



KRISHNA AVANTI

Excellence · Virtue · Devotion

Behaviour for Learning Strategy

KRISHNA AVANTI PRIMARY SCHOOL, HARROW

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

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1. Statement of Intent

Krishna Avanti Primary School operates a unique approach towards behaviour management, recognising that all behaviours are highly influenced by our ability to:

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

The school culture is underpinned by a very clear set of values; empathy, self-discipline, respect, integrity, courage and gratitude, underpinned by humility. Independent thinking, mutual respect for others and taking responsibility for our actions is reflected in our policies and everyday practice. The ethos in the school and Avanti School Trust fully supports our approach 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.

We believe that all members of our community have the right to learn in a secure, safe, and stimulating environment. Krishna Avanti Primary School acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEND). The risks to pupils identified in the PREVENT strategy are always at the forefront of our thinking about protecting children and their well-being. We prevent harm to our pupils by being vigilant about risks as well as by ensuring that our curriculum and school values equip them with skills to recognise right from wrong and make appropriate choices.

2. Context

The above statement of intent is reflected in our vision and this policy should be read in conjunction with other closely associated procedures and policies:

- Child Protection and Safeguarding
- Teaching and Learning Guidance
- School curriculum
- Statement of Behaviour Principles and Framework
- SEND
- Health and Safety
- Physical Intervention and Reasonable Force
- Anti- Bullying and Cyber bullying
- STAFF DISCIPLINE, CONDUCT AND GRIEVANCE PROCEDURES

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

- Physical Intervention and Reasonable Force
- Staff Induction Process
- Staff code of conduct

3. Monitoring, Reviewing and Evaluating our practice

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

- Senior Leadership Team Meetings
- Staff Meetings
- Phase Meetings
- Parent/guardians/carers meetings
- Assemblies – Motivators and monitoring success
- Our school curriculum
- Pupil voice

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.

4. 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 principles of 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 heard.
- 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 that:

- Our systems are proactive in their approaches and demonstrate early intervention and prevention strategies.
- We create a safe and caring learning environment which is free from disruption, violence, bullying, racism and discrimination on any grounds, and any other form of anti-social behaviour.
- We work in partnership with our parents/carers, local community, and enforcement agencies to develop a shared approach towards the development of our pupil's behaviour both inside and outside the school environment.

5. School Procedures

Pupil behaviours are influenced by their experiences outside of school and their ability to gain a deeper understanding of their thoughts and feelings. Specific areas of learning are linked to behaviour including academic study of the national curriculum subjects, yoga, meditation, mindfulness, values assemblies, and reflection time.

Philosophy, Religion & Ethics promotes a sense of wellbeing and supports this growing awareness of

self. Acceptable standards of behaviour are taught and modelled consistently by all staff and pupils.

At Krishna Avanti Primary School we also recognise that teaching and learning can be intrinsically linked to initiating specific negative behaviour patterns; therefore, reinforcing children positively using dojo points ensures that children emulate positive behaviour.

5.1 School Standards:

All pupils are expected to:

- Show 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 practicing 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.

To ensure that pupils take ownership of their behaviour practical examples of how pupils can achieve these standards are described and displayed within the different learning environments (See appendix B).

5.2 Motivators and monitoring success

Nursery:

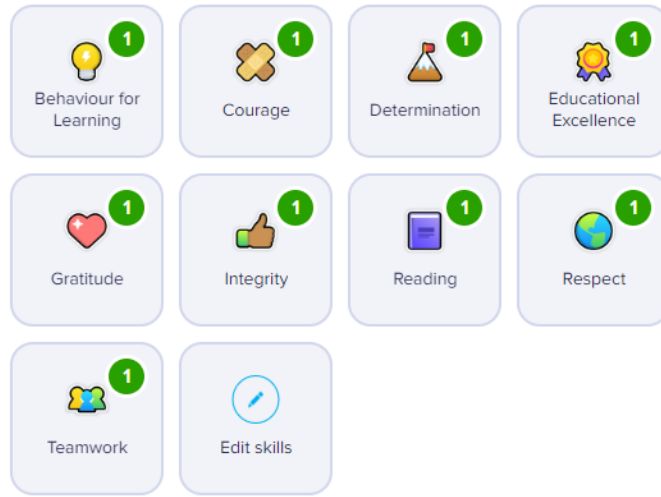
Each child has a sticker chart. Children will receive a sticker based on positive behaviour seen within the setting. Children will take the chart home each half term so that parents can reflect on their child's behaviour. They are known as 'our special stickers.'

