



AVANTI MEADOWS

PRIMARY SCHOOL

Behaviour and Exclusion Policy

Agreed & Ratified: April 2021

Next Review date: April 2022

Aims:

Our behaviour policy intends to instil and develop positive behaviours related to our values driven curriculum with humble, respectful, grateful people who have courage to take risks, well developed self- discipline and who act with integrity and empathy. We aim for everyone to be included so that everyone sees themselves as part of a happy learning community and part of **making the world a better place.**

We have very high expectations of our school community's behaviour and hope to develop children's understanding of the impact of choices they make, whether positive or negative.

Good behaviour and achievement is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised. At Avanti Meadows **we care for and respect all life-human, animal and plant-and live in a way that causes the least possible harm.**

School Expectations:

Avanti Meadows Primary School uses the system of 'Stay on Green', which is underpinned by our 'Five Golden Expectations'¹.

The expectations are designed to focus on positive action (be respectful) rather than what children should not do (do not run). The rules are agreed actions so that there is consistency and fairness in all areas of school life.

However, as an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children.

The 'Five Golden Expectations' are displayed in all classrooms and communal areas alongside the school's values.

Everyone is responsible for behaviour of all children and adults should reinforce the rules whenever appropriate.

The assembly programme supports the school's golden expectations and they are discussed during PRE (Philosophy, religion, Ethics) and during circle time.

Golden Expectations:

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!

Our community's responsibilities:

We are all responsible for 'facilitating the learning of all children':

- To provide a safe and happy environment for learning.
- To provide a challenging and engaging curriculum.
- To ensure we value and celebrate children's learning and behaviour.
- To understand the needs of all children and to respond appropriately.
- We will treat all children fairly and consistently.

¹ (1) Empathy (2) Respect/gratitude (3) Integrity/honesty/responsibility (4) Self-disciplined (5) Courage

- We will communicate with each other (teaching assistant, teacher, SLT, parent, child) to help support children's learning and behavioural needs.
- We will actively teach children to make positive choices linking learning to the school's values.
- We will give all children the chance of a *new start* throughout the day and everyday.
- We will celebrate success.
- We will maintain, support and promote the high expectations we have of children's behaviour and learning.
- We will make time to listen to children.
- We will use language that supports positive behaviour (choices) rather than judgmental language (naughty child).

The 'Stay on Green' System:

The system is designed so:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Children who regularly meet the school's 'Five Golden Expectations' are recognised and celebrated.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.
- Develop effective behaviour management skills.
- Children embed the values in all aspects of school life.

How it works:

- In the class there is a prominent 'Stay on Green' display.
- On this display, all children have a pocket with their name on it.
- Each day, children start with a green card in their pocket.
- If children make positive impact individual choices they are celebrated by placing a bronze, then silver, then gold card.
- If children make negative impact individual choices they are warned by placing a blue, then amber, then red card.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards green. If children have reached Yellow and return to Green, they cannot then proceed to Bronze, Silver or Gold for that day.
- Classes are linked to form 'Buddies'. Children are sent to 'Buddy Class' for positive and negative behaviour (see Buddy groups).

Stay on Green

Actions:

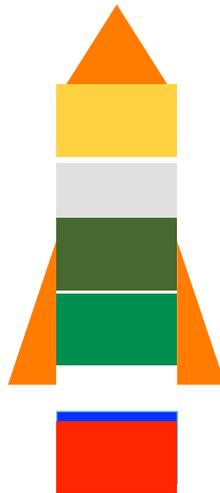
Behaviour Card	Action	Who involved?
Gold	Name in golden book. Golden sticker. Sent to member of SLT on duty. Phone call /contact with home is made	Class teacher. SLT – phone call
Silver	Silver sticker. Sent to 'Buddy Class' for praise.	Class teacher. Buddy class teacher.
Bronze	Bronze sticker. In class praise.	Class teacher
Green	Positive praise from class teacher.	Class teacher
Warning	Child is reminded of Golden Expectations. Appropriate time given for child to address behaviour.	Adult in class.
Blue	Child must move away from main class group (e.g. during whole class carpet session, child must move away some distance from the carpet). Time away depends on age of child (1 minute per age)	Adult in class.
Warning	As above	
Yellow	Child is sent with their learning to 'Buddy Class' for 10 minutes reflection time. After this time, child returns to class. Teacher welcomes back positively and reminds child of 'Golden Expectations'. Child is given opportunity to join class and address behaviour.	Adult in class records the yellow behaviour for monitoring by SLT. Buddy class teacher.
Warning	As above	
Red	Child is sent to SLT on duty. If child refuses to go, class teacher will call for SLT. Parental/Carer involvement (letter, phone call, meeting)	Adult in class. SLT. Parent/Carer

