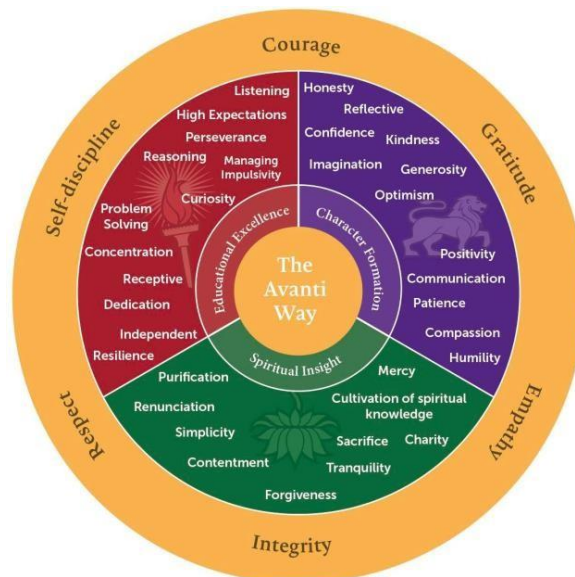




AVANTI MEADOWS PRIMARY SCHOOL

Behaviour for Learning Policy 2024-2025



Educational Excellence

Character Formation

Spiritual Insight

Sally Allan
Executive Principal
November 2024

Introduction

Avanti Meadows 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 virtues as outlined in the Avanti Way; **Empathy, Self-Discipline, Respect, Integrity, Courage, Gratitude** which are underpinned under the umbrella of humility, independent thinking, mutual respect for others and taking responsibility for our actions. 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. **Approaches to handling each pupil can vary according to the needs of the pupils and this policy only outlines the general expectations and approaches to our behaviour management process.**

We believe that all members of our community have the right to learn in a secure, safe and stimulating environment. Avanti Meadows 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.

Our behaviour policy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

1. Principles

We believe that in order to achieve the aims of the school and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This is based on the twin values of respect and responsibility: respect for the individual, the balance of fundamental rights and responsibilities, together with the fostering of a sense of community and Avanti values that are closely aligned to the British values.

The philosophy of Avanti Meadows 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.

Our aims:

- To develop a sense of self-discipline and high standards of behaviour in and around the school.
- To ensure a consistent approach to behaviour management is used by all adults who have contact with the children at Avanti Meadows
- To establish a secure environment in which all pupils have mutual respect for each other and property, whatever their race, religion, gender, class, sexuality and ability.
- To establish an environment in which all individuals are valued and feel safe.
- To ensure all pupils benefit consistently from rewards and praise.
- To prepare pupils for life as independent, inquisitive young adults with a clear sense of their responsibilities towards their communities and society in general.

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 learning environment which is free from disruption, violence, bullying, racism and discrimination on any grounds, and any other form of anti-social behaviour

We work in partnership with our parents/carers, local community and enforcement agencies to develop a shared approach towards the development of our pupil's behaviour both inside and outside the school environment.

2. 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
- Philosophy, Religion & Ethics
- Promote a sense of wellbeing and support this growing awareness of ourselves

Acceptable standards of behaviour are taught and modelled consistently on a daily basis by all staff and pupils. At Avanti Meadows 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.

2.1 School Standards

Avanti Meadows Primary School Golden Expectations are displayed within the different learning environments to support pupils in taking ownership of their behaviour.

A Consistent Approach

Avanti provides a set of tools for schools, staff and leaders to use in order to develop pedagogy across the trust which consists of 12 habits that underpin practice in an Avanti classroom. Six are made up of Foundational Habits and the other six of Pedagogical Habits. The Foundational Habits form what effective teachers should do to create ideal learning conditions for their pupils thus minimising negative behaviours from the start. These habits are rooted in cognitive science and give our school and Trust a shared language to speak about best practice for learning and teaching in an Avanti school.

