



# KRISHNA AVANTI

Excellence · Virtue · Devotion

**‘I will give teachings to all and live by what I teach.’**  
*Lord Chaitanya*

## Behaviour Policy

Approved: September 2019

Review Date: September 2021

## INTRODUCTION

Every child has a right to feel safe, secure and respected in a positive learning environment. Our policy is to recognise every child as an individual and to value the positive contribution she/he makes to school as a whole.

Our primary aim is the safety and well-being of EVERY INDIVIDUAL CHILD. We value the principles of fairness and equality of opportunity for every member of the school community. We are constantly working towards self-discipline and mutual respect.

We believe that:

- Your child has a right to a quality education and responsibility to learn effectively.
- Your child has a right to a full and equal share in school activities, and a responsibility to do his/her best and support others.
- Your child has a right to privacy and a responsibility to respect the privacy of others.
- Your child has a right to work unhindered and a responsibility not to hinder others.
- Your child has a right to expect others to share with him/her and a responsibility to share with others.
- Your child has a right to trust and honesty and a responsibility to be honest and trustworthy.
- Your child has a right to voice his/her concerns and a responsibility to listen to the concerns of others and respond.
- Your child has a right to be treated with respect and a responsibility to respect others.
- Your child has a right to expect appropriate behaviour from others and a responsibility to behave appropriately.
- Your child has a right to his/her own belongings and a responsibility to safeguard and respect property.

### Reception

Behaviour in Foundation 2 leads into the whole school behaviour policy.

Good behaviour is highlighted and rewarded with regular praise and stickers.

Unwanted behaviour is discouraged by rewarding the positive behaviour of others and good role models. If a child persists, a peg with their name on will be moved from green to yellow (straight face) on the 'Think Again Ladder'. If moved to red, the child will have a short time on the 'Time Out' cushion. In Foundation 2, rewards and sanctions must be immediate to encourage positive behaviour. For any children on yellow or red, the target is to encourage positive behaviour and moving back to green.

If a child needs time out twice in one day, their name will be written in the 'Think Again' book. After three entries in the book (per half term) the child will see the Foundation Stage Leader for discussion. After six entries in the book (per half term) the parents will be invited into school to discuss ways forward with the Principal.

### Year 1 to Year 6

As in Foundation 2, good behaviour is highlighted and rewarded with regular praise and stickers, as well as house points.

All teaching staff, support staff and students must follow the policy.

- Acceptance of agreed rules and sanctions in order to work towards self-discipline (see class rights and responsibilities).
- Shared responsibility with the family through consultation, meetings and workshops.
- Reinforcement throughout each day and the focus of Friday assembly.
- Use of Time Out to support children in need of a quiet haven, and to help children take responsibility for their own behaviour. Supervised by the Learning Mentor.
- Buddy Scheme operates at playtime and lunchtime, whereby designated children from Years 4 and 5 look after children who are lonely and integrate them into playground games.
- Personal Support Plans.
- A discussion in all situations to understand how others have been affected and the preferred actions in future, in a restorative manner.

## **REWARDS**

Rewards are wide and varied across the school on a daily basis to encourage, commend and promote positive behaviour. Rewards may include House Points, stickers, certificates, letters home, responsibility and prizes.

All classes award a 'Star of the Week' to praise children who have especially shone/made great steps. These will be presented during Friday's assembly.

One child from each class is chosen weekly for 'Good Work' which is then displayed on the Good Work board.

An 'Exceptional Behaviour' certificate will be presented to a class in Friday's assembly.

By praising, encouraging and celebrating the good behaviour and positive attitudes of the children, attitudes towards learning are developed and improve.

100% Attendance certificates presented at the end of each term.

