



KRISHNA AVANTI
PRIMARY SCHOOL

BEHAVIOUR FOR LEARNING POLICY October 2012

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

	Name	Review Date
Lead Professional	Mrs B Radia	September 2013
		September 2014
		September 2015
Headteacher	Mrs P Edwards	September 2013
		September 2014
		September 2015
Chair of Governors	Mr Y Rana	September 2013
		September 2013
		September 2014

CONTENTS

	Page
1. Statement of Intent	3
2. Context	3
3. Monitoring, Reviewing and Evaluation our Practice	3
4. Principles	4
5. School Procedures	5
5.1 School Standards	5
5.2 Motivators and Monitoring Success	6
5.3 Celebrating Success	7
5.4 Consequences	8
5.5 Community Service Outside of the School Day	9
5.6 Standards Report and Removal from Lesson	10
6. Behaviour and Conduct Outside of the School Grounds	10
7. Permanent Exclusion from School	10
8. Pupil and Staff Support	11
9. Professional Development for Staff	11
10. Special Circumstances	11
11. Roles and Responsibilities	12
12. Appendix A Screening and Searching Students	13

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

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 adopt a proactive style in our systems of management, recognising and responding to the needs of all individuals and adopting a more personalised and holistic approach towards the development of the 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 acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN).

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
SEN & LDD Policy – Special Educational Needs
Health and Safety
Physical Intervention and Manual Handling
Anti- Bullying
Home School Agreement
Staff Discipline.

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

- Staff Behaviour Guidance Pack;
- Physical Intervention and Manual Handling
- Staff Induction Process;
- Student Home School Books;
- LABS (Learning, Attendance, Behaviour Safeguarding Panel Meetings).

3. Monitoring, Reviewing and Evaluating our Practice

Yearly

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

Termly

This policy is reviewed termly at:

- Review Panel Meetings

- Governing Body Meetings.

Everyday Practice

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

- Weekly LABS (Learning, Behaviour and Safeguarding) Panel Meetings;
- Senior Management Team Meetings;
- Staff Meetings;
- Parent/guardians/carers Meetings;
- Assemblies – Motivators;
- Our curriculum.

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 Headteacher 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 2012.

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 for all those involved.

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 students 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
- Learn/teach without unnecessary interruption
- Be listened to and heard
- Work in a pleasant environment for learning
- Be treated honestly and fairly, with dignity and respect.

We 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 students' ability to:

- Develop their self-esteem and self-worth;
- Self-reflect and take ownership for changing their behaviour patterns where necessary;
- Form positive relationships based on mutual respect;
- Ensure they treat others in a fair and transparent manner;
- 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 and any form of anti-social behaviour.
- We work in partnership with our parents/carers and local community to develop a shared approach towards the development of our students' behaviour both inside and outside the school environment.

5. School Procedures

Student 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 timetable, namely; Yoga, Meditation and Ethics promote a sense of wellbeing and support this growing awareness of self. Acceptable standards of behaviour must be taught and modelled consistently on a daily basis.

At Krishna Avanti Primary School we also recognise that teaching and learning can be intrinsically linked to initiating specific negative behaviour patterns; therefore, strategic tools to support and develop the quality of teaching and learning are an integral part of our everyday practice and are transparent in their nature and involve both students and staff.

5.1 School Standards

To support students in taking ownership of their behaviour, practical examples of how our students 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!

5.2 Motivators

Reception Classes up until Year 3

How will it work in the classroom?

- 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, this will be celebrated by placing a gold card into their pocket and this will be rewarded according to an agreed set of personalised class rewards i.e. stickers, certificates or post cards home etc.

How will it work outside of the classroom?

- Where possible the pockets will be taken to other areas of the school and placed on the walls i.e. hall.
- Where this is not possible, the children will be shown a visual cue to remind them they are being good i.e. amber (warning to change behaviour) or red card.
- Special rewards will be given at break times i.e. stickers, for those students who display exceptional behaviour above and beyond the agreed set of golden standards, thus ensuring consistency in our approaches.

Year 4 –Year 6

In and outside of the classroom

- All students will receive a Home School Book, with a total of 50 tokens in them for each term;
- It will be their responsibility to hold onto as many tokens as they can over a term.
- The students will be able to earn extra tokens for exceptional performance above and beyond the agreed set of golden standards for their work, attitude or behaviour.
- If the student loses their planners, they will be asked to purchase another one for a small charge.
- The staff will keep a track of the total number of tokens for each student/class on a weekly basis and will pass this information onto the Inclusion Manager every Friday.

5.3 Celebrating Success

Students are encouraged to take ownership of their behaviour at both an individual and whole class level. This will develop at a class group and eventually Key Stage level as the school grows. This system of rewarding success is also referred to in the students' Home School Book for years 4-6.

