



**KRISHNA AVANTI**  
Excellence · Virtue · Devotion

# **BEHAVIOUR FOR LEARNING POLICY**

**'Educational Excellence  
Character Formation  
Spiritual Insight'**

	<b>Name</b>	<b>Date Approved</b>	<b>Review Date</b>
<b>Principal</b>	<b>Mrs Bindu Rai</b>	September 2016	September 2017
<b>Chair of Governors</b>	<b>Mr Y Rana</b>	September 2016	September 2017

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## 1. Statement of Intent

Krishna Avanti 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 underpinned by a very clear set of values; Empathy, Self-Discipline, Respect, Integrity, Courage, Gratitude are underpinned under the umbrella of Humility. 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 and Avanti School Trust fully supports our approaches towards the management of pupil 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.

We believe that all members of our community have the right to learn in a secure, safe and stimulating environment. Krishna Avanti 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
- SEN & LDD Policy – Special Educational Needs
- 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 Behaviour Guidance Pack;
- Physical Intervention and Manual Handling
- Staff Induction Process;
- Pupil Home School Books;
- Golden Standards for Pupils:

### **3. Monitoring, Reviewing and Evaluating our Practice**

#### Yearly

This policy is monitored formally on a yearly basis at Regional Governing Body 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 – Motivators;
- Our school curriculum.

Behaviour Management guidance Good to be Green 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 Governing Body for their consideration. Any further adaptations are consequently included and brought to the attention of all stakeholders. The formal review cycle is highlighted on Page 1 of this document.

As Krishna Avanti Primary School is reviewing all school procedures, this Behaviour for Learning Policy and its subsequent approaches, will be discussed and reviewed in partnership with all our stakeholders by the end of the Autumn Term 2017.

### **4. 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 Krishna Avanti 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 pupils behaviour both inside and outside the school environment.

## **5. 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 Krishna Avanti 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.

### 5.1 School Standards

To support pupils in taking ownership of their behaviour, practical examples of how our pupils can ensure that they meet the Krishna Avanti Primary School Golden Standards are displayed within the different learning environments.

#### **At Krishna Avanti Primary School we have a set of Golden Standards.**

- 1.** Be kind, helpful and gentle: think of others
- 2.** Be respectful: listen and act respectfully, use good manners
- 3.** Be honest and responsible: think before you act; tell the truth
- 4.** Be Safe: care for people and property
- 5.** Be courageous: Learn Brilliantly! Never give up.

### **'Minor' Behaviour Incident Examples**

'Minor' incidents must never be ignored as they tend to result in low-level disruption during teaching and learning which prevents the child, or their peers from achieving their full potential. The following list is not exhaustive and should a 'minor' incident be consistently repeated, it should be classed as

'unacceptable';

- Throwing pen tops 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

### **'Unacceptable' Behaviour Incident Examples (this type of incident MUST be acted on immediately e.g. recorded in the INCIDENT LOG Book and reported directly to Assistant Head/ Deputy Principal)**

- Disobeying an instruction from a teacher
- Play fighting that causes injury or distress
- Using sexually explicit language
- Racist/homophobic/sexist behaviour
- Throwing stones at someone.
- Defiance
- Defacing work books or materials
- Throwing objects in class to distress (at teacher or child)
- Excluding others by involving other children/gangs
- Dangerous behaviour/absconding from lessons/site
- Rudeness to an adult showing disrespect
- Breaking a behaviour contract negotiated between the child, parents and the school

# KRISHNA AVANTI PRIMARY SCHOOL

## EXPECTED BEHAVIOURS

**KAPS VALUES** OF: empathy, self –discipline, respect, courage, integrity and gratitude are central to the Golden Standards

### **Ready For School**

- We arrive at school on time.
- We come to school with the correct equipment.
- We make sure that we are wearing the correct school uniform.

### **Caring Rule**

- We are polite and well mannered to everyone.
- We care for each other as well as ourselves.
- We care for our school and its property.

### **Safety Rule**

- We listen to teachers, support teachers and helpers.
- We stay in school until home time.
- We use all equipment sensibly.
- We are peace- makers at all times.

### **Learning Rule**

- We settle down quietly to do our work.
- We try our best at everything.
- We help each other and are friendly to all our classmates.
- We tidy up and put away all equipment.