Foundational Habits (Creating Conditions)



1.
Build positive relationships with pupils and each other



2.
Begin and end lessons calmly with familiar routines



3.
Use intentional seating and classroom set up



4.
Create a flourishing learning environment by managing behaviour effectively



5.
Have clear and ambitious learning intentions for all pupils



6.
Are always context considerate and adapt practice appropriately

Avanti Foundational Habits

- 1- Build positive relationships with pupils and each other
- 2- Begin and end lessons calmly with familiar routines
- 3- Use intentional seating and classroom set up
- 4- Create a flourishing learning environment by managing behaviour effectively
- 5- Have clear ambitious learning intentions for all pupils
- 6- Are always context considerate and adapt practice appropriately

Actions that demonstrate the Foundational Habits include:

- Deliberately and persistently recognising children doing the right thing and praising them in front of others
- Adults knowing their classes well and developing positive relationships with all children
- Establishing consistent behaviour management practices
- Relentlessly working to build mutual respect
- Adults remaining calm and regulating their own emotions, thinking out loud how to do so with children
- Demonstrating unconditional care and compassion

Golden Expectations

We use our 'Golden Expectations' to highlight the behaviour we expect from children and adults alike. These expectations directly link to our Avanti values and help all people in school remember how to follow the Avanti Way. Our expectations are for each person to be kind, be safe, be respectful, be honest, be courageous and be grateful.



These values help us to inspire spiritually compassionate changemakers by creating a climate at school which aims to be calm, joyous, and purposeful.

Reward System

All rewards are linked to the Avanti Way which offers a three-fold path to support each pupil's life journey.

In-class reward	Avanti Way Link	Attributes that teachers are 'on the lookout for' that exemplify pathway of Avanti Way	Reward
Merits	Academic Excellence	<p>Students are actively involved in creating their own paths of learning with opportunities for in-depth study of their chosen areas, gaining deeper insight into their interests and abilities.</p> <p>There is high quality dialogue; students display the ability and willingness to listen to others with an open mind and to speak sincerely, questioning their own assumptions and engaging in empathic dialogue.</p> <p>Bettering your work and/or your effort-it is not about competing with your classmates but with yourself.</p>	<p>Stamp that each child receives to go in personal merit book.</p> <p>Certificates and badges presented in assembly for bronze, silver, gold and platinum merit winners.</p> <p>See appendix 1</p>
Class pom-pom jar	Spiritual Insight	<p>Students evidence spiritual insight in terms of their own identity, their relationship with others and with the wider world.</p> <p>Students develop authentic and broad-minded insight into the complexities, essences and core principles underlying the varied manifestations of religion and spirituality.</p> <p>All members of the school community are committed to introspection and their own personal journey of self-discovery.</p>	Running in class only- teacher and children to decide on suitable reward when jar is full.
Raffle ticket	Character Formation, linking to our Golden Expectations so it is in 'child-speak'	<p>Be kind</p> <p>Be safe</p> <p>Be respectful</p> <p>Be honest</p> <p>Be courageous</p> <p>Be grateful</p>	Each week every child is able to earn a raffle ticket to go into the raffle pot by exemplifying the Golden Expectations. A raffle ticket is drawn each Friday for the children to receive a 'skip the lunch queue ticket', story time with the Headteacher, etc that they can use the following week with two friends of their choosing.

- **Half-termly: Virtue certificates**
- **Termly: 100% Attendance certificates**

Consequences

In the event the Golden Expectations are not followed, behaviour stages will be applied:

