



Behaviour Policy



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Document Control	
Document Title:	Behaviour Policy
Ratified By:	Governors
Date Ratified:	02.02.2024
Name of Originator/Author:	K. Williams, J. Short, C. Jackson
Review By Date:	September 2026



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1.0 Policy Expectations

This policy sets out Behaviour and Rewards at Avonwood Primary School. Our stance on Behaviour and Rewards encompasses all areas of school life. Our school values further support children's development in understanding school expectations. It is important we always follow our mantra of "**it starts with one**".

We strive to create a centre of excellence where everyone feels valued, safe and happy to learn.



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2.0 Ethos and Approach

Avonwood has an excellent reputation for being a school where children feel safe and happy. It is one where mutual respect is expected between all individuals, enabling everyone to thrive. We believe in a positive reward-centric approach, where children always present themselves to our high standards and are recognised when they go above and beyond. On those rare occasions when children do not meet our expectations, we offer a nurturing and highly supportive restorative approach to rectifying these behaviours. Whilst poor behaviour is never excused, understanding the underlying issues behind incidents is key. It is this culture of excellence, supported by a skilled staff team that enables Avonwood children to flourish; all underpinned by our school motto “***It Starts With One***”.

2.1 Restorative Approach

At Avonwood, we use restorative approaches as part of a planned response to relationship and/or behaviour difficulties. This is a more effective response than traditional ‘punishments’. Restorative approaches lead to more positive relationships between children and between children and staff.

A restorative approach may include having a ‘restorative conversation’. These conversations may happen during the school day and practitioners will use restorative language and questions to allow children and young people to understand the impact of their behaviours.

More serious incidents may require practitioners to hold a formal meeting and involve parents or families where appropriate. Examples of questions used in a formal meeting include:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen now?

At Avonwood, we ensure that appropriate training is available for adults to support the restorative approach. This includes developing listening skills, empathy, use of language including body language and understanding situations from another person’s point of view.

Through this restorative approach, children accept responsibility for their actions, recognise the harm and upset caused and are supported to find restorative responses to harmful actions. At Avonwood, we believe that developing positive, supportive relationships is key and these can be developed through activities such as circle time and peer support.

As part of the restorative approach, we believe that sometimes a short period of reflection or calming time is necessary before beginning this process but that ideally incidents should be dealt with as soon as possible to ensure a positive resolution and that children and young people are happy and progressing well.

2.2 Conscious Discipline

At Avonwood, we use a Conscious Discipline informed approach where all staff demonstrate and model our code of conduct and our value system through their daily interactions with others. This approach ensures that all parties are responsible for their own behaviour. Conscious discipline is a skill-based approach to help resolve conflicts, enhance brain development by creating optimal learning environments, support self-regulation in ways that strengthen relationships and help children build respectful relationships with themselves, peers, parents and each other.

Conscious discipline is built on three completely different premises; controlling and changing ourselves is possible and has a profound impact on others; connectedness governs behaviour; conflict is an opportunity to teach. It is based on the Brain State Model that empowers us to shift from systems grounded in controlling others to cultures of learning based on safety, connection and problem solving.



When you walk the corridors and classrooms of Avonwood you will always discover a safe, calm and purposeful environment built on mutual respect. Conscious discipline is key to this, with staff not only modelling expectations but also explicating teaching positive behaviour expectations too.

2.3 Every Child Matters

Whilst this policy is applicable to the whole school, we take great pride in supporting all children as individuals. This means discretion and flexibility in approach is essential, so that all children are set up to succeed. No two behaviour incidents are ever the same and always require a meticulous approach by staff to make sure this policy is applied in an appropriate manner. There is no 'one size fits all' model, just the simple expectation that all children will endeavour to be the best versions of themselves.

2.4 No Shouting School

As a United Nations Earth Charter School, our values of 'Peace' and 'Respect' must be upheld at all times. We believe there is no excuse for any adult or child for ever shouting at one another. Our simple expectation is to always treat each other the way we expect to be treated ourselves.