### **Movement Rule**

- We always walk quietly around the school so that we do not disturb other children.
- We stay outside unless we are sent in by an adult or we need the toilet.
- We line up when we are going to assembly.
- We stop playing and line up when the bell rings or whistle blows at playtimes.
- We do not leave the classroom without permission.

### **Lunchtimes and Wet Play**

- We eat all our lunch sensibly.
- We clear and clean up our food tray after we have eaten.
- We keep our hands and feet to ourselves at all times.
- We sit and play wet- play games in the classroom.
- We help everyone have a happy lunchtime by demonstrating politeness at all times.

### **Expected Behaviour for worship and assembly**

- We line up when told to do so.
- We walk quietly to worship and assembly.
- We listen and think during assembly time.

## 5.2 Motivators

### **EYFS & Key Stage 1 until Year 3**

#### How will it work in the classroom? 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 gold card into their pocket and this will be rewarded by a post card or certificate or a note sent home which will be sent home with the child at the end of the week etc.
- A visual cue to remind pupils they are being good i.e. amber (warning to change behaviour) or red card.

## 5.3 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:

### **REWARDS**

Rewards or incentives allow us to celebrate children's personal, social and academic development and create 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:

- 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
- Text message or phone call to parent/ carer
- House Points
- 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

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.

## 5.4 Consequences

The Avanti Schools Trust and Governors 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 Governors.

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 her delegated authority may decide to exclude a pupil from School after consultation with the chair of the school's governing body;

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 different class, to the Assistant Head, Deputy Principal or Principal
- Loss of playtime/dinner break/ jobs/ privileges
- 'High Supervision' play/dinnertimes (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

### **Teachers will NEVER:**

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

### EYFS and Key Stage 1 (Nursery – Year 2)

Pupils are reminded of the school's golden standards 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 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 the pupil does not follow the agreed golden standards 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, SENCo
- Monitoring of Behaviour report and daily reporting to the Assistant Head/Deputy Principal 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 community service within the school day. Referral to specialists following parental and child conference and parental consent

- Exclusions – 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.
- Acts of Community Service
- KS1: 30 minutes and KS2: 50 minutes
- The pupil will be given an act of community service. Possible activities could be:
  - Support in the lunch hall
  - Maintain the school library
  - Litter picking around the school grounds
- School staff should not issue community service where they know that doing so would compromise a child's safety.

## 5.6 Individualised Learning/Support Plans and Removal from Lessons

When a pupil is subject to an Individualised Learning/Support Plan 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 specific programme. The following situations are examples of when this sanction 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

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

### **1. Behaviour and Conduct Outside of the School Grounds**

Krishna Avanti 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. The governors 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 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

### **2. Permanent Exclusion from School**

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 Governors in very serious situations when no alternatives are deemed possible. The Governors 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.

### **3. Pupil and Staff Support**

Krishna Avanti 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.

### **4. Professional Development for Staff**

Professional development for all staff is closely linked to the school's programme of continuous development of staff linked to the school improvement and performance management cycles. Behaviour management for securing high quality teaching, learning and results is an integral part of our staff training programme and is closely linked to the development of our ability to create and sustain a learning environment that contributes to high standards for all.

### **5. 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.

### **6. 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 so e remove any barriers to their learning, self-confidence and personal pride

### **Behaviour Communication to Parents**

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 or a letter.

### **Teachers will use their discretion in making the decision about how to inform parents about their child's behaviour.**

Information only letters

**Level One intervention-** parents to see Class Teacher (1st support strategy put in place)

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**Level Two intervention-** parents to see Assistant Head and class teacher (2nd support strategy put on in place)

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**Level Three intervention-** parents see SENCo , Class teacher, Assistant Head or Deputy Principal or Principal

### **Intervention/Support Strategies (see SENCo)**

Intervention strategies help children improve their behaviour (e.g. reward charts, record charts, daily dairy etc) They last for 2 weeks. At the end of the intervention, an improvement in behaviour is expected and children go back onto the whole-school system.

### **ILP Individual Learning Plan**

An ILP is produced for pupils whose behaviour has not improved. ILPs provide flexibility and the opportunity to manage pupils' behaviour in different ways to suit the needs of that child.

ILPs will be reviewed on a 4-6 weekly basis by the SENCo and Assistant Head/ Deputy Principal/ Principal with an expectation that there is a measurable improvement in behaviour. If a measurable improvement in behaviour is not seen, then specialist advice is sought from external agencies.