Reception to Year 6: Dojo Points

Years Reception to Year 6 to use dojo points to reward the demonstration of the Avanti values and character virtues including positive learning behaviours and quality of learning.

- Each class teacher will create a dojo classroom with children's names.
- Positive points will be issued and collated weekly.
- Dojo points will be tallied weekly and announced in Friday achievement assembly. The class with the most points will earn 10 minutes extra playtime.

- **Dojo Categories:**



5.3 Celebrating Success

Pupils are encouraged to take responsibility for their behaviour at both an individual and whole class level.

Success in maintaining positive attitudes and behaviours is rewarded by the use of dojo points to celebrate children's personal, social and academic development and creates a positive ethos in our school. Our incentives are designed to give children a sense of maintaining their effort and working towards a goal through following the rules and being aware of their behaviour.

They include:

- Positive comments/private/public praise
- Stickers
- Class jobs/additional responsibilities
- Phone call to parent/carer
- Dojo points
- Achievement Assembly
- Every week class teachers nominate and celebrate the achievements of a member of their class. These achievements may be academic, social, or emotional.
- Other members of staff may also nominate individual children or groups of children. These achievements are described in the assembly and each child receives a certificate from the Principal which states the achievement.

5.4 Restorative Justice

Pupils must be helped to know when they are getting things right or wrong or making inappropriate choices and displaying unacceptable behaviour patterns. The values that underpin our vision clearly emphasise a growing sense of awareness from a personal and spiritual perspective; it is our belief that consciousness of one's self and personal reflection are essential qualities to change particular behaviour patterns. As a school, development of these qualities underpins our school curriculum and 'culture.'

Where unacceptable behaviour patterns arise, information will be communicated to the parent/carer. Pupils are reminded of the school's standards and encouraged to reflect on their actions.

If the pupil does not change their behaviour patterns, the following process will occur:

- Incidents will be recorded in the behaviour log. Link to google form <https://forms.office.com/e/Gz44E2kWBp?origin=lprLink> and QR code:



- If a child does not follow the Avanti values, we will have a restorative conversation and they will fill out a reflection sheet.
- The behaviour flow chart (**See appendix E**) shows the steps teachers will take when a child does not follow the behaviour expectations set by the school.

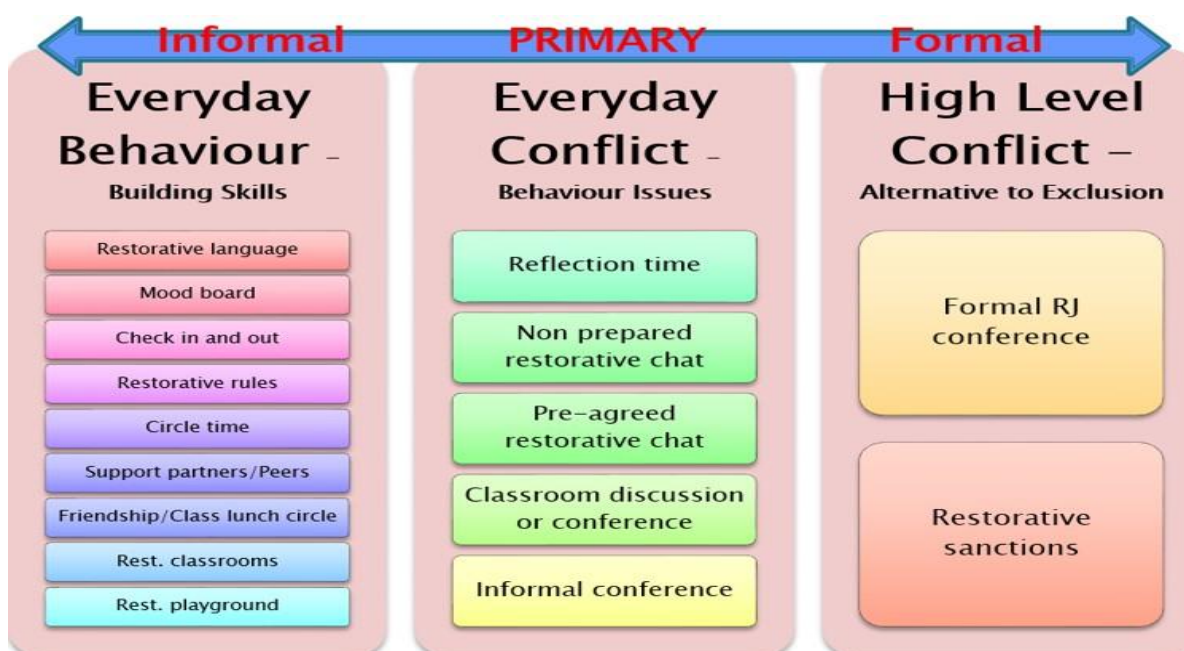
At all levels of the above system, if a member of our school community disrupts learning and presents with unacceptable behaviour patterns, that particular member will be encouraged to reflect on their actions and will work through a restorative justice approach where appropriate.