2.5 Earth Charter Values & Avonwood Behaviour Curriculum

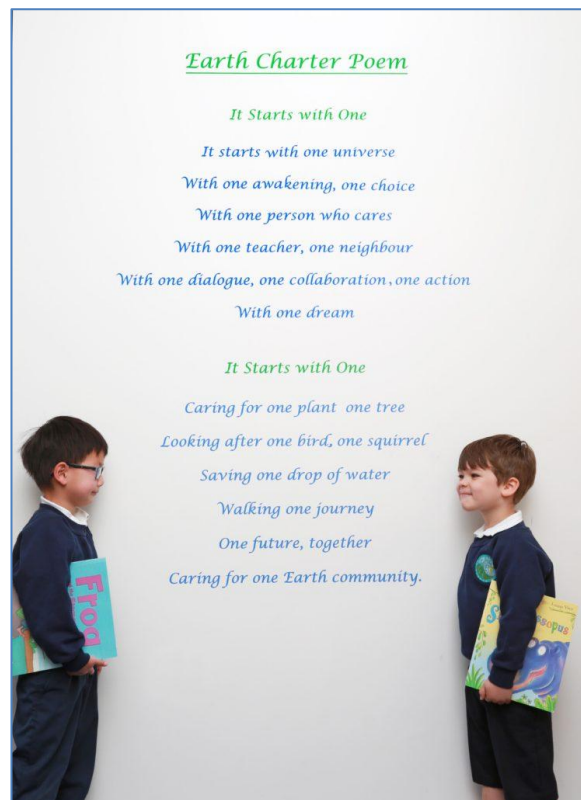
Avonwood Primary School is very proud to be a United Nations 'Earth Charter' school. This means we strive to excel at our 8 Earth Charter values. **These values underpin our behaviour curriculum**, with children explicitly taught behavioural expectations aligned to Earth Charter principles. For example, our 'Family' value signifies that fact that we are one school family, that must always act with kindness and compassion.



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Our school poem, *It Starts with One*, encapsulates our belief in the power of individual actions and behaviours to make a difference and in the altruistic responsibility we all uphold as members of the Avonwood community:



At the end of every assembly, we recite our Earth Charter poem with the children to build our sense of belonging, of community and of personal choice and responsibility:

Earth Charter Poem



It Starts with One

It starts with one universe

With one awakening, one choice

With one person who cares

With one teacher, one neighbour

With one dialogue, one collaboration, one action

With one dream

It Starts with One

Caring for one plant, one tree

Looking after one bird, one squirrel,

Saving one drop of water

Walking one journey

One future, together

Caring for one Earth community.

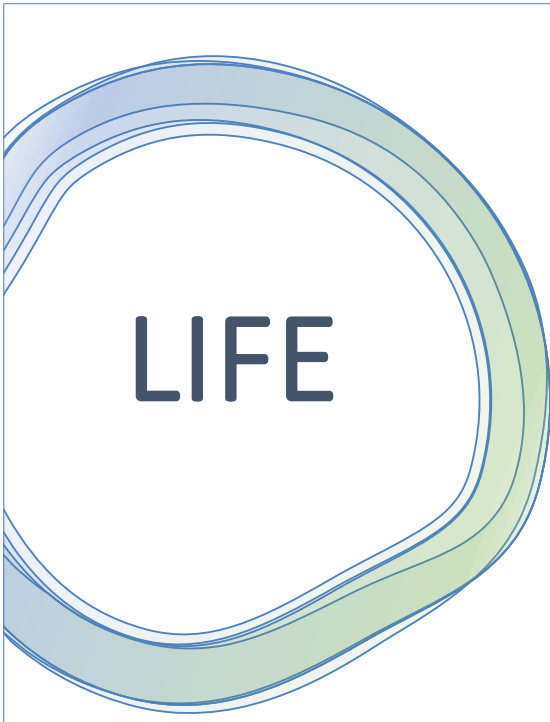


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Our high expectations are tethered to four Earth Charter principles in particular:

- ⇒ Principle 1: Life
- ⇒ Principle 2: Interconnected
- ⇒ Principle 6: Peace
- ⇒ Principle 7: Love



- ✓ Consideration of others
- ✓ Respect all living things
- ✓ Care for all living things

Earth Charter Principle: 1



- ✓ We all have a place
- ✓ We all need each other
- ✓ We all have unique qualities

Earth Charter Principle: 2



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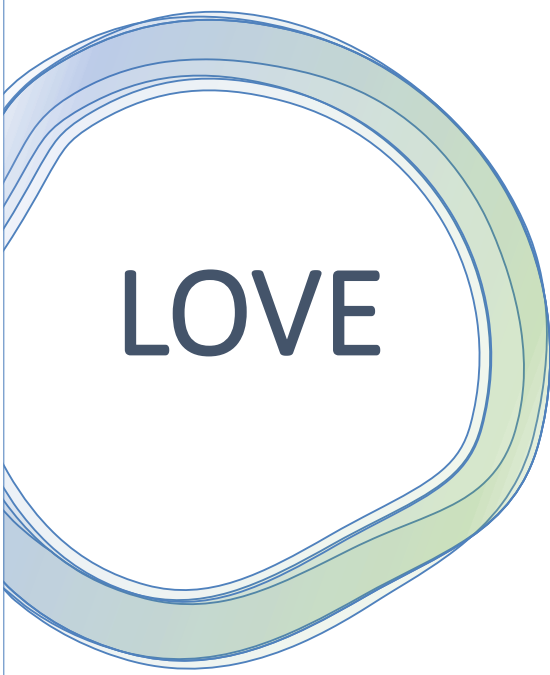
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Stop. I don't like it.