### **Bullying ( Refer to Anti Bullying Policy)**

All staff recognise the seriousness of any instances of bullying and address 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.

It is important to be aware of the needs of the "bully" as well as the "victim". The Deputy Headteacher and Head Teacher should always be informed of any concerns about possible instances of bullying.

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.

### **RECORDING RACIST OR HOMOPHOBIC INCIDENTS**

At Krishna Avanti 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.

1. This section also features in our Equal Opportunities Policy.
2. All incidents of racism will be recorded in the Log Book. They MUST also be reported to the Head teacher who will report it to the pupil's parents/carers (victim and aggressor) and then to the Governors via the Head Teacher's report.
3. We will continue to provide for the particular needs of all our pupils having regard to their ethnic, cultural, historical, linguistic and religious backgrounds.
4. We will continue to prepare, through PSCHE, RE and other activities; all pupils for life in our multicultural society, building upon the strengths of cultural diversity.
5. We will continue to celebrate cultural diversity.
6. We will continue to monitor and then target under achievement with particular regard to gender and ethnicity.
7. We record all incidents of homophobic bullying and support both the victim and perpetrator.

### **Recording, Monitoring and Tracking of Behaviour Incidents/Achievements**

All behaviour and achievements are recorded using the Incident Log Book, Celebrating Achievement Log in the Student Planner. If staff deal with a behaviour incident for a child not in their class, they must ensure that THEY record this on the class log book or pass the information onto the child's class teacher so that it can be recorded.

System of referral for inappropriate Behaviour:

#### **3 TIMES IN THE CLASS TEACHER'S INCIDENT LOG BOOK**

**(Level One intervention- parents to see Class Teacher (1st support strategy put in place)**

↓

**Then**

**THE ASSISTANT HEAD/ DEPUTY PRINCIPAL WILL BE INFORMED)**

**Level Two intervention- parents to see Assistant Head or Deputy Principal and class teacher (2nd support strategy put on in place)**

↓

**Then**

**TO THE PRINCIPAL**

**Level Three intervention- parents see SENCo , Class teacher, Assistant Head/ Deputy Principal/ Principal.**

## **Appendix A**

### **Screening and Searching Pupils**

#### **Context**

Krishna Avanti 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.

Governors 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:**
  - i. to commit an offence**
  - ii. 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 Headteacher 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.

Tobacco or Cigarettes/Cigarette Papers

- 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 Headteacher as soon as possible
- The Headteacher 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 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.



Key Stage 1

Reflection Sheet

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

What happened?

---

---

How did you feel when it happened?



---

---

What do you feel now?

---

---

Who has been upset by this?

---

---

What needs to happen to put things right?

---

---

Key Stage 2

Reflection Sheet

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

What happened?

---

---

How did you feel when it happened?

---

---

What do you feel now?

---

---

Who has been upset and affected by this?

---

---

How will you show that you have put things right?

---

---

# Report Card

Date	Teacher's comments	Parents comments

# Appendix D

**Name:** .....

**Class:** ..... **Date:** .....

Target and how to achieve this e.g. To follow adult's instructions:

- give eye contact in a lesson to the teacher

	<b>8.00-9.45</b>	<b>Break</b>	<b>10.00-11.00</b>	<b>11.00 – 12.00</b>	<b>Lunch</b>	<b>1.00-2.20</b>	<b>Parent sign &amp; comment Each evening</b>
<b>Monday</b>							
<b>Tuesday</b>							
<b>Wednesday</b>							
<b>Thursday</b>							
<b>Friday</b>							

This card must be given to your teacher to be completed at the end of the lesson.



I wish to make an appointment to discuss this matter.

Parent / Carer signature \_\_\_\_\_

### **Record of Bullying/Racist/Sexist/Homophobic Behaviour**

<b>Date of Incident</b>	
<b>Name / class / ethnicity of instigator/s of the incident.</b>	
<b>Name / class / ethnicity of the child/ adult the behaviour was aimed at.</b>	
<b>Description of Incident</b>	
<b>Action taken by member of SLT</b>	
<b>Signed</b>	

**Cc: Principal / Deputy Principal/ Assistant Head / Class Teacher**

**Parent/Carer will be notified and an appropriate discussion will take place.**

## **Behaviour and Attitudes Monitoring Sheet Sample (for more challenging behaviour)**

Every piece of work completed will be ticked by the class teacher. The child will be seen by the Year Leader at the end of the day/ week. This sheet will be signed at the **end of the week by the parent/ carer.**  
**Parent/Carer will be notified and an appropriate discussion will take place.**

