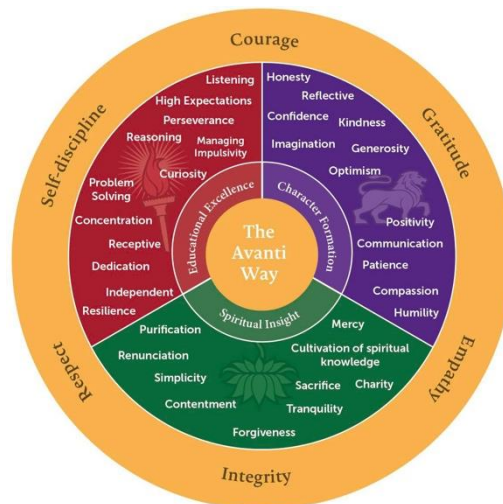




## Behaviour principles written statement

June 2023



*Review Date: June 2025*

### Introduction

This document outlines the Avanti Schools Trust Statement of Intent for promoting positive behaviour in all Avanti Schools. It supports the Trust's core principles to help each person become a well – rounded human being through intellectual, moral and spiritual growth, and so make the world a better place.

The Avanti Trust recognises 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 and
- Reflect on our patterns of behaviour and influence our thought processes and subsequent actions

This statement of intent acknowledges the importance of respect, dialogue, choice and relationships to underpin any approach to promoting good behaviours. It aims to promote

the way in which all members of school communities can live and work together in a mutually respectful and supportive way. It acknowledges the legal duties the Trust holds under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and/or disabilities (SEND).

### **Scope**

This statement applies to all schools within the Avanti Schools Trust and informs the behaviour policy and practice of Krishna Avanti Primary School Croydon.

This policy will reference the guidance found in Behaviour and discipline in schools: guidance for headteachers and school staff ( DFE 2014) and will contain reference to :

- a. Screening and searching pupils (including identifying in the school rules, items which are banned and which may be searched for);
- b. The power to use reasonable force or make other physical contact;
- c. The power to discipline beyond the school gate;
- d. Pastoral care for school staff accused of misconduct;
- e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

### **Context**

This statement and policy should be read in conjunction with trust policies on:

- Child protection and safeguarding policy and procedures
- SEND
- Physical intervention and reasonable force
- Anti-bullying and Cyber-bullying
- Exclusion

### **Principles**

We believe that to achieve the aims of the Trust, and to enable effective teaching and learning to take place, good behaviour - self-discipline, respect, empathy and integrity - are

to be demonstrated in all aspects of school life. This view is founded in the core values of The Avanti Way. [Click here – The Avanti Way](#)

Avanti exists to help each person become a well-rounded human being through intellectual, moral and spiritual growth, and so make the world a better place. The promotion of equality, the balance of fundamental rights and responsibilities, together with the fostering of a sense of community, all underpin this statement.

We believe that everyone has the right to:

- Feel safe at school
- Enjoy and flourish
- Learn/teach without unnecessary interruption
- Have their voice acknowledged
- Work in an engaging and nurturing environment
- Be treated with integrity, dignity and respect

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

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

We seek to support this process of personal development by ensuring we work in partnership with parents/carers and the local community to sustain a shared approach to the development of our pupils' behaviour both within and outside of our school environment.

### **School procedures: broad principles that guide the practice in all Avanti schools**

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

### **Standards**

We believe that high standards and expectations of behaviour lie at the heart of a successful school and involves all staff, learners, parents and governing bodies.

## Learners

It is expected that all learners will:

- Demonstrate strength of character by upholding the Avanti values of self-discipline, gratitude, respect, courage, integrity, and empathy
- Respect all life - human, animal and plant and live in a way that causes the least harm
- Demonstrate that they serve a higher purpose by practising ethical and compassionate acts of contribution
- Aspire to achieve educational excellence by being ready for learning and attending school regularly
- Show a willingness to listen to others with an open mind and to speak sincerely
- Question their own assumptions and engage in empathetic dialogue
- Learn with inquisitiveness and humility
- Utilise the ever-increasing opportunities to develop their leadership and learner voice
- Develop meaningful and personal relationships that fulfil their need to love, and be loved, therefore encouraging them to be the best that they can be

**Practical examples of how learners can achieve these standards are described and displayed within the different learning environments.**

## The School

At the heart of education is a positive relationship between the teacher and the learner. It is expected that all teachers will create an environment for learning which will:

- Enable learners to express loving relationships through practical action and good character
- Model the abilities and qualities they wish to cultivate in learners
- Enable learners to develop keen powers of observation, reasoning and dialogue.
- Nurture joyful and aspirational learners and nourish their innate passion for learning
- Create a culture of intellectual curiosity.
- Teach by modelling the Avanti values that are underpinned and guided by the principles in the Avanti Way.
- Maintain a climate where all accept praise and constructive criticism, encouraging everyone to be positive about their achievements and the achievements of others.
- Give parents regular constructive and positive feedback on their child's work and behaviour
- Endeavour to foster a positive home/school relationship by promoting a welcoming environment within the school
- Ensure that the policies and procedures are followed consistently and fairly applied.
- Maintain clear and consistent systems of behaviour management that are communicated with all stakeholders

- Support and empower staff to deal effectively with challenging behaviour in a restorative manner

### **Parents**

Krishna Avanti Croydon recognises parents and carers as co-educators and value their role in promoting excellence in school.