- ✓ Be fair to everyone
- ✓ Cooperate with others
- ✓ Find non-violent resolutions

Earth Charter Principle: 6



- ✓ Be truthful and kind
- ✓ Build trust with others
- ✓ Take responsibility for you own actions

Earth Charter Principle: 7



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3.0 Policy Implementation

We believe everyone at Avonwood has the right to feel secure and to be treated with respect, regardless of their protected characteristics, and that harassment and bullying in any form will not be tolerated, including online or outside of school.

Furthermore, Avonwood is strongly committed to promoting equal opportunities for all, and takes its duties under the Equality Act 2010 seriously; making appropriate and reasonable adjustments for pupils with disabilities.

At Avonwood, we consider behaviour to be everyone's responsibility. **All staff** contribute in implementing the policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

The senior leadership team ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. The DfE Behaviour Guidance (Behaviour in Schools, September 2022) states that senior leaders should be highly visible and engage with all stakeholders in setting and maintaining a behaviour culture.



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4.0 Stakeholder Expectations

At Avonwood we describe our daily expectations as “**The Avonwood Way**”. These expectations have been created in collaboration with the children, making our mutually agreed expectations for excellence clear and transparent. We use this to help create bespoke classroom charters that share the common principles outlined below.

4.1 Children

Children are expected to meet the expectations of ‘The Avonwood Way’ as detailed below. Every child signs a home–school contract when starting at Avonwood, agreeing to always try their best to meet the expectations detailed below:

At Avonwood Primary School...

- We believe knowledge is power
- We believe in a shared love of reading
- We believe that manners matter
- We believe in commitment, confidence and courage
- We believe in celebrating and respecting the things that make us unique and different
- We believe in the power of community and collaboration
- We believe in being outstanding role models
- We believe every minute of learning matters
- We believe in learning from our mistakes and taking pride in our work
- We believe outstanding work should be recognised and celebrated
- We believe loving our children involves holding them to the highest of expectations
- We believe in a teaching environment that encourages pride and mutual respect for one another
- We believe in truthfulness and honesty
- We believe in owning our decision and actions
- We believe that everyone has the right to be heard
- We believe in going beyond the expected
- We believe in bringing learning to life every day
- We believe it starts with one.



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4.2 Parents & Guardians

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents are encouraged to get to know the school’s behaviour policy and where possible, take part in the life of the school and its culture. When accepting a place for their child at Avonwood, parents sign our home-school agreement accepting the terms of our behaviour policy. We make it clear that a successful education hinges on the partnership triangulation of school, parents and child.

At Avonwood, we prioritise close relationships with parents and encourage parents to work in partnership with us to assist in maintaining high standards of behaviour both inside and outside of school. In particular, we expect parents to support the school’s values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study. To ensure we communicate our partnership, we ask all new parents to read and sign our home-school agreement when they join Avonwood Primary School.

In the event of any behaviour expectations not being met, we will liaise closely with parents and, if relevant, other local or national support agencies. At Avonwood, we have clear support systems in place to ensure that all needs of all pupils are met. This includes both internal interventions as well as external local and national agency support. This ensures that each child has equal opportunity to meet behaviour expectations.



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4.3 Staff

All adults within our school family will promote positive behaviour. They will:

- Role model our expectations, leading by example.
- Trust, listen to, give a chance to, encourage, praise and value every child.
- Treat all children with courtesy and mutual respect.
- Be consistent, fair and measured in their treatment of all children.
- Recognise children's fears.
- Be trauma & attachment informed.
- Be positive.
- Show they care – Every Child Matters.
- Not jump to conclusions but deal with each incident afresh.
- Help children to understand that their fears, difficulties, feelings etc are not unique.
- Appreciate how children cope with their personal problems.
- Always speak to children in a controlled way, never shouting.
- Ensure that when a child has done something wrong, he/she knows that it is the behaviour that is disliked, and not him or her.
- Make references to using the school Earth Charter values and the 'Avonwood Way' – "It starts with one".
- Expect high expectations of all children, and share a belief that all children matter equally

4.4 Senior Leadership Team

The behaviour of all children in the school is ultimately the responsibility of the Headteacher and Senior Leadership Team. Whilst staff are expected to adhere to the ethos, values and approach outlined in this policy, it is the role of the senior leadership team to make sure it is applied and managed appropriately. This includes:

- Always leading by example.
- Actively seeking out opportunities to praise and recognise children for meeting our expectations and going above and beyond.
- To uphold the high expectations of the school in a fair, considered and appropriate manner.
- Making the positive behaviour of all children the responsibility of SLT, never walking away or turning a blind eye.
- To appropriately consider any SEND, trauma or vulnerabilities that may be behind certain behaviours, reaching out to relevant professionals for help, support and guidance where necessary.
- To value the concept that 'every child needs a champion' but always making sure relevant and appropriate key adults are made available to support when required.
- To never jump to conclusions, always following relevant processes before making decisions around punitive action.