- Class level: Golden Time.
- Weekly Achievement Assemblies – every Monday.
- Good news- postcards home etc.
- Stickers and Certificates
- Vouchers and Special class and whole school prizes.
- Special trips/educational visits.

Krishna Avanti School also aims to develop the Jack Petchey Award scheme as an integral part of our developments over the Autumn Term 2012.

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 student

involved, the other school members and the local community. In general, all staff have access to these sanctions with the following exceptions:

- only the Headteacher (or a member of the SLT acting on her/his delegated authority) may exclude a student from School;
- only the Inclusion Officer may place a pupil on a support plan within the School.

Krishna Avanti Primary School believes that our students need to know when they are getting things right and when they are getting things wrong or making inappropriate choices and displaying unacceptable behaviour patterns. The values which underpin our vision clearly emphasise a growing sense of awareness from a personal and spiritual perspective; it is our belief that in order to change particular behaviour patterns, it is essential that every member of the school values her / his community.

Where unacceptable behaviour patterns arise, the following sequential steps are taken by staff:

Reception – Year 3

Students are reminded of the school's golden standards and are encouraged to reflect on their actions. This will be supported by a visual reminder i.e:

- If children make a negative choice, they are warned by placing an amber card, then finally a red card into their pocket with an agreed consequence at each level. The set of consequences will be compiled as per the rewards according to an agreed set of class consequences.
- The number of red cards will be logged at class level and tracked via a whole school monitoring system by the Inclusion Manager (LABS).
- Intervention or support plans will be put into place for those students who require support with modifying their behaviour by the Inclusion Manager.

Year 4 – 6

- If the student does not follow the agreed golden standards they will lose a token i.e. the token will be cross out in the Home School Book.
- The number of tokens lost by each student will be given to the Inclusion Manager on a weekly basis and tracked in our weekly LABS meetings.
- Support plans/specific interventions will be put into place for those students who lose a set number of tokens and this will be decided by the Inclusion Manager.

At all levels of the above systems, if a member of our community disrupts learning and presents with unacceptable behaviour patterns, that particular member will be encouraged to reflect on their actions and 'pay back' for the disruption that they have caused, according to our agreed community service list. This initial list is one which will be developed with the students and staff during the second half of the Autumn term 2012.

An example of 'pay back community service' could be as follows:

Be kind, helpful and think of others.

A student could be asked to take responsibility for cleaning a chosen area for an agreed time period, depending on how unhelpful they have been when packing away.

5.5 Community service outside of the school day

This may be given at the following times:

- a. any school day where the pupil does not have permission to be absent;
- b. weekends – except the weekend preceding or following the half term break; and
- c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

Parental consent is not required for community service as this acts as a form of detention.

This type of community service will only apply to Key Stage 2 year 6 in Krishna Avanti Primary School and will only be given when all other sanctions have been exhausted.

All staff will consider the following as an integral part of the student receiving community service outside of the normal school day:

School staff should not issue community service where they know that doing so would compromise a child's safety. When ensuring that community service outside of school hours is reasonable, staff will consider the following points:

- Whether the community service is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which means staying outside of the normal school day is unreasonable.
- Whether suitable travel arrangements can be made by the parent/carer for the pupil. By law, it does not matter if making these arrangements are inconvenient for the parent/carer.

At Krishna Avanti Primary School ALL parents/carers will be informed if any student remains in school after the school day.

5.6 Individualised Learning/Support Plans and Removal from Lessons

When a student 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 student out of circulation while an incident is investigated, pending a decision about appropriate action
- persistently poor behaviour in the classroom

When a student is placed on such a plan and is removed from lessons, this will be monitored on a weekly basis via the LABS – Learning, Attendance, Behaviour and Safeguarding Panel Meetings, to ensure any actions are having an impact on changing behaviour patterns.

This 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 and bullying behaviour outside of the school gates which is witnessed by a member of staff will initiate a consistent approach which adheres to our agreed set of consequences. A member of staff may initiate such consequences when the student is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a pupil at the school;
- misbehaving at any time, whether or not the conditions above apply, that;

- posing a threat to another pupil or member of our community or to the orderly running of the school

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 challenge to the good order of the school that other punishments 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 students from learning;
- bringing to school, or handling, items likely to endanger the safety of other people or to be injurious to the well-being of others; this includes weapons of all kinds and any dangerous substances, including alcohol, illegal drugs and volatile substances – See Appendix A;
- acts of major and/or malicious damage;
- actions likely to cause significant disruption to the orderly running of the School.