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 an 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 pupils 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 pupils about their behaviour should be focused on a restorative approach and should give pupils 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.



Staff who have received the relevant training may attend Restorative Justice Conferences between pupils who are having issues. Conferencing is a meeting which not only allows the pupil to see the negative impact of their behaviour but also allows the other parties the opportunity to see if they contributed to the conflict in any way by their own behaviour. All participants are then able to agree their own joint contract of how they are going to treat each other in the future. This gives them a personal stake in the success of the contract.

5.5 Everyday Key Restorative Questions

1. To respond to challenging behaviour
 - What happened?
 - What were you thinking about at the time?
 - Who has been affected by what you did?
 - What do you think you need to do to make things right?
2. To help those harmed by others' actions:
 - What did you think when you realised what had happened?

- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Staff will deal with situations to establish and develop their own relationships. They will aim to separate the deed from the doer and the act from the actor as integral to Restorative Practice.

If children are seen to break the agreed code of behaviour without incurring consequences, we give the message that the rules are unimportant. We have a clear system of approaches that are fairly and consistently implemented, that include:

- The "Look" - facial expression indicating an adult's awareness/concern/disapproval
- Move position within classroom (teacher moves their own position, or moves the child)
- A verbal reminder
- A verbal warning
- Reflection time
- Group reflection (e.g. to tidy a messy classroom, practice walking in school at break-time etc)

Parents will always be informed of any approaches implemented.

Teachers will Never:

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

5.6 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 SSC 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 pupils' behaviour in these circumstances "to such extent as is reasonable."

All non-criminal, bullying, racist or anti-social behaviour outside of the school gates which is witnessed by a member of staff will initiate a consistent approach which adheres to the Avanti Way. The behaviour process will be followed and logged in the behaviour log. Children will be asked to complete a reflection.

This could be whilst:

- taking part in any school-organised or school-related activity.
- travelling to or from school.

6. Permanent Exclusion from School

Where a decision is taken to exclude a pupil, it is invariably done on the grounds that the pupil's behaviour constitutes such a serious risk and challenge to the good order of the school that other consequences are not sufficient. A permanent exclusion will be put into effect strictly within the terms set out in current educational law and where a pupil is subject to removal from lessons, a support plan will be set up. Permanent exclusions will only be recommended to the SSC in very serious situations when no alternatives are deemed possible. The SSC 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 another pupil from learning.
- Bringing to school, or handling, items likely to endanger the safety of other people or to be injurious to the well-being of others; this includes weapons of all kinds including sharp objects such as knives and any dangerous substances, including alcohol, illegal drugs, and volatile substances. **(See Appendix A)**
- Acts of major and/or malicious damage.
- Actions likely to cause significant disruption to the orderly running of the school.

We recognise that many of these misdemeanors will not occur amongst our pupils but these are defined as a matter of policy to cover the extraordinary situations that may arise from time to time.