## **SANCTIONS**

1. Initials on the board – no action taken. At this point, the child is being asked to 'think' about their behaviour to try and improve it.
2. Initials circled – miss playtime\*. Name entered in class book with date and details of both incidents. A further incident disrupting learning – child removed from teaching group. Sent to Learning Mentor with work (if likely to continue disrupting learning).
3. After three missed playtimes (per half term) sent to Key Stage Leader for discussion.
4. After six missed playtimes (per half term) parents to be invited to school for discussion. Extra-curricular activities may be removed at the discretion of the club leader/Principal, or other such privileges removed as deemed appropriate.
5. Any serious incident to be reported to parents the same day and an appropriate meeting arranged for discussion if necessary. Extra-curricular activities may be removed at the discretion of the club leader/Principal, or other such privileges removed as deemed appropriate.
6. Exclusions may be used, following DfE guidelines for the following offences:

- Causing serious injury to another child.
  - Repeatedly placing him/herself in a position of danger.
  - Abusive language used towards any member of the school community including staff, pupils, volunteer helpers and visitors.
  - Violence towards any member of the school community.
  - Repeated bullying of another child.
- The Chair of the School Stakeholder Committee will always be notified if an exclusion is necessary.

During the day, initials do not get rubbed off at any stage from Year 1 to Year 6. All children start a new day without initials on the board.

\* If children are to miss a playtime, they should go outside with their class, but stand in a designated place. They should wear appropriate clothing for the weather and be supervised by a member of staff on duty. This ensures access to fresh air and time to reflect.

## **LUNCH TIME**

Entries into the lunch time book will be made for the following incidents:

- Positive contribution to a good lunch time.
- Foul language used against other children or members of staff.
- Violent behaviour.
- Running away out of sight of lunch time supervisors.
- Verbal or physical bullying.

Children causing problems at lunch time may be placed in a designated place for short periods of time, to reflect upon their behaviour or taken to the Learning Mentor to discuss the incident and ways forward.

All children entered for positive contributions will be mentioned in school assembly at the end of the week.

## **SANCTIONS**

- Miss playtime.
- After three entries in the book, for negative behaviour, parents will be invited to school to discuss the matter, identify targets and be aware of sanctions.
- If targets are not met then the child will not be permitted to attend school at lunch time for one week. A letter will be sent home and parents will be informed by telephone.
- Children in receipt of free school meals will be provided with a packed lunch to take home.

## **EXCLUSIONS**

If there are indications that any child at Krishna Avanti Primary School may be at risk of exclusion, then a programme of pastoral support will be drawn up with the child and his/her family to address particular, individual needs. This will form part of the child's Individual Support Plan where appropriate.

Any child excluded from school will be given work to complete at home, in accordance with the National Curriculum. This will be regularly marked and updated.

A child returning to school after exclusion will receive support within school according to his/her needs. Support will also be offered to the child's family to try to ensure that the pattern of negative behaviour which led to exclusion is not repeated.

## **BULLYING**

*There is no legal definition of workplace bullying. However, experts believe that bullying involves negative behaviour being targeted at an individual, or individuals, repeatedly and persistently over time.* - Health and Safety Executive

At Krishna Avanti Primary School we must ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

## **TYPES OF BULLYING**

Verbal: Verbal bullying is when someone is called names, threatened and made to feel bad.

Physical: Physical bullying is when someone is hit, punched, pushed or have their personal items stolen and any other kind of physical, aggressive contact.

When someone has some physical signs of bullying like cuts, bruises, torn clothes or personal belongings missing they may just put it down to over active play or childish games. This is not always the cause and people who are bullied are unlikely to tell an adult or someone they trust as they believe it will make the bullies mad and make the bullying a lot worse.

Social: Social bullying is when someone is left out of games, deliberately ignored and has bad things spread about them and made to feel like an outsider.

Cyber: The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. This can be chat rooms, online, instant messaging, on a mobile phone and/or via e-mail.

## PREVENTING AND DEALING WITH BULLYING

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or by the Learning Mentor.
- All children involved and those required who witnessed the incident will be interviewed and a clear account recorded and shared with appropriate members of staff.
- Parents will be informed and details of actions taken/to be taken.
- Parents will be kept informed.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with the Learning Mentor or an appropriate member of staff.
- reassuring the pupil.
- offering continuous support either on a one to one basis or via friendship groups.
- restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened.
- discovering why the pupil became involved.
- establishing the wrong doing and need to change.
- informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps may be taken:

- Parents informed
- Missed breaks
- Loss of privileges/clubs
- Fixed-term exclusion
- Permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, class time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

This policy must be followed alongside all other school policies.

The school Learning Mentor is: **Mrs Patel.**