The Rocket System:

EYFS practitioners should use the 'Stay on Green' behaviour strategy. In the Early Years a rocket system (as shown below) is used which helps young children to understand they always want to reach for the stars (reach for gold). All children start the day being on 'green'.

Children who present positive behaviour should be praised by going on bronze, silver

and for exceptionally good behaviour, children are awarded with the gold award. All golden awards are given out by the Head of School.



If children present negative behaviour, EYFS practitioners will take the following steps:

1. Remind the children of the rules of the classroom and values.
2. Ask the child to come and play alongside you (adult to model how to play etc.)
3. In Reception children will have time to reflect on a thinking chair (duration 4 years old=4 minutes)
4. Child will go on to 'Blue'
5. Child will go on to 'Red' and to see the EYFS leader, class teacher to speak to parents.
6. If behaviour continues a meeting is to be arranged with the class teacher (CT to minute the meeting).
7. If the situation has not been resolved CT and EYFS lead to have a meeting with the parents and draw up an action plan, which includes behaviour strategies.

Language

We use language that does not judge but seeks to identify the behaviours that are positive or negative. **Staff must model the abilities and qualities he or she wishes to cultivate in the child, and the child needs to be open to the learning.** We model and explain to children how their behaviours and actions result in positive or negative outcomes, guiding the children to make more informed well thought out choices to meet our Golden Expectations and 7 characteristics.

Buddy Groups:

Buddy classes allow children opportunities to celebrate their learning and positive behaviour as well as have time to reflect in a different context.

Refusing to move:

If a child refuses to attend another class or move away from the main learning group, tactfully ignore, giving space and time to make appropriate choice, then if still refusing, give warning and move to next level.

For example:

"You are not following our class expectations; you keep calling out which disrupts our learning. Please move away from the carpet area and think about the choices you are making"

"No...you can't make me move!"

"I will give you 10 seconds to move and make a positive choice" (Pupil does not move)

"Make the right choice, __. This is your second warning"

(Either_____ moves in which case you thank and then ignore. Or___refuses so he is moved to Yellow.)

Always keep children and adults safe. If children are unsafe, positively handle the child ensuring the safety of all. Always send for a member of SLT.

We recognise that some children have specific needs with regards to their behaviour. For those identified with SEND, the system may be altered and adapted to meet their needs. They stand outside the policy according to their ILP which will indicate the actions planned to address and support their needs.

Sending for SLT:

When children have reached RED, the member of SLT on duty is sent for to discuss and support the child to make the right choices based on the school's values.

Celebrating Success

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

Success is celebrated as follows:

- Recognition/mentions at assemblies.
- Good news postcards/letters will be sent home when exceptional performance is achieved.
- Through specific praise linked to the school's values.

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

The school has a student information board which displays a variety of information surrounding the development of our behaviour programme, this also acts to remind students about how particular individuals and groups are performing.

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 SEND provision, and the School adheres to the SEN Code of Practice and has a staged intervention process.

The School's pastoral system operates in a proactive manner and regular meetings 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
- Pastoral leads 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 Pastoral Support Plan (PSP)
- The students may receive support from outside agencies through a Pastoral Support Plan
- The student may receive specific anger management/conflict avoidance sessions organised and delivered by trained staff
- The student and specific members of staff may be subject to specialised sessions for example: mediation sessions, where relationships and communications are barriers to the learning process
- More flexible learning packages to engage the student more fully in their learning journey.