<b>Name:</b>				
<b>Class:</b>				
<b>Target and how to achieve this</b>	e.g. To follow adult's instructions: give eye contact in a lesson to the teacher, show positive body language			
	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>
<b>Monday Date:</b>				
<b>Tuesday Date:</b>				
<b>Wednesday Date:</b>				
<b>Thursday Date:</b>				
<b>Friday Date:</b>				

Print name: \_\_\_\_\_ Signed

(parent/carers) \_\_\_\_\_

## Reflection for child who has been bullied

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

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



## Unacceptable Behaviour Letter Part A

Dear Parent/Carer of .....

Your child has been involved in a behaviour incident today (**see reverse for more details**).

Your child was:

- Sent out for 5 minutes
- Sent out for the remainder of the lesson
- Sent out for the remainder of the day
- Internal Exclusion (for am session/pm session/whole day)

This letter is for:

- Information only:** please discuss the incident with your child.
  
- Level 1 Intervention:** please make an appointment to see your child's class teacher.  
1<sup>st</sup> support strategy will be implemented to help improve behaviour.  
(Please make an appointment through the school office)
  
- Level 2 Intervention:** Please make an appointment to see the Class Teacher and Assistant Head or Deputy Head. 2<sup>nd</sup> support strategy will be implemented to help improve behaviour.  
(Please make an appointment through the school office)
  
- Level 3 Intervention:** Please make an appointment to see the SENCo/ Assistant Head/ Deputy Principal/ Principal. (Please make an appointment through the school office)

Please be reassured that we are all working hard to make sure that your child continues to be happy and well behaved at school. Your ongoing support is crucial in maintaining the outstanding behaviour expected at Krishna Avanti Primary School.

Yours sincerely,

..... Date: .....

..... Date: .....

..... Date: .....

## Krishna Avanti Primary School Unacceptable Behaviour Letter Part B

Abscond		Playing during learning	
Kicking another child		Defiance Playing in wrong area	
Aggressive Behaviour		Wilful insolence to adults	
Lunch Time Incident		Making silly noises	
Answering back		Detention more than 2 times	
Assault		Disruptive Behaviour	
Fighting		Physically hurting another child	
Pupil Not listening- 3 warnings given		Safety Issue	
Biting another child		Distracting own learning	
Not on Task		Racist bullying	
Breaking a rule		Hurting member of staff	
Not telling the truth		Homophobic bullying	
Breaking classroom rules		Theft	
Persistent Lateness to Lessons		Inadequate Work , Little effort put into work	
Bullying		Insolence Using 'un KRISHNA AVANTI' Language	
Not keeping their hands and feet to themselves		Intimidating others	
Damage - Property		Inappropriate use of Computers in School	
Play- fighting		Ignoring Teacher Instructions	
Damaging equipment		Spitting	
Distracting others learning		'Silly' Behaviour	
Sent out after 3 warnings		Throwing Objects	
<b>Other Reason:</b>			

### ----- **Reply Slip- please return to class teacher**

I have received this Unacceptable Behaviour Letter and have discussed it with my child.  
I have made the appropriate appointment to meet with the member of staff indicated on the letter. (if required)

Print name:

Signed (parent/carer):

Date of letter:

<b>Reason for Reflection :</b> <b>What happened :</b>
<b>What I did:</b>
<b>Why I did it :</b>
<b>Which rule I broke :</b>
<b>What I will do next :</b>

**Signed by teacher :** \_\_\_\_\_ ( please ensure that the child's name is recorded in the incident Log Book)

This letter is for:

**Information only:** please discuss the incident with your child.

**Level 1 Intervention:** please make an appointment to see your child's class teacher.

1<sup>st</sup> support strategy will be implemented . Please make an appointment through the school office.

**Level 2 Intervention:** Please make an appointment to see the Class Teacher and Assistant Head or Deputy Head. 2<sup>nd</sup> support strategy will be implemented.

**Level 3 Intervention:** Please make an appointment to see the SENCo/ Assistant head/ Deputy Principal/ Principal.

-----  
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**Reply Slip- please return to class teacher**

I have received the Reflection Form and have discussed it with my child.

I have made the appropriate appointment to meet with the member of staff indicated on the letter. (if required)

Print name:

Signed (parent/carer):

Date of letter: