

Behaviour Policy

2024-25

Krishna Avanti Primary School



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1. Introduction

At Krishna Avanti Primary School, our aim is to enable our pupils to be the very best version of themselves and ultimately contribute to making the world a better place. Through a curriculum built on the Avanti ethos and by actions underpinned by the six core principles and values, we aim to inspire spiritually compassionate changemakers.

Our primary aim is the safety and well-being of every individual child. We believe that to achieve the aims of the school and to enable high quality teaching and learning to take place, good behaviour in all aspects of school life is necessary, both within and outside the building. The school culture is underpinned by a very clear set of values; independent thinking, mutual respect for others and taking responsibility for our actions and this is reflected in our policies and everyday practice. The ethos in the school fully supports our approaches towards the management of behaviour. We take a firm but fair approach to behaviour management, ensuring the poor behaviour of a very small minority of pupils should not override the achievement of a majority.

This policy enables our staff, pupils, and our families to know and understand what constitutes acceptable and unacceptable behaviour in our school. This in turn provides a shared clarity around behaviours and their consequences. The behaviour policy is central to our ethos and is designed to meet the needs of all our pupils. The school is based on inclusive principles, which recognise and respect diversity, strive to promote equality and give both rights and responsibilities equal weighting. We believe that all members of our community have the right to learn in a secure, safe, and stimulating environment.

2. Principles

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

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

We believe that:

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

The above learning environment is cultivated through consistent modelling and promotion of positive behaviour traits in order to empower our pupils' to:

- Develop their self-esteem and self-worth
- Reflect, and through self-discipline, take responsibility for their behaviour
- Form meaningful, positive relationships based upon mutual respect
- Ensure they treat others in a fair and inclusive manner
- Demonstrate resilience when presented with negative behaviours.

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

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

3. Legal and Statutory Framework

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

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

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

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

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

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

4. Roles and responsibilities

4.1 Roles and Responsibilities

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

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

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

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

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

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

4.2 Definition of school jurisdiction

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

This policy applies on school premises and during school hours, on visits and trips, and school events and other occasions related to the school, and any occasions when the pupils are the responsibility of the staff.

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

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

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

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

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

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

4.3 Participation in School Trips

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

5. Monitoring, Reviewing and Evaluating our Practice

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

- SLT Meetings
- Staff Meetings
- Parent/guardians/carers meetings
- Assemblies
- Pupil Voice

Information from the above will be reviewed on a regular basis and feeds into all aspects of teaching and learning and the continued professional development of all staff.

This behaviour policy will be reviewed by the Principal and School Stake holder committee every two years. At each review, the policy will be approved by the School Stakeholder Committee.

6. Rewards and Consequences

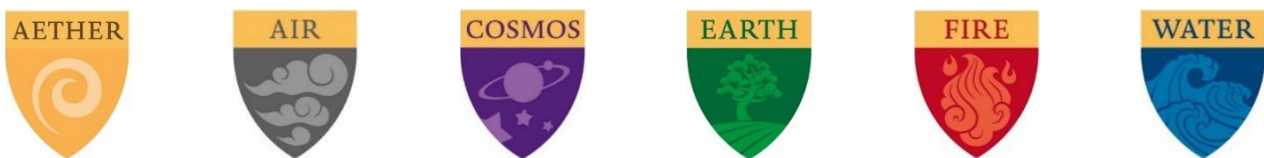
6.1 Rewards

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

Success is celebrated as follows:

- House points
- Recognition in assemblies
- Golden Time
- Star of the week
- Accolades and commendations from the class teacher, school leaders and Principal
- Awards Ceremonies

House Points collate for wider House celebrations at the end of each academic year. The House System runs from EYFS through to KS2. The houses are as follows:



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

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

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

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

6.2 Consequences

Instances of poor behaviour should have due regard and be dealt with immediately. The school uses a “Good to be Green” approach to behaviour management.

Within each lesson:

C1. A chance – A first verbal warning is given, clearly stating how the pupil has not met the expectations and failed to take responsibility for their behaviour or actions.

C2. Time to change – A second warning is given. This will result in an immediate visual change, where the Good to be Green chart will be moved to a yellow warning card. The teacher will then use restorative structures and reflect with the pupil how to make better choices when there is an appropriate moment to do so.

C3. Accept the consequence – If a third incident of poor behaviour occurs, the Good to be Green chart will be moved to a red consequence card. The child will have an opportunity to reflect on their behaviour using a time-out, if needed this may take place in another classroom or may be during the pupil’s break-time. Again, the teacher will then use restorative structures and reflect with the pupil how to make better choices they will also explain that they will be speaking to their parents. A child who reaches a C3 will have a 5 minute loss of Golden Time.

Class Teachers will communicate with parents where there is a concern about a pupil's behaviour, either when a C3 is given or where there is a regular accumulation of C1 and C2. Class Teachers will also celebrate regular positive events with parents too.