7. Pupil and Staff Support

Krishna Avanti Primary School recognises the importance of supporting both staff and pupils if any incident occurs which necessitates a physical intervention, either controlled or passive, which could be viewed as traumatic. This is reflected in the school's Physical Intervention/Reasonable Force Policy and Health and Safety Policy and Risk Assessment Guidance for foreseeable challenging behaviour. Staff will complete a report using the Positive Handling form as well as Reporting Challenging Behaviour. SLT will then inform parents about the incident. Parents must sign the form; the signed form is then uploaded onto CPOMS.

Positive Handling: <https://forms.office.com/e/xLkSy6Cmra?origin=lprLink>



Reporting Challenging Behaviour: <https://forms.office.com/e/xLkSy6Cmra?origin=lprLink>



8. Professional Development for Staff

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

9. Special Circumstances

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

Pupils experiencing Social, Emotional and Behavioural difficulties will be identified through the school's SEND (Special Educational Needs) Policy, and the school will work to a staged intervention process to build support system around a child's needs.

10. Roles and Responsibilities

At the heart of education is a positive relationship between the teacher and the learner. It is expected that all staff 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 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 staff to empower them to deal effectively with challenging behaviour in a restorative manner.
- Create and/or support the development of high-quality learning environments for all learners.
- Deliver and/or support lessons to ensure they are needs-led, motivating and engage all learners.
- Ensure that barriers to learning are removed for pupils where these have been identified as possible blocks to progress and motivation.
- Recognise diversity and respond to it appropriately by personalising learning for individuals.
- Model effective communication with pupils, taking into account both verbal and non-verbal forms of behaviour and communication.
- Implement the Behaviour for Learning strategies in a consistent manner.
- Plan and/or support lessons with other staff, accordingly, working together as a team that follows policies consistently to promote clarity of expectations for pupils.
- Model behaviour patterns which demonstrate mutual respect and help pupils to maintain their dignity at all times.
- Establish positive relationships with all pupils and where this is a barrier to learning owing to a relationship issue, participate in reflective practice where necessary.
- Model fairness, transparency, courtesy, and honesty.
- Use all forms of data and information regarding all learners to enhance their opportunities and secure their consistent access to learning.

Behaviour Communication to Parents

Parents will be informed about their child's behaviour through various methods: by telephone conversation, a request to attend a meeting, a written message, or a letter.

Teachers will follow the process below:

Incidents will be recorded in the behaviour log (google form).

If a child does not follow the Avanti values, a restorative conversation will be held, and the child will fill out a reflection sheet.

If a child's name goes in the behaviour log three times and they complete three reflections, the class teacher will refer to the behaviour flow chart (**see appendix E**) to communicate to parents.

11. Bullying (Refer to Anti Bullying Policy)

All staff recognise the seriousness of any instances of bullying and address them as a matter of priority.

In order to support the victims of bullying it is necessary to define what we mean by bullying:

- It may be verbal, physical, or psychological.
- It is often repetitive, although one-off incidents do occur.
- It can be premeditated.
- It is often aggressive and malicious.
- It can involve a variety of people.
- It can occur in school and out of school (in clubs, over the internet/social networking/mobile devices).

The victim, other children, the parents, or staff, can identify instances of bullying. Adults working in school need to be vigilant for signs of distress that may indicate a child is being bullied. Changes in a child's normal behaviour pattern should be viewed with concern. It is important to take any suggestion or suspicion of bullying seriously.

It is essential to listen to what parents/children are saying and feeling.

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

Bullying and fighting should always be addressed by making sure the 'victim' is happy with any action that has been taken. The parents of a child that has been bullied must be informed about the action taken. [OBJ]

12. Child-on-child abuse

This is defined as inappropriate behaviours between children that are abusive in nature including physical, sexual, or emotional abuse, exploitation, sexual harassment, all forms of bullying, coercive control, hazing/initiation rituals between children and young people, both on and offline (including that which is within intimate personal relationships).

All staff recognise the seriousness of any instances of child-on-child abuse and address them as a matter of priority. These instances will be recorded on the behaviour log as well as CPOMS.

Staff are trained to spot the signs which can include:

- Absence from school or lack of interest in school activities.
- Physical injuries.
- Mental or emotional ill-health.
- Becoming withdrawn.
- Poor self-esteem.
- Tiredness.
- Alcohol or other substance misuse.
- Changes in behaviour.
- Inappropriate behaviour for their age.
- Displaying harmful behaviour towards others.