At a primary level, the Governors also recognise that many of these misdemeanours will not occur, given the children's age within the school, however, they reserve the right to define these as an integral part of this policy.

3. Pupil and Staff Support

Krishna Avanti Primary School recognises the importance of supporting both staff and students if any incident occurs which involves 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 Quality Assurance Systems of Management process, where key action points are generated as a result of a robust school analysis system of our strengths and areas of development. Behaviour management forms an integral part of staff training programme and is closely linked to the development of the quality of teaching and learning.

5. Special Circumstances

In addition to lessons which are well paced and delivered, where suitable learning challenges and removal of barriers to learning are evident, some children will need additional support.

Students experiencing Social, Emotional and Behavioural difficulties will be identified through the school's SEN (Special Educational Needs System), and the school adheres to the SEN Code of Practice and has a staged intervention process.

The school's Inclusion Department operates in a proactive manner and holds regular weekly meetings (Learning, Attendance, Behaviour, and Safeguarding Panel Meetings – LABS) for

all classes, in order to review all students' progress in relation to their academic achievement and emotional wellbeing.

The following strategies may be used to support at risk students:

- Early home/school contact and working in partnership with the student's family and other key professionals
- The students class teacher may set appropriate targets in discussion with the student and/or their family
- Referral to other professionals as part of an intervention described on an Individual Educational or support plan
- The students may move to School Action or School Action + and receive extra support from school staff or outside agencies through a support plan
- The students may receive specific anger management/conflict avoidance sessions organised and delivered by trained staff
- The students and specific members of staff may become engaged in specialised sessions, for example: restorative justice programmes or mediation sessions, where relationships and communication are barriers to the learning process
- Flexible learning packages to engage the student more fully in their learning journey.

6. Roles and Responsibilities

All staff should:

- Create and/or support the development of suitable 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;
- Recognise diversity;
- Model effective communication strategies, taking into account both verbal and non-verbal forms of communication;
- Implement the Behaviour for Learning strategies in a consistent manner;
- Plan and/or support lessons with other staff accordingly, working together as a cohesive team;
- Model behaviour patterns which demonstrate mutual respect;
- Establish positive relationships with all students and where this is a barrier to learning owing to a relationship issue, participate in reflective practice where necessary;
- Model fairness, transparency and honesty;
- Use all forms of data and information regarding all learners to enhance their opportunities and secure their consistent access to learning.

Appendix A Screening and Searching Students

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 students have a right to respect for their private life. In the context of these particular powers, this means that the student 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 students at any time;
- Staff members have a right to refrain from searching a student, however, where this is the case staff are expected to inform the Headteacher 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.
- Staff may search student items provided the pupil agrees.
- If a student does not consent to a search verbally, using a communication aid or sign language, 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 student 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 student 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 student 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 student 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 student)**
- **headteachers 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.**

Searching with consent

- **All** members of Krishna Avanti Primary School staff can search a student for any item if the pupil agrees. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the member of staff can apply an appropriate consequence as set out in the school's Behaviour for Learning Policy. Where consent is not given and the member of staff in their professional judgement feels a search is necessary then searching without consent may be initiated using agreed protocols.

Searching without Consent

- If a pupil fails to comply with a request at the school gates, the school will not allow the pupil on site and parents/guardians will be informed immediately. Absence in this instance will be treated as unauthorised.
- Where appropriate Krishna Avanti Primary School will endeavour to carry out screening with the use of a hand-held metal detector - arch or wand, if available; this will be carried out by members of the Senior Leadership Team or other designated named staff members assigned by the Headteacher.

- Where searching is conducted without consent, parents and guardians will be informed as soon as practicably possible, however, due regard will be given to the Health and Safety of other students and staff and the urgency of the situation.
- The power to search without consent enables a personal search as described in the protocols section; this involves removal of outer clothing and searching of pockets; but **not an intimate search** going further than this. ***If this is required a Police Officer who has extensive powers to carry out such a search will be requested by the Principal or a member of the Senior Leadership Team.***

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 to the Behaviour for Learning Policy. Any items relating to illegal substances or offensive weapons will automatically warrant the school contacting the Police. In this instance the Principal will oversee such a request.

Alcohol

- Where a person conducting a search finds **alcohol**, they must inform the Headteacher and Site Manager and dispose of it as per Health and Safety guidance.

Controlled Drugs

- These must be delivered to the police 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. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

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 students parents/carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Fireworks

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

Stolen Items

- Where a member of staff finds **stolen items**, these must be delivered to the Headteacher as soon as possible, who will refer them to the police as soon as is reasonably practicable.
- The Headteacher will make the final decision if the items are to be returned to the owner.

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 (iPods/laptops) or illegal (alcohol/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 police 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 police.

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. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