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

6.3 Internal Isolation

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

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

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

1. Formally record the internal isolation on Arbor.
2. Parents/carers informed by telephone and followed up by e-mail through Arbor of:
 - a. the reason for the internal isolation;
 - b. the period of the internal isolation;
 - c. details of the education provision during the internal isolation;
 - d. that the pupil will be placed on a behaviour report for a fixed period following the internal isolation.

6.5 Suspensions and Permanent Exclusion

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

A decision to suspend a pupil will be taken only:

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

And in the case of Permanent Exclusion:

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

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

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

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

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

- the age of the pupil;

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

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

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

6.5.1 Suspensions

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

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

1. Formally record the suspension Arbor.
2. Inform the parent(s)/carer(s) in writing providing the following information:
 - the reason(s) for the suspension;
 - the period of the suspension;
 - right to make representations to the School Stakeholder Committee (SSC) and how the pupil may be involved in this;
 - how representations should be made;
 - the right to attend the SSC review meeting and to be represented at that meeting;
 - the fact that the pupil must not be seen in a public place and the consequences of noncompliance;
 - details of any referral to alternative provision/arrangements for education during the first five days of suspension;
 - relevant sources for free independent information.
3. Notify the SSC, Avanti Schools Trust, and Local Authority (LA) of:
 - any suspension which would result in the pupil being suspended for a total of more than five school days (or more than ten lunchtimes) in a term.
 - any suspension which would result in the pupil missing a public examination or national curriculum test.
4. Notify the Local Authority (LA) for the area in which the pupil lives if they do not live the Local Authority area for the school.

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

Where a pupil is suspended the school will:

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

- consider what support will best help with the pupil's reintegration into the school at the end of the suspension.

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

After a suspension, pupils must attend a reintegration meeting with their parents/carers and a member of the Senior Leadership Team. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the pupil arranged at this time.

6.5.2 Permanent Exclusions

A permanent exclusion will be put into effect strictly within the terms set out in current educational law. Permanent exclusions will only be recommended for serious or persistent breaches of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Repeated suspensions could ultimately lead to permanent exclusion. This will usually be considered as a 'last resort' action; applied only when all other methods and strategies have failed. However, permanent exclusion can also follow after certain single incidents, which are deemed to be extremely serious.

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

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

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

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

If a pupil is permanently excluded the school will:

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

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

7. Bullying

Every member of the school community is entitled to respect and courtesy and it is important that we recognise bullying in all forms. Putting physical or mental pressure on another pupil, no matter what the reason, is bullying

and it is everyone's responsibility to do all we can to eliminate it from our school. Our key aim is to prevent bullying of any type by reinforcing a positive ethos and being proactive in our response to both staff and pupils.

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

8. Support and Prevention

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

8.1 Pastoral Systems

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

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

8.2 Encouraging good behaviour

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

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

8.3 Restorative Practices

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

Our restorative approach helps pupils:

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

Restorative Practice promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability.

Restorative approaches are based on four key features:

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

8.4 Behaviour Reports

Where pupils are struggling to model good behaviour, we will work closely with parents on a short-term strategy to help restore positive behaviour. These strategies will vary dependant on the needs of the pupil. However, may include:

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

8.5 Additional and Alternative Support

8.5.1 Behaviour Support Plan (BSP)

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

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

The BSP can be ended at any point if it is clear the pupil will not meet the targets set. At the point the plan is ended the decision can be made to either amend the targets and support as part of a new BSP or recommend to the Principal that permanent exclusion should be considered.

8.5.2 Multi-agency Support

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

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

9. Uniform and Appearance

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

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

10. Electronic Devices

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

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

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

The school will follow the procedures outlined:

- Mobile phones and other electronic devices will be stored with the class teacher during the school day. They should NOT be stored in pupil's clothing or bags.
- Mobile phones should be turned OFF upon entry to the school gates.
- SMART watches should NOT be worn to/from school.

Sanctions

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

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

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

11. Sexual Harassment

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

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

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any

reoccurrence. Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

12. Use of Reasonable Force

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

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

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

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

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

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

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

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

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

13. The Police

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

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

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

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

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

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

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

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

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

Appendix A: Consequences

CODE	BEHAVIOUR DESCRIPTION	CONSEQUENCE
C1	Low level Calling out Mild disruption Not listening to instructions Off task	Verbal warning
C2	Repeating C1 behaviours despite being instructed by the adult Continues to call out Disruptive Continues to not listen to instructions Continues to be off task	Second verbal warning Yellow warning card on Good to be Green chart
C3	Repeating C2 behaviour throughout the day Intentionally breaking or defacing school equipment Use of language that is not appropriate Deliberate physical contact (hitting or kicking) with another child or adult Intentionally ignoring an adult’s instructions (Children with known SEND needs to be addressed as per their Support Plan)	5 minute loss of Golden Time Red consequence card on Good to be Green Chart C3 recorded on Arbor and parents notified

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