Behaviour Stages

Stage	Action
1	<p>Verbal warning given <i>"This is a warning"</i></p> <p>Give children a verbal warning using vocabulary above</p> <p>If behaviour continues...</p> <ul style="list-style-type: none"> Name recorded in the Class Behaviour Log (and moved to stage 2)
2	<p><i>"Stop and think about the choices you are making"</i></p> <p>Tips for de-escalation applied.</p> <ul style="list-style-type: none"> Remind that if Stage 3 is reached they will miss 5 minutes of the next available playtime.
3	<p>If behaviour continues...</p> <ul style="list-style-type: none"> Miss 5 minutes of the next available playtime.
4	<p>If behaviour continues...</p> <ul style="list-style-type: none"> Withdrawal in class/another class for the rest of that lesson. <p>Phase leader of the child to call parent and a letter to be sent to the parent. (Letter template to be used)</p> <p>Ch to take their work with them into the other room (they are not to be supported by TA)</p> <p>For the remaining time on that lesson (e.g. until break/ lunch)</p> <p>Reception → 2 Year 1 → 2 Year 2 → 1 Year 3 → 5 Year 4 → 6 Year 5 → 6 Year 6 → 5</p> <ul style="list-style-type: none"> Reflection* at lunchtime <p>Phase Leader will record on Arbor and inform parents at the end of the day.</p>
5	<p>Call the office and request a member of SLT for a Stage 5 for severe cases of inappropriate behaviour such as:</p> <ul style="list-style-type: none"> Running out of class/school Swearing Racism Deliberately hurting someone Vandalism Spitting at someone General and prolonged unacceptable behaviour <p>Parents will be informed and details recorded on using a Reflection form and online data system.</p>

Reflection and Resolution

Children who reach Stage 4 and Stage 5 will receive a reflection sheet before re-entering the classroom. Three reflections in half a term will trigger a letter to be sent home to notify parents and a meeting/ conversation arranged to discuss the reasons why.

Reflection sheets should be uploaded onto Arbor- See Appendix 2

A restorative approach of forgiveness and justice is being encouraged instead of punitive measures. It works to resolve conflict and repair harm and encourages those who have caused harm to acknowledge the impact of what they have done, giving them the opportunity to repair it. It offers those who have suffered harm the opportunity to have this acknowledged, amends made, and forgiveness given. There is an opportunity for a mistake to become a learning opportunity; pupils reflect and discuss the events and their behaviour with a member of staff. Depending on the behaviour of the child these discussions occur at different levels of depth and with different members of staff. By resolving the conflict, it allows pupils to reflect on events and ensures a fresh start every time. Resolve will certainly take place after a 'severe' case of behaviour and may be appropriate when a child is taking part in 'Reflection.'

Stages	Behaviour Examples (this is not an exhaustive list)
Stage 1	<ul style="list-style-type: none"> • Poor effort • Disruptive fidgeting • Inappropriate interruptions • Distracting others • Disruptive noises • Unkind remarks • Telling lies • Deliberately annoying others • Inappropriate language (one off) • Answering back e.g. questioning a situation • Improper use of school equipment e.g. writing on whiteboards when they shouldn't be • Wandering around the room during lesson time • Not following instructions from adult
Stage 2	<ul style="list-style-type: none"> • Persistent Stage 1 behaviour
Stage 3	<ul style="list-style-type: none"> • Persistence in relation to behaviours listed under Stage 2 • Throwing/kicking objects that could cause harm • Vandalism (one off) • Inciting other children to misbehave • Possession of inappropriate materials/objects • Refusal to follow adult instruction • Misuse of school equipment • Damaging school property • Swearing- See Appendix 3
Stage 4	<ul style="list-style-type: none"> • Persistence in relation to behaviours listed under Stage 3 • Persistent vandalism • Persistent possession of inappropriate materials/objects

Stage 5	<p>Persistence in relation to behaviours listed under Stage 4</p> <ul style="list-style-type: none"> • Possession of illegal harmful substances, weapons • Extreme vandalism • Hurting another pupil either physically or emotionally • Children not respecting protective characteristics, e.g. race, gender, religion, etc- See Appendix 4 • Any form of bullying • Stealing • Verbal abuse to an adult (of any sort)
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Early Years Foundation Stage

The EYFS shares the principles, ethos, expectations, rules and rewards of the school. However, the consequences of inappropriate behaviour are modified to reflect age-appropriateness.