5.0 Behaviour expectations

At Avonwood Primary School we expect the best from everyone. There is a carefully nurtured culture of success, where all children take personal responsibility for their success. Children are expected to be the best versions of themselves, reinforced by appropriate praise for getting it right and recognition for going above and beyond.

5.1 The Avonwood Way

To support this, we talk to children about 'The Avonwood Way'. The purpose of this concept is to make sure that all staff, parents and children are clear on our consistent school wide expectations and routines (see 4.1).

Shaping the Avonwood culture

- Social norms are a powerful way of harnessing positive learning behaviours.
- The behaviours we expect in school indicate to everyone that *what happens here is important*.
- Classroom culture is not static from day to day; it is shaped in the opening moments of each lesson.
- As teachers, we all have vital roles in shaping our school culture.
- What we permit, we promote.

To achieve this, we have a clear set of school expectations, often underpinned by explicit yet simple routines such as:

1.1 Every Moment Matters: Routines



Morning routines shape the day ahead:

→ *what happens here is important.*



'Do Now' task settles children quickly:

→ establish high expectations at the start of every lesson.



Transitions: children line up, move around the school

→ enter rooms quietly.

Entry Routines | Attention Routines: STAR | CFU Routines



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1.1 Every Moment Matters: Routines



	S	sit up, stay engaged
	T	track the speaker
	A	appreciate ideas of others
	R	repeat, rephrase, respond

Entry Routines | **Attention Routines: STAR** | CFU Routines

1.1 Every Moment Matters: Routines



	A	Ask 'what have you understood?'
	C	Choose a visible response
	E	Employ 'ping pong'

Entry Routines | **Attention Routines: STAR** | **CFU Routines**

Shared Language

- 3,2,1, Show Me (mini whiteboards)
- Show me STAR (attention cue)
- My Turn, Your Turn (choral responses)

As well as the above routines, we see the power of positive reinforcement as key to helping maintain Avonwood as a happy and safe environment for all. We expect all children to be praised when applicable for their achievements, no



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matter how small these may seem. By keeping praise at the centre of our ethos we intend the school to help children have high self-esteem, be proud of their achievements, learn from their mistakes and always try their best. All staff look for opportunities to show encouragement and give praise for:

- Active engagement in their learning
- A positive attitude towards their work (perseverance)
- Following instructions promptly
- Kind and supportive attitude towards peers and staff
- Keeping your hands and feet to yourself
- Showing respect for all
- Building relationships of trust and respect: displaying honesty

Equally, low standards in behaviour are not tolerated and are dealt with appropriately by all staff.

This includes behaviours such as:

- Disruptive behaviour
- Poor attitude to work
- Not following instructions
- Swearing
- Defiance
- Remarks or behaviour displaying prejudice or discrimination
- Inappropriate comment to peers
- Inappropriate comment to staff
- Inappropriate physical contact with staff
- Self-harm/injury
- Inappropriate physical contact with peers
- Physical aggression
- Stealing
- Misuse and damage of property or the environment
- Bullying / child-on-child abuse - also see Anti-Bullying Policy

5.2 Behaviour Ladders

To support children to make good choices, we have the following behaviour escalation strategies:

Appendix A – Rainbow Model

Appendix B – Rainforest Model

The power of praise is seen as an incredibly powerful tool at Avonwood, and these systems (Appendix A & B) are key to this. When children consistently demonstrate the 'Avonwood Way' or go above and beyond, they will be recognised via moving up our ladders and gaining reward stickers or APE points. These points are collected over time via Bronze, Silver, Gold and Platinum reward charts. When children complete these reward charts, they visit the Headteacher's reward shop & bookstore for a personalised prize.

These ladders are used as simple visual tools to reinforce expectations in class, helping us recognise excellence whilst addressing low level disruption. Behaviour is monitored closely in the school, so that any child not succeeding on this model (identified by 3 or more negative behaviour points in one month on Arbor) is then considered for their own personalised learning plan, with any extenuating matters factored in (e.g. SEND, trauma). Parents of any child found to be on the 'raincloud' or 'understory' will be contacted so that we can explore any underlying issues and work together to teach the right behaviours.

