



KRISHNA AVANTI

Excellence · Virtue · Devotion

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

Behaviour Policy

Approved: September 2023

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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.
- 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, a call home by the Principal, responsibility and prizes.

1. 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.
2. One child from each class is chosen weekly for 'Good Work' which is then celebrated either in whole school worship or in the class.
3. By praising, encouraging and celebrating the good behaviour and positive attitudes of the children, attitudes towards learning are developed and improve.

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, the behaviour is managed by the class teacher/teaching assistant. This alludes to missed playtime*. Name is entered onto Arbor Behaviour with date and details of the incident. This is recorded as a Level 2. A further incident disrupting learning by the same child on the same day will result in the child receiving a Level 3 on Arbor and the SLT member being informed:
 - EYFS and Year 1 – Pritti Patel
 - Years 2 and 3 – Devika Bridgmohun
 - Year 4 – Toby Linnett
 - Years 5 and 6 – Hetal Chauhan
3. After three missed playtimes (Level 2), per half term, child will be sent to the SLT member.
4. After six missed playtimes (Level 2), per half term parents to be invited to school for discussion with the school Principal. Extra-curricular activities may be removed at the discretion of the club leader/Principal, or other such privileges removed as deemed appropriate.
5. Any Level 3 behaviour including: breaking school equipment intentionally, use of language that is not age appropriate, deliberate physical contact (hitting or kicking) with another child or adult will be escalated to the SLT member immediately and logged onto Arbor Behaviour.
6. Any serious incident to be reported to the Principal who reports to the parents the same day and an appropriate meeting arranged for discussion if necessary (level 4). Extra-curricular activities may be removed at the discretion of the club leader/Principal, or other such privileges removed as deemed appropriate. See diagram in Appendix A.
7. 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

Children displaying behaviour outside of expectations at lunch time may be placed in a designated place for short periods of time, to reflect upon their behaviour or taken to a Senior Leader to discuss the incident and ways forward.

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 raised the concern.
- 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 class teacher, SENCO or member of SLT
- 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.

APPENDIX A

Level 1

- Types of behaviour displayed**
- Low level
 - Calling out
 - Mild disruptions
 - Not listening to instructions
 - Off task

- Action Taken**
- Name on board
 - Nothing to record on *Arbor Behaviour*



Level 2

- Types of behaviour displayed**
Repeating Level 1 behaviours despite being instructed by the adult and name on the board
- Continues to call out
 - Disruptive
 - Continues to not listen to instructions
 - Continues to be off task

- Action Taken**
- Name on board circled
 - Level 2 behaviour logged onto *Arbor Behaviour*
 - Missed playtime



Level 3

- Types of behaviour displayed**
Repeating Level 2 behaviours throughout the day or:
- Intentionally breaking or defacing school equipment
 - Use of language that is not age appropriate
 - Deliberate physical contact (hitting or kicking) with another child or adult
 - Intentionally ignoring the adult's instructions
 - (Children with known SEND needs to be addressed as per their Support Plan)

- Action Taken**
- Escalated to the SLT member immediately and logged onto *Arbor Behaviour*.
 - Parent will be informed by the class teacher/adult at the end of the day

Level 4

- Types of behaviour displayed**
- Any serious incident including acts of aggression/violence

- Action Taken**
- Escalated to the SLT member immediately and logged onto *Arbor Behaviour*.
 - Parent to be informed immediately