Exclusions:

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will make exclusions to maintain the health and safety of all our community.

Where a decision is taken to exclude a pupil/student, it is invariably done on the grounds that the student'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 student is subject to removal from lessons, a Pastoral Support Plan will be set up. Permanent exclusions will only be recommended by the Head of School in very serious situations when no alternatives are deemed possible. Misdemeanors, 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;
- attending School under the influence of alcohol, illegal drugs or volatile substances;
- acts of major and/or malicious damage;
- actions likely to cause significant disruption to the orderly running of the School;
- being in persistent or serious breach of a previously drawn-up contract of behaviour.

If your child is excluded you will be contacted by the school and told the reason for exclusion, the length of the exclusion and who to contact should you need support or what to do if you want to appeal the exclusion. **(Please see appendix A)** This is outlined in the exclusion letter which will be given to you when you come to collect your child from school. All exclusions are reported to the Trust, Local Authority and the School Stakeholder Committee.

Internal

Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or extreme and serious single incident. Internal exclusions will be decided and coordinated by a member of SLT. An internal exclusion is different to a time out/reflection in another classroom. An internal exclusion is when the child is completely excluded from classroom and is sat with a member of SLT. The child will be sent with appropriate work to complete. SLT will inform the child's parents and record the incident and steps taken to avoid future such incidents. The child will be monitored and supported by the SLT, including SENDCO.

The approximate length of an internal exclusion is at the discretion of SLT but will be no longer than 30-45min.

Behaviour and Conduct Outside of the School Grounds

The school strives to ensure that our students are able to translate our set of behaviour standards outside of the confines of the school gates. We recognise that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives 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 teacher 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;
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of our community.

Outside Class & Playground Positive behaviour management:

The principles of the 'Stay on Green' system will continue outside class and playground contexts.

Outside Class:

- Instructors and tutors will support positive behaviour.
- Adults will have high expectations of learning and behaviour.
- Children will be praised for showing positive behaviour (in line with Golden Expectations).
- Bronze, Silver and Gold stickers given.
- Warnings and 'consequences' for negative behaviour given.
- If children continue to choose to ignore Golden Expectations, adult can send for SLT (as when children reach RED)
- Member of SLT will decide how to proceed.

Playground:

- Members of staff are present during lunchtime to support behaviour. Any incidents of red behaviour will be reported to a member of SLT. Yellow and blue behaviour will be dealt with on the playground by giving 5-8 min reflection time.
- All adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- Children must approach staff outside on duty and not come into school on their own if they have a worry/concern.
- Serious incidences will be referred to SLT on duty.
- All adults must be vigilant to address 'tensions' before they result in incidences.

Pupil and Staff Support

The 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 schools Policy Handling Policy and Health and Safety Policy and Risk Assessment Guidance for foreseeable challenging behaviour.

Professional Development for Staff

Professional development for all staff is closely linked to the school's quality assurance systems, 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.

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 provision, and the School adheres to the SEN Code of Practice and has a staged intervention process.

The School's pastoral system operates in a proactive manner holding regular meetings in order to review student's 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
- Leads 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 Pastoral Support Plan (PSP)
- The student may receive support from outside agencies through a Pastoral Support Plan
- The student may receive specific anger management/conflict avoidance sessions organised and delivered by trained staff
- The student and specific members of staff may be subject to specialised sessions for example: mediation sessions, where relationships and communications are barriers to the learning process
- More flexible learning packages to engage the student more fully in their learning journey.

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 due 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 access to learning.

Parents are expected to:

- Support their child in following reasonable instructions by school staff and adhere to school rules.
- Respect the school's behaviour policy and the disciplinary authority of school staff.
- Inform the school of any changes in circumstances that may affect their child's behaviour e.g. SEN (special educational needs) or other personal factors which may result in their child displaying behaviours outside the norm. (a close family member passing away)
- Discuss any behavioural concerns with the class teacher/senior leaders promptly.
- If their child is excluded from the school, to ensure the child is not found in a public place during school hours and to attend a post exclusion meeting with their child at the end of a fixed period exclusion.