5.3 Managing One Off Instances of Poor Behaviour

We take care to make sure conclusions are never drawn without going through the following process –

- Listen to the child
- Listen to the other child or children involved



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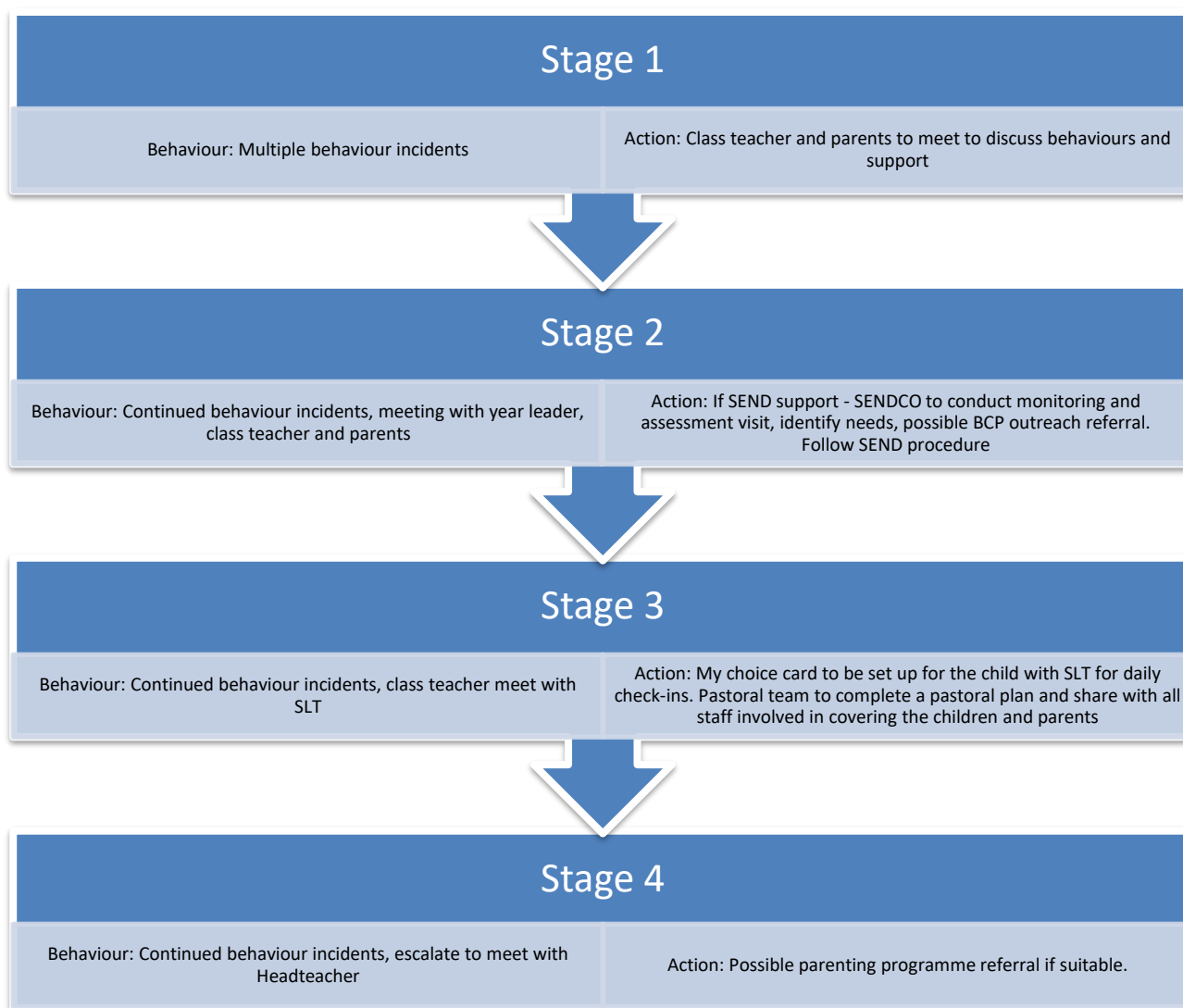
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- Ask open questions, TED talk
- Complete an incident/witness form with clear details where necessary
- Take action and follow it up (e.g. sanctions, daily checking in, counselling organised).
- Staff follow policy and guidance and are supported by the school
- Talk to the parents in the first instance where necessary
- **NEVER shout.** We are school where all members of our community are treated with respect and dignity. This means that there is never a reason or excuse for shouting at a child or adult.