Stage	Action
Stage 1	<ul style="list-style-type: none"> • Verbal warning given
Stage 2	<ul style="list-style-type: none"> • Second verbal warning given, using the prompt 'think about your choices; this is two warnings now'
Stage 3	<p>If behaviour continues...</p> <ul style="list-style-type: none"> • Name recorded in the Class Behaviour Log and time in to reflect within classroom; 'you have had three warnings and you need to take some time to think about your choices in the calm area'; adult to help co-regulate if child is open to this
Stage 4	<p>If behaviour continues...</p> <ul style="list-style-type: none"> • Thinking time outside the classroom. This is at the discretion of the class teacher and dependent on the severity of the incident. • Name recorded in the Class Behaviour Log • Talk to parents • Phase leader involvement
Stage 5	<p>If behaviour continues or for severe cases of inappropriate behaviour...</p> <ul style="list-style-type: none"> • Headteacher/SLT involvement • Talk to parents • SLT to record on Arbor <p>Any stage of the severe clause (see above) may be implemented depending upon the seriousness of the incident.</p>

Although persistent or serious misbehaviour needs recording, every child must feel that each day is a fresh start.

Behaviour at Lunchtime

Stage	Action
1	<ul style="list-style-type: none"> • Verbal warning given
2	If behaviour continues...

	<ul style="list-style-type: none"> • Name recorded in the Lunchtime Behaviour Log and child misses 5 minutes of lunchtime on the Reflection bench. • Restorative approach used so children have the chance to apologise by the end of lunchtime and are ready to learn. • Mid-days to inform class teachers of any children who have missed 5 minutes on the Reflection bench and information to be added to the Class Behaviour Log.
3	<p>If behaviour continues...</p> <p>Send to member of SLT for severe cases of inappropriate behaviour such as:</p> <ul style="list-style-type: none"> • Running out of class/school • Swearing • Racism • Deliberately hurting someone • Vandalism • Spitting at someone • General and prolonged unacceptable behaviour

Risk Reduction Plans

Pupils with specific needs may have a tailored approach to the rewards and consequences to that which is set out in this policy. This will depend on the level of need of each individual pupil and will be adapted on a case-by-case basis. In this instance, a risk reduction plan will be created. This adaptation may be done in consultation with the pupil, the class teacher, parents, the SENCo and SLT.

De-escalation script

“(child’s name)
 I can see something has happened.
 I can see you are feeling _____.
 I am here to help.
 You talk and I will listen.
 Come with me and...”

The Report Card Procedure

Report cards and behaviour contracts should be seen mainly as a way to give pupils the chance to make a positive change and receive appropriate feedback in order to follow the Golden Expectations.

All Report Cards must be established in consultation with parents / carers and pupils

- State clearly, reasons why the pupil is on report.
- Be clear about the duration of the report.
- Be signed by the teacher for each lesson and at the end of the day.
- Be signed daily by the parent/carer.
- Be signed by the Head Teacher or other senior leader at the end of every day.
- Be given to the phase leader for filing when the report is completed.

- Parents should be informed that a pupil is on report (meeting, phone call, standard letter, dependent on the report level).

At the End of a Time on Report

- Pupils should be congratulated on a successful report if criteria have been met.
- Reports will be reviewed with parents.

Suspensions and Exclusions

Pupils, however, will follow a period of fixed term suspension if they have failed to uphold the behaviour policy and allowing the pupil to remain in school would harm the education or welfare of themselves and members of the school community.

Pupils will be suspended from school for a specified period which may range from one day to forty five days. (Refer to the Suspension and Exclusion Policy.)

A fixed term suspension can be for any period of time up to 45 days in an academic year.

Half a day = 1 session up to a maximum of 45 days = 90 sessions in an academic year.

During this period of exclusion school is responsible for ensuring that work is set and marked and if relevant ensure that the pupil can sit any assessments or tests.

Once the decision to suspend has been made by the Head Teacher, the following process will be applied:

- Contact parent immediately and inform of the suspension
- Write to the parent/s within 1 day (using appropriate model letter for length of exclusion).
- Record suspension on Arbor
- Report to the SSC
- Convene a meeting of the SSC should the parent wish to make representation.