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other. In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Be kind and helpful, be safe, be respectful, be honest, be courageous and grateful (taken from the school's Golden Expectations)

Positive Handling Plans

Reasonable force may be used to prevent a child from hurting themselves or others, from damaging property or from causing disorder. Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm, or restraining a child to prevent violence or injury. The decision on whether or not to

physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances. Relevant staff should have regular Team Teach training and should be familiar with de-escalation strategies and knowledge of how to hold a child in a way which minimises the risk of harm to the child and themselves. Use of reasonable force will only be applied proportionate to the risk that prevents itself and where necessary.

The school can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a child behaving in a way that disrupts a school event or a trip or a visit.
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or leads to behaviour that disrupts the behaviour of others.
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.

Searching children suspected of having Prohibited items

If it is suspected that a child has brought a more serious prohibited item into the school the child will be asked to hand this over to a senior member of staff, in the presence of an additional member of staff as a witness. The child will be asked for permission to search their coat, bags etc., if they are not willing to hand over the items. Should they refuse the Head of School reserves the right to search their bag without consent, an additional adult should always be present.

If it is suspected that the child is carrying prohibited items about their person and refuses to hand them over, the school reserves the right to use reasonable force whilst a search takes place. If they are suspected of carrying a weapon or illegal items then the police should will be called.

Monitoring, Reviewing and Evaluating our Practice

Everyday 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;
- Through pupil voice meetings.

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.

When changes occur to either statutory or non-statutory guidance, the Lead Professional is expected to bring these changes to the attention of the Head of School and the SSC for their consideration. Any further adaptations are consequently included and brought to the attention of all stakeholders.

Equal Opportunities

We are committed to equal opportunities to provide equality for all staff and pupils regardless of colour, race, ethnic origin, gender, ability and special need. We aim to encourage everyone to appreciate that discrimination hurts and that action will be taken to avoid its reoccurrence.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It also relates to the special educational needs and disability (SEND) code of practice
- The Avanti Way

In addition, the following is also relevant:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy/policy ([Link Anti-bullying policy here](#)) This policy complies with our funding agreement and articles of association.

Appendix A

Dear XXXXXXXX,

I am writing to inform you of my decision to exclude XXXXX for a period of XXX days. This means that XXX will not be allowed in school on: XXXXX pending further investigation. I need to make you aware that as a result of the investigation XXXXX is at risk of permanent exclusion.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude XXXXXXXX has not been taken lightly. XXX has been excluded for this fixed period because today he XXXXXXXX.

You have the right to make representations to the governing body. If you wish to make representations please contact the school office as soon as possible, telephone number (number to be added).

If you think this exclusion relates to a disability your child has, and you think disability discrimination has occurred, you may raise this issue with the SSC.

You also have the right to see a copy of XXXXX school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of his school record. I will be happy to supply you with a copy if you request it.

The school will set work for XXXXXXXX during the period, which is attached. Please ensure that work set by the school is completed and returned to us promptly for marking. May I take this opportunity to make you aware that during XXXXXXXX XXXX day exclusion period XXXX is not allowed in any public places including the school grounds.

You may wish to contact the Local Authority, who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) — an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including exclusions from school. They can be contacted on 020 7704 9822 or at www.ace-ed.org.uk.