5.4 Managing Repeated Instances of Poor Behaviour, a 'Graduated Response'

Care is taken to monitor children that frequently do not meet basic expectations. We operate a weekly review of all behaviour incidents, with a monthly report that highlights trends including repeat offenders. Our weekly pastoral meeting reviews all behaviour incidents with a cross-discipline team of staff including the DSL, SENDCO, Pastoral Lead and Early Help Navigator. This may result in a strategic approach to helping solve these matters.

Should children struggle to consistently meet behaviour expectations the following strategies may be applied:



5.4.1 Acknowledgement of extenuating factors



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When incidents of behaviour occur, care is taken by staff at all levels to consider the distinction between behaviour which intentionally breaches school policy and rules, and that which arises from a pupil's support needs. Our incident summary form (Appendix C) includes commentary around any extenuating factors that must be considered including vulnerable characteristics such as SEND, Pupil Premium, Child Protection, Early Help, Persistent Absence and more. Whilst the consequences for different misbehaviours will therefore vary according to the context and circumstances, all school interventions should be designed to teach the expected behaviour.

SEND

With persisting issues with poor behaviour, following the above graduated response. The SENDCo would be invited to support at Stage 2. This would include working alongside the class teacher and teaching assistant to conduct a monitoring and assessment visit, looking to identify any undiagnosed underlying SEND. SEND team to work with class teacher to provide strategies to support in order to try and prevent reoccurring behaviours. If there is an identified need all staff would then be made aware to follow SEND sanctions which may differ according to the need of the child. Following on from this, behaviours would be closely monitored to check for improvements, if no further improvements were made, the SEND team may suggest a referral to the BCP outreach (the local authority) for support and guidance from specialist partners at local outreach services.

5.5 Scope of Policy

It is important to state that our school rules and policies concerning behaviour apply at all times when a child is at school, representing the school, travelling to and from the school, and associated with the school at any time. This includes conduct online, such as in any written or electronic communication concerning the school and United Learning.

6.0 Bullying

The following framework underpins the Anti-Bullying Policy at Avonwood Primary School. Our strategy:

- Puts learning at the centre of every decision.
- Is fair, open and transparent.
- Ensures that the school community is safe, nurturing and focused on learning.
- Explicitly teaches tolerance, respect and integrity.
- Ensures that perpetrators of bullying have appropriate sanctions and take responsibility for their actions.
- Ensure children are aware that bullying incidents will be taken seriously and that the victim of bullying will be supported and listened to.

Children must recognise that the school will not accept bullying. However, it is imperative that all claims of bullying are investigated in an impartial, fair and consistent manner, using the system outlined in our Anti-Bullying Policy. We define bullying incidents as 'STOP'...

- **Several**
- **Times**
- **On**
- **Purpose**

This ties closely to our shared taught language at Avonwood of **"Stop it. I don't like it"**. Children are taught to take this phrase very seriously, always adhering to the request of the person saying this.



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7.0 Contextual Safeguarding

At Avonwood Primary School we recognise that children's behaviour can sometimes be a way of expressing trauma. When incidents occur, we make sure staff consider contextual safeguarding as part of their investigations, as referenced on four 'Incident Summary Form'. Any incidents that are applicable will be logged on My Concern as well as Arbor. Once forms are complete, all behaviour forms are reviewed by the DSL as an additional layer of safeguarding protection.

If staff reasonably suspect that a child may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the Safeguarding / Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

We also use our two-stage strategy, outlined in section 3.2.4, to consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the child's parents accordingly and include any local or school specific arrangements.

8.0 Positive Reinforcement / Recognition (Rewards)

Avonwood Primary School is an exceptionally happy and positive place to live and learn. Our high expectations drive this, with children explicitly taught 'The Avonwood Way'. Whilst we expect children to always demonstrate these values, we encourage staff to recognise children for doing this to positively reinforce our values. Some of our reward mechanisms include:

Weekly Star of the Week

Two children from every class are recognised at our weekly Golden Assembly as 'Stars of the Week'. Our ambition is for every child to be picked at least twice per year. Children will be picked for meeting our 'Avonwood Way' values or for going above and beyond.

Reward Shop & Bookstore

When children reach the rainbow or forest canopy (Annex A & B) they receive a sticker for their reward charts. They have bronze, silver, gold and platinum charts to fill. Having filled them, they come to see the Headteacher for personal recognition of their excellence. Every child receives a sticker, certificate and prize.

Celebration Assemblies

At the end of each term, we recognise excellence via our 'Earth Charter Awards'. Children that have been identified as consistently demonstrating our Earth Charter principles are recognised and presented with certificates by the Headteacher and special guests.