Permanent Exclusion

In extreme cases, a child may be excluded permanently from school. In such cases, the latest guidelines from the Local Authority (LA) will always be strictly adhered to. Parents will be able to appeal against this decision through the appeals process following the guidelines from the Local Authority.

- Contact parent immediately and inform of the exclusion
- Within one day the Head Teacher must write to the parent, inform the SSC that a meeting will be required and advise the LA with a copy of the letter issued to the parent and submission of completed form BSP 1.

We will use the guidance issued by the Department for Education and Skills entitled 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units/October 2004, together with model letters.

The SSC will:

- Promote positive behaviour by celebrating the achievements of pupils.
- Review the Headteacher's exclusion decisions – Chair of SSC.
- Consider complaints about other circumstances under the complaints procedure.
- Receive training to equip themselves to discharge their duties properly

- In accordance with the Exclusion Policy, establish a discipline committee consisting of at least three members which will not include the Headteacher or any governor whose child is involved.
- Ensure that all exclusion meetings are clerked.

In cases of:

- permanent exclusions and fixed-period exclusions converted to permanent exclusions
- all fixed-period exclusions totalling more than 15 school days in any one term
- fixed -period exclusions totalling more than five school days in any one term, where the parent expresses a wish to make representations to the governing body
- exclusions that would result in the loss of an opportunity to take a statutory test

The SSC (or discipline committee) will meet to:

- consider the circumstances in which the pupil was excluded
- consider any representations about the exclusion made by the parent and by the LA
- consider whether the pupil should be reinstated immediately, reinstated by a particular date or not reinstated.

Pupils could be permanently excluded for any of the following behaviour that may be a serious one off incident or repeated incidents:

- Physical Assault
- Verbal abuse – threatening and intimidating behaviour
- Racist Abuse - harassment, taunting, swearing
- Sexual Misconduct
- Bullying persistent, verbal, physical, homophobic , racist
- Drugs and Alcohol
- Theft
- Damage to school or personal property
- Persistent Disruptive behaviour

To ensure that this behaviour policy is upheld, the responsibilities of all stakeholders are outlined:

Pupils

- To follow the Golden Expectations to the best of their ability
- To take increasing responsibility for their own choices, learning and behaviour

Avanti Meadows Primary School

- To lead by example
- To treat all children fairly and respectfully
- To provide a challenging and interesting curriculum
- To recognise that each child is an individual
- To enable each child to do their best

Parents/Carers

- To ensure children arrive on time for school ready to learn
- To encourage children to sort out difficulties without hitting, fighting or swearing, at home or in school

- To encourage respect for all people
- To help children realise the importance of education and to praise them for their efforts and achievement
- To encourage children to talk about school and listen to what they have to say each day

Appendix 1- Golden Expectations

The golden expectations are displayed in all classrooms and are strongly linked to the school's virtues.

Golden Expectations

- 1. Be kind: think of others and help them**
- 2. Be safe: look after yourself and others**
- 3. Be respectful: listen carefully and act politely**
- 4. Be honest: think before you speak or act**
- 5. Be courageous: keep on trying your best**
- 6. Be grateful: say 'thank you'**



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Appendix 2- Merit Book

Each child has a merit chart which is used to record the number of merit stamps they earn. If children complete a page of merits, they will be awarded a badge to reflect their achievements, see table below for further examples.



No. of merits	Award Given
25	Bronze
50	Silver
75	Gold
100	Platinum

Appendix 3- Reflection Sheets

See below examples of the reflection sheets used in Key Stages 1 and 2; these sheets give children the time and opportunity to reflect on their behaviour.

- **Key Stage 1**

Reflection Sheets – KS1

Name:.....

Class:

Date:.....



How are you feeling?