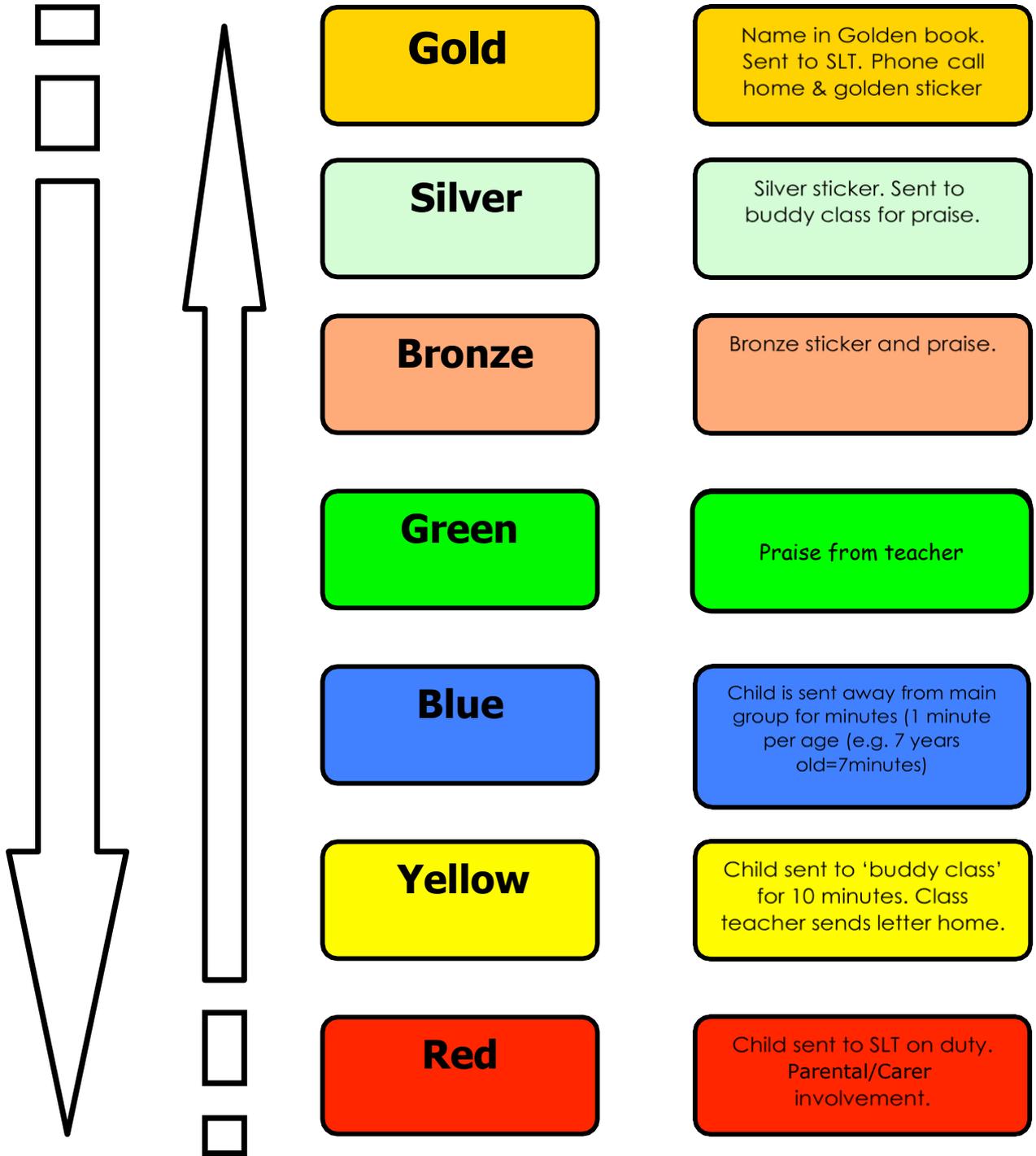
XXXXXXXXX exclusion expires on: XXXXXXXX and we expect XXXXXXXX to be back in school on that day at 8.30am. On XXXXXXXX return please kindly wait in the school office with XXXXX so that we can discuss XXXX return. May I remind you that if XXXXXXXX is seen in a public place during this exclusion it could lead to a fixed penalty notice being issued to you as a parent.

Yours sincerely,

Mrs Cimone Brown
Head of School

Appendix B

Stay on Green' (Year1-Year6) – Visual Guide



Between each stage, children are given time for reflection and opportunity to change behaviour.

Warnings or reminders must be given before consequence.

Children must be given opportunity to move from consequence stage back to green and towards gold.