9.0 Sanctions

We follow a graduated response to behaviour at Avonwood. Sanctions are **developmentally appropriate** for our children. Conclusions are never drawn without going through the following process:



1. Listen to the child
2. Listen to the other child or children involved
3. Ask open questions, TED talk
4. Complete an incident/witness form with clear details
5. Take action and follow it up (e.g. sanctions, daily checking in, counselling organised).
6. Staff follow policy and guidance and are supported by the school
7. Talk to the parents in the first instance
8. Consideration of any SEND / Vulnerable factors
9. **NEVER shout.** We are school where all members of our community are treated with respect and dignity. This means that there is never a reason or excuse for shouting at a child or adult.

We believe that it is vital to always provide children with the opportunity to make positive behaviour choices with clear outcomes. To assist with this, we have created a visual model of how to address behaviour at Avonwood. These are the ladder of choices for KS1 and KS2 (Appendix A & B).

Contextual Safeguarding and SEND

The above should be followed for all children, including those with any additional SEND needs. However, it is important to be aware of those children with ACE's, attachment needs and neurodevelopmental conditions to have an individualised approach to sanctions depending on their needs. The class teacher and SLT will work closely with the Pastoral and SEND team, following the graduated response to ensure that all needs are being fulfilled in order to allow the child to be successful.

This will often result in a personalised pastoral plan being produced, factoring in strategies like the ones listed below:

- Identifying a key adult
- Being provided with a safe space when feeling heightened
- The right to sensory breaks throughout the day, never linked to achievement.
- A soft start to the school day (e.g. sensory circuits or waffle waffle club)
- Time in to reflect and repair
- Personalised positive reward chart / positive choices card

9.1 Sanctions at Avonwood

Whilst we always strive to use a restorative approach to any behaviour incidents, it is vital that an appropriate consequence is also agreed.

9.1.1 Reflections

Whilst we do not have detentions at Avonwood, we use our restorative approach to implement 'reflections'. These are used when a child fails to meet expectations, so will be directed to the Year Lead to unpick their behaviours, any underlying issues and to help return the child to class swiftly. Reflections may happen during lesson time or during break or lunch times. Any child completing a reflection will have this logged on our Arbor system and parents will always be informed. When reflections are completed, the associated paperwork (Appendix D) is shared with SLT for sign off. They are also logged on Arbor so that SLT can track the number and frequency of these occurring and intervene where necessary with an alternative pastoral support plan.

9.1.2 Internal Suspension & External Suspension

There may be occasions whereby behaviours warrant a more significant sanction, such as using inappropriate language to a peer. Please refer to the school suspensions and exclusions policy for further details.

[Exclusion Policy.pdf](#)

9.1.3 Removal from classrooms

Children will only be removed from classrooms when deemed necessary by the Headteacher or a member of the Senior Leadership Team. There should only be two instances where this is required:

- **For the safety and wellbeing of the child or the class:** In this instance the child will either be asked to leave the class with the Headteacher or member of SLT.



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- **To aid the investigation of a serious incident:** If there has been an incident or allegation of an incident against a child, the Headteacher may deem it necessary to remove the child from the class whilst this is investigated. In this instance, the child **must** be supervised **at all times** and supported to continue the work being conducted in class. Parents and carers will always be notified of this action. Should the child receive a consequence for the incident, the time sat outside an office will be included as a fixed term suspension.

10.0 Allegations Against Staff

Avonwood Primary School takes its responsibilities for safeguarding extremely seriously, and that all members of the school community are aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection / Safeguarding Policy and Whistleblowing Policy.

10.1 Malicious accusations against staff

It is important to note that Avonwood Primary School retains the right to take disciplinary action against children who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals.

11.0 Use of Reasonable Force



At Avonwood Primary School the use of 'Reasonable Force' is always considered to be a last resort, only called upon when a child is deemed to be a risk to themselves or others. Incidents of reasonable force being required at Avonwood are exceptionally rare and always logged in the bound and numbered book stored in the Headteachers office. The only staff trained in the official 'Team Teach' strategy are the Headteacher and two Deputy Headteachers. In situations where the safety of a child or others is at risk, members of staff (including non-teaching staff) not trained in 'Team Teach' may use such reasonable force if essential, including at off the school premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity). The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

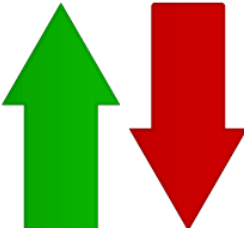
After any instance of reasonable force being required, the Headteacher will lead an investigation into the matter to be sure the actions taken were appropriate and proportionate to the incident. It is highly likely the child will then be placed on a pastoral support plan with a risk assessment to avoid further instances occurring. Parents will always be told when it has been necessary to use physical restraint on their child, on the same day or as soon as is reasonably practicable. The Headteacher must always be informed immediately after reasonable force has been used.

