak about this when we have had some time to think about how this happened.
- Take some time and we will talk about this at
- This needs to be sorted out. I can see you are not ready right now – we need to talk about this later.

Enquiry Questions

- What happened?
- What else happened?
- What happened just before this?
- Where were you when this happened?

Intent Questions

- What were you thinking/feeling at that moment?
- What did you want to happen? What were you trying to achieve?
- What were you thinking when this happened?
- What were you trying to tell X?
- What was going through your mind when..
- What were you thinking at that point?

Emotional Reflection Questions

- What do you think/feel about this now?
- What's in your mind now?
- Now that you've had time to think and calm down how does that change things?

Main Restorative Questions

- What happened?
- What were you thinking/feeling at that time?
- What do you think/feel about it now
- Who has been affected by what happened and in what way?
- What has been the hardest thing for you?
- What needs to happen to put this right?
- What will you do differently next time?

Appendix E

Restorative Conference Agreement

Child's Name: _____ **Class:** _____ **Date:** _____

Reason for the Agreement

What happened?

Who was involved?

Restorative Agreement

1. _____

2. _____

3. _____

What can we do to support our success?

Follow Up Agreement Date: _____

Student Signature: _____

Teacher Signature: _____

Appendix F

Report Card

Due to _____ your child will now be encouraged to show their positive choices and actions through a report card. The class teacher will make a comment about how your child has behaved throughout each day and you should either **sign** or **add a comment** on what you have experienced at home or conversations you have had after each day.

This report card will stay in place till _____

If your child has not shown progress in their behaviour choices, a decision with the Headteacher will be made of the next steps using the school behaviour policy. If your child has shown significant change, this report card will be terminated by the date above.

Date	Teacher's comments	Parents comments

Appendix G

Record of Bullying/Racist/Sexist/Homophobic Behaviour

Date of Incident	
Name / class / ethnicity of instigator/s of the incident.	
Name / class / ethnicity of the child/ adult the behaviour was aimed at.	
Description of Incident	
Action taken by member of SLT	
Signed	
Co-signed Principal/ Assistant Principal	

Appendix H

Reflection for child who has been bullied

This form will be used following a discussion with the teacher/Progress Leader and the Parent/ Carer. It is an opportunity for the child to write down if things have improved.

Name: _____	Class: _____
Date: _____	
Tell us how you are feeling now.	
Have things improved?	
If yes, what has improved?	
If no what would make it better?	

Appendix I

How to use an ABC chart

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the behaviour that occurred e.g. X threw item on the floor.

'C' refers to what occurred after the behaviour or the consequence of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the child?

ABC (Antecedent, Behaviour, Consequence) Chart

Date/Time	Activity	Antecedent	Behaviour	Consequence
Date/Time when the behaviour occurred	What activity was going on when the behaviour occurred	What happened right before the behaviour that <u>may</u> have triggered the behaviour	What the behaviour looked like	What happened after the behaviour, or as a result of the behaviour

Please consult our Inclusion Department for further details or guidance.