It is expected that all parents will:

- Support the principles of the Avanti Way
- Support learners to take ownership of their behaviour both inside and outside the school and model the expected behaviours
- Work in partnership with the Avanti Schools Trust in maintaining high standards of behaviour and raise any issues arising with the operation of the behaviour principles
- Familiarise themselves with the school policy, procedures and expectations

### **School Stakeholder Committee (where applicable):**

- Support the principles of the Avanti Way
- Support and collaborate with the leadership team of the school in developing and implementing the Trust principles of behaviour
- Work in partnership with the Avanti Schools Trust in maintaining high standards of behaviour and raise any issues arising with the operation of the behaviour principles
- Familiarise themselves with the School policy, procedures and expectations.

**The Avanti values are clearly detailed in this policy. This outlines the expected standards of behaviour and is displayed in all classrooms, other relevant parts of the School and are shared with and explained to all learners. Avanti Schools Trust expect the rules to be consistently applied by all staff and regularly monitored, and developed, for their effectiveness.**

### **Celebrating Success**

Krishna Avanti Croydon schools celebrate the

success of all pupils. We believe that:

- Success and happiness are an unintended side effect of a life of contribution
- As spiritual individuals, we possess incredible capacity for learning and growth
- Therefore, positive behaviours should be acknowledged to encourage good behaviour in the classroom, elsewhere in the school and outside of school
- Positive behaviour management systems are used by staff within classes which includes: positive reward charts, stickers, verbal praise and online systems such as Class Dojo
- Value based wristbands, certificates and an attendance cup are presented weekly in whole school assemblies

We recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school.

**Consequences**

At Krishna Avanti Croydon School we use a restorative justice approach to enable learners to develop their moral literacy and give opportunities for introspection.

If a member of our school community disrupts learning and presents with unacceptable behaviour, that member will be encouraged to reflect on their actions and will work through a restorative justice approach where appropriate. Open minded and empathetic dialogue is a key element of the Avanti Way to approaching behaviour.

This school will examine each incident on an individual basis; however, staff will be always consistent in their approaches. Staff will demonstrate the ability to listen with an open mind and will engage in empathetic dialogue when discussing incidents with pupils. This 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 learners involved, the other school members and the local community.

When dealing with behaviour that does not follow the Avanti values, the following steps will be undertaken:

1. A verbal reminder given using language related to the Avanti values.
2. A second verbal reminder using language related to the Avanti values.
3. Restorative conversation and time spent reflecting.
4. Five minutes spent with a member of the ELT.  
 Follow-up: Conversation with parent  
 Follow-up: Record on CPoMs
5. If same behaviour persists, behaviour to be discussed with next steps with the Assistant Principal and parents will be communicated with.
6. If same behaviour persists, behaviour and next steps to be discussed with Principal and parents will be communicated with.

<p><b>Serious One-Off Incidents</b></p> <p>Outlined are examples of behaviours that the school considers to be disruptive of learning and/or to the school community.</p> <p>This is an illustrative of such behaviours and therefore cannot be considered a definitive list.</p> <p>These may lead to an adapted approach to the behaviour principles.</p>	<p>The following are considered serious incidents and will be dealt with accordingly:</p> <ul style="list-style-type: none"> <li>• Swearing/foul and abusive language</li> <li>• Bullying (Cyber, Emotional, Physical, Verbal)</li> <li>• Fighting or physicality</li> <li>• Negative response to staff/poor attitude</li> <li>• Vandalism</li> <li>• Graffiti</li> <li>• Theft</li> <li>• Racial Incident</li> <li>• Homophobic Incident</li> </ul>
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The outcomes of which will be looked at on a case-by-case basis, and after full consideration of all the details relating to any of the listed matters.	
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At Krishna Avanti Croydon we treat each day as a new day. If the same behaviour persists the following day, the procedures listed above will be followed. This is at the discretion of the leadership team.

### **Restorative Justice**

Restorative Justice is a process that resolves conflict. It is part of a larger ethos also known as restorative practices/approaches. It promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability.

Restorative approaches are based on four key features:

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

All discussions with learners about their behaviour should be focussed on a restorative approach and should give learners the opportunity to reflect on the reasons for their behaviour, the impact of this on themselves and others, and should then focus on strategies to help develop the skills required to avoid repeating this behaviour by developing a sense of responsibility, empathy and resilience.

Within the behaviour principles, we may also make adaptations to target specific behaviour presented. For example, the use of reward and charts to promote more desirable behaviour may be implemented on a short-term basis by the class teacher and in conjunction with the SLT of the school.

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

Krishna Avanti Croydon strives to ensure that our learners are able to make conscious choices to care for and respect all life. We want this to continue 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 Principals a specific statutory power to regulate learners' 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 each school's agreed set of consequences. A teacher may initiate such consequences when the learner 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 learner or member of our community.