Staff and pupils treat each other with respect and understand how their actions affect others. Children are encouraged to have open dialogue around these issues and staff ensure they listen to children's concerns.

Krishna Avanti has a zero-tolerance, whole-setting approach, e.g., harmful behaviours will not be passed off as "banter", "just growing up", etc. All issues are encouraged to be addressed early.

13. Recording Racist and Homophobic Incidents

At Krishna Avanti Primary School we value the cultural diversity that is explicit in our planning and assemblies. We also create and implement strategies to address racism and homophobic bullying.

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

14. Recording, Monitoring and Tracking of Behaviour Incidents

All behaviour incidents are recorded in the Behaviour Log. If staff deal with a behaviour incident for a child not in their class, they must ensure that they log the incident on the behaviour log (See google form link). They must verbally pass on the incident to the class teacher.

15. Recording Incidents of Challenging Behaviour

This is an incident where you have dealt with challenging behaviour from a pupil and/or have been harmed. This should be used in conjunction with the Physical Intervention and Reasonable Force procedures.

<https://forms.office.com/e/xLkSy6Cmra?origin=lprLink>



System of referral for inappropriate Behaviour:

If their name goes in the behaviour log three times and they complete three reflections the class teacher/adult will refer to the behaviour flow chart (**see appendix E**).

16. Recording Incidents where a child has been positively handled

Please record any incidents where you have positively handled a child as a last resort, to safeguard all parties after assessing the risk. Please refer to the trust **Physical Intervention and Reasonable Force policy**.

1. Complete the form below, if you have used Positive Handling Strategies then please also complete this form.
2. You will receive an email confirming that your form has been submitted.
3. A member of SLT or the Inclusion Team will follow up and contact parents.
4. SLT will print the form and ask parents to sign the document.
5. A paper copy will be stored in the DSL cupboard with the parents' signature. It will also be scanned and added to CPOMS.

<https://forms.office.com/e/w3ucM6znfW?origin=lprLink>



Appendix A: Screening and Searching Pupils

<https://avanti.org.uk/wp-content/uploads/2023/07/Statement-of-Behaviour-Principles-and-Framework.Spring-23.pdf>

See trust policy: Statement of Behaviour Principles and Framework

Appendix B: Examples of behaviours

At Krishna Avanti Primary School:

1. We are independent learners.
2. We follow classroom routines.
3. We listen carefully to each other.
4. We use the classroom to help us.
5. Be brave, no hands up.
6. We can show self-discipline.
7. We are ambitious.

'Minor' Behaviour Incident Examples

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

- Throwing pen tops in class
- Chatting 'off-task'
- Scribbling in workbooks
- Whistling in class/assembly
- Booing or chanting
- Not following a teacher's instructions persistently
- Play fighting that does not cause injury or distress.
- Excluding others
- Rudeness to another child followed by an immediate apology.
- Throwing stones aimlessly

'Unacceptable' Behaviour Incident Examples (this type of incident MUST be Acted on immediately e.g. Restorative conversation, discussion with parents and recorded on the behaviour log. These incidents must also be reported to a member of the Senior Leadership Team.

- Play fighting that causes injury or distress.
- Using sexually explicit language
- Racist/homophobic/sexist behaviour
- Throwing stones at someone
- Defiance
- Defacing books or materials
- Throwing objects in class
- Excluding others by involving other children/gangs
- Dangerous behaviour/absconding from lessons/site
- Showing disrespect towards an adult

Appendix C: KS1 Reflection Sheets

Next time, a better choice would be to:



Date _____

I chose to:



Other:

When I was doing it, I felt:



Other:

Appendix D: Reflection sheets

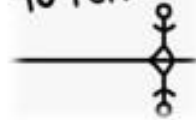
KS2 Reflection Sheet

Use the 'Restorative Language' word bank to help you.

Pupil	Class	Date	Staff Member
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What happened? What happened first? What happened next? What choice did you make? What choice could you have made?

Take time to reflect



What were you thinking at the time it happened?



What do you think about it now, now that you have reflected?



What needs to happen to put this right?



How could you make sure this doesn't happen again?



Appendix E: Behaviour Flow Chart