Avonwood Primary School follows the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'

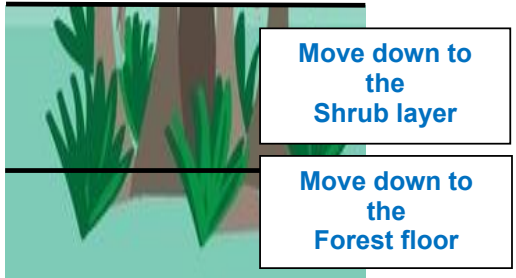


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<u>What happens when I make a choice ?</u>		
What makes a 'Good Choice' <u>Certificate in Golden Assembly</u> 		<u>What makes a 'Wrong choice'</u> <u>Verbal warning</u> <u>(At Avonwood we ...)</u> 
<u>Sticker for Reward Chart</u> 		<u>Move down to the cloud</u> <u>5 mins time out</u> 
<u>Name/peg on the rainbow</u> 		<u>Move down to the thunder cloud</u> <u>time with Year Leader – or miss 1 playtime</u> 
<u>Sticker or a thumbs up</u> 		<u>Talk with Mr Jackson or Mrs Williams</u> 
<u>Verbal Praise</u> (Well done for ...) 		LOG ON ARBOR <u>Mr Jackson or Mrs Williams will phone your grown-ups</u> 
Start on the sunshine 		<u>Internal Suspension</u> <u>(possible external suspension)</u> 



<u>What happens when I make a choice ?</u>		
What makes a 'Good Choice' <u>Certificate in Golden Assembly</u> 		What makes a 'Wrong Choice' Reflect on the choices you have made and how to improve  warning and now there is a Consequence – Go to the Year leader or Team buddy
Move up to Emergent APE points reward 		<u>Talk with Mr Jackson or Mr Jackson-Taylor Reflection Form – miss playtime</u>  LOG ON ARBOR
Move up to the canopy 		<u>Mr Jackson or Mr Jackson-Taylor will phone your grown-ups</u> 
Start on the understory 		<u>Internal Suspension (possible external suspension)</u> 



Appendix C - Incident summary form



Avonwood Primary School

Incident Summary Form

Name:		Class:	
Class Teacher:		Date:	

Account of Incident

Does the above account match the supporting statements

Contextual Safeguarding Concerns and Extenuating Circumstances				
☐ LAC	☐ CP	☐ CIN	☐ CAF	☐ Other
☐ Other Agencies Involved (please list): 				

Notes from discussions with parents/carers

Please attached copies of all witness statements and any other relevant documentation

Completed by:	Date:
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Action taken:

Reviewed by KW:	Date:
Logged on Arbor / My Concern:	Yes / No
Suspension / Internal Suspension:	Yes / No No of Days:



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Appendix D – Reflection Form

Making Good Choices—Reflection



Name :

Consequence:

Class:

Given by:

Date:

Reason (teacher/year leader to complete):

☐ Disruptive Behaviour	Inappropriate comments to peers	☐
☐ Poor attitude to work	Inappropriate comments to staff	☐
☐ Swearing	Inappropriate physical contact with peers	☐
☐ Defiance/Rude	Inappropriate physical contact with staff	☐
☐ Racism	Self harm/injury	☐
☐ Not following instructions	Physical aggression	☐
☐ Dangerous behaviour	Potential bullying	☐

This behaviour is not acceptable because : (child to complete)

This is how I felt



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Next time I will

I apologised for my actions : YES NO

Parents Informed: YES NO

Reflection time completed: YES NO

Signed Child:

Signed by member of staff:

Logged on Arbor: ☐ Logged on My Concern: ☐

Date checked by Mrs Short:



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Appendix E - Individual Reasonable Adjustment to the Behaviour Policy

This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).

Rationale Avonwood is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all children to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

Example of the Graduated Approach to adjustments

Stage 1 – Meeting with parents/carers, the child, Headteacher and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Culture and Behaviour may be in attendance.

Stage 2 – If adjustments and specific learning strategies are agreed, the SENDCo and Headteacher will create a specific Pastoral Support Plan for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the child's electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Headteacher meet with all teachers to further outline the strategies and adjustments.

Stage 3 – If deemed necessary, further external specialist advice may be sought to assess a child's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.

Stage 4 - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student's Learning Plan and shared with key staff.

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warning given
Time out card	Access to keyworker support during any reflections.
Attendance to homework club	Shorter time spent in reflection
Seating Plan adjustment	Restorative discussion with the teacher to take place immediately (if suitable), rather than the end of the day



Short and repeated instructions	
Use of a visual checklist on student expectations	
Private notification of warnings, including post it notes on desks	
Brain Breaks	
Chunked tasks	

Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.

If a child is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.



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