Sad



Calm



Angry



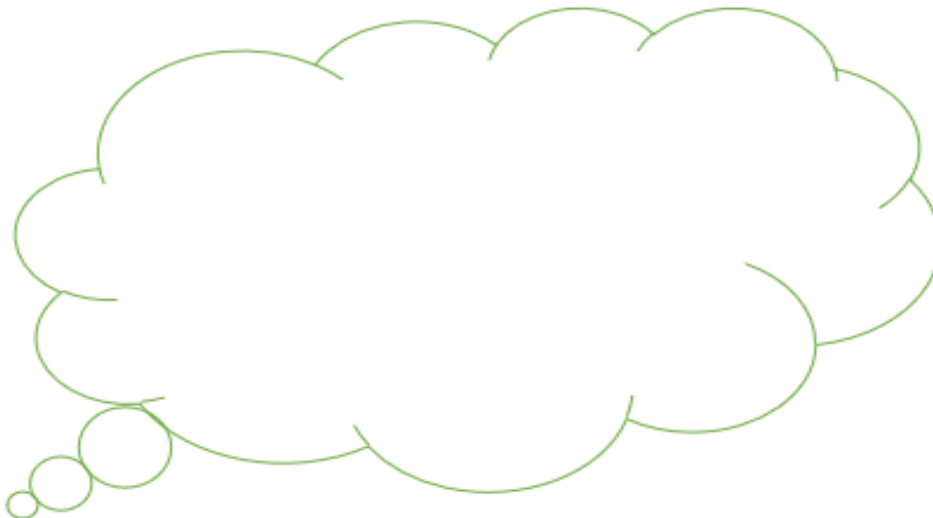
Caring



Unsure

What happened?

Draw a picture or write a sentence.



Reflection questions (guidance for adult)

- | | | |
|------------------------------------|-----------------------------|------------------------------|
| • What happened? | What did you do? | What happened next? |
| • How did you feel? | How do you think they felt? | What could you do next time? |
| • How can you help make it better? | | |

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○ Key Stage 2

Reflection Sheets – KS2

Name:

Class:

Date:



What value have I not shown?

- Respect
- Self-discipline,
- Courage
- Integrity,
- Empathy
- Gratitude

I feel



What happened? Who was involved?

Why did it happen?

My choices have made others feel?

How can I make a better choice next time?

Seen by: (Phase leader sign)

Appendix 4- Letter to parents for Swearing



AVANTI MEADOWS
PRIMARY SCHOOL

Dear Parent or Carer,

Unfortunately, we must advise you that your child has been swearing in school today. As part of our behaviour for learning policy, we always discourage use of inappropriate language in school and have spoken to your child regarding this matter.

We would appreciate you also speaking to your child about appropriate use of language in school.

May I thank you in advance for your co-operation in this matter.

Yours sincerely

Mrs Jennifer Penney
Head of School

Executive Principal: Sally Allan NPQH MEd (Cantab)
Head of School: Jennifer Penney

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Appendix 5- Protected Characteristics

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation because of the protected characteristics that we all have. Under the Equality Act, these are nine protected characteristics:

<p>Age</p> <p>This refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).</p> 	<p>Belief and Non-Belief</p> <p>Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief or Atheism.</p> <p>Generally, a belief should affect your life choices or the way you live for it to be included in the definition.</p> 	<p>Disability</p> <p>A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.</p> 
<p>Gender Reassignment</p> <p>The process of transitioning from one gender to another.</p> 	<p>Marriage and Civil Partnership</p> <p>In England and Wales marriage is a union between same sex or opposite sex couples. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'.</p> <p>Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).</p> 	<p>Pregnancy and Maternity</p> <p>Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context.</p> <p>In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.</p> 
<p>Race</p> <p>Refers to a group of people defined by their race, colour, nationality (including citizenship) and ethnic or national origins.</p> 	<p>Sex (Gender)</p> <p>A man or a woman.</p> 	<p>Sexual Orientation</p> <p>A person's attraction towards their own gender, the opposite gender or more than one gender.</p> 

Protected Characteristics

 <p>1. Age</p>	 <p>2. Race</p>	 <p>3. Gender</p>
 <p>4. Religion</p>	 <p>5. Relationship</p>	 <p>6. Disability</p>
 <p>7. Present yourself</p>	 <p>8. Who you choose to love</p>	 <p>9. To have a baby</p>