



AVANTI GARDENS

SCHOOL

“I have come to the frightening conclusion: I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my mood that makes the weather. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated: a child humanised or dehumanised.”

Haim Ginott 1972

Avanti Gardens School Behaviour Framework

September 2020

| | |
|----------------|-------------|
| Version | 1.1 |
| Date of Review | August 2021 |

Aims:

- **Ready – Ready to learn and ready to represent our school**
- **Respectful – Be polite, well-mannered and speak to all with respect**
- **Safe – We will keep ourselves and others safe in school**

Philosophy:

- Children's behaviour has a direct impact on their learning;
- Behaviour is complex and is influenced by many factors;
- Values are based on principles that guide our behaviour;
- Working with behavioural difficulties should be done in partnership with the child, parents, carers and relevant support agencies.

Expectations – The Avanti Way:

All classes set clear expectations of behaviour and learning within the classroom which the children develop alongside the adults: Educational Excellence – Character Formation – Spiritual Insight. These then form the language of the classroom and are referenced positively for correct and incorrect behaviours.

Expectations of children around the school are consistent and are shared with children in class and within assemblies. These expectations are used to support the statutory exclusion process.

'Zen Corridors' are enforced by all staff to ensure transition throughout the school day doesn't disrupt or impact on learning time. Children will walk in line, without talking so that upon entry to classrooms, pupils are in a calm frame of mind to begin learning.

A 3-step 'ladder' approach to behaviour:

Staff will always seek to build positive relationships with children based on mutual respect. When supporting children's behaviours, they will follow 3 key steps:

1) Recognise triggers

It should be recognised that there are triggers for incidences of poor behaviour and these can start before the child even enters the classroom and may be beyond our control. As professionals, we will demonstrate curiosity to understand where this may be the case and how we can support the child.

We must identify potential triggers and implement strategies to minimise their impact. We know that a child who is emotionally unready for learning will not be able to access that learning. The following indicators should be considered:

| Possible triggers for poor behaviour | | |
|---|---|--|
| Vulnerable times/places | Signs that we need to take note of indicating possible vulnerability | Emotional barriers leading to unstable behaviours |
| <ul style="list-style-type: none"> - Playground. - Lining up. - Dinner hall. - End of day. - Toilets. - Change of activity. - Change of timetable or routine. - Moving around the corridors. - At the end of term before holidays. - Arrival to school. - Mondays. - Worship. - When the class is led by a supply teacher. - In the library. - When accessing the forest school or school field. | <ul style="list-style-type: none"> - Looking upset/angry. - Arriving late to school. - Looking unkempt. - Wearing unsuitable clothes and feeling too noticeable/uncomfortable. - Looking tired. - Not paying attending. - Body language clues (looking down, fidgety). - Unusual behaviour for that child. - Saying or showing that they are hungry. | <ul style="list-style-type: none"> - A subject which the child finds difficult. - Being put on the spot. - Not wanting to lose face in front of peers. - Sitting next to someone they do not work well with. - Siting on own. - Having to work in a group. - Lesson not in preferred learning style. - Language/vocabulary difficult. - Upset from the playground. - Attachment to a member of staff who is absent. - Change to timetable. - In need of resources/support. - Someone in their seat/space. - Learning not being differentiated. - Learning not being relevant. |

2) Reduce

After recognising the signs which may lead to a deterioration in behaviour, it is essential that we reduce the risk by providing support or distraction. We learn from previous experience to pre-empt future occurrences.

| Strategies for pre-empting deterioration in behaviour and reducing its incidence | | |
|---|--|---|
| Ensuring that consideration is given to organizational issues | Showing the benefits of good behaviour through positive reinforcement | Continuing to build upon mutual respect, support and commitment to being a member of the school community |
| <ul style="list-style-type: none"> - Ensuring that resources and equipment for lessons are ready for children. - Having enough equipment on tables (pencil pots etc) and ensuring this is tidied at the end of every session. - Ensuring additional equipment is easily accessible. - Seating arrangements considered carefully with thought to SEND needs and children's specific placement in the room. - Organising groups with roles defined so that nobody is left out. - Giving shorter time limits for groups to be sorted. - Seating arrangements displaying in class for continuity with changes of teacher. - Being aware of and monitoring hidden areas on the playground, setting the expectation that these are out of bounds. | <ul style="list-style-type: none"> - PRAISE point charts displayed on the wall. - Individual targets and charts where appropriate. - Daily incentives. - Class incentives. - Specific praise so that children know why they are being praised. - Seek out to catch all children 'being good'. - Messages/postcards home to parents/carers. - Special mentions in assembly, newsletters. - Self- and peer- assessment, with a clearly modelled structure given by the teacher. | <ul style="list-style-type: none"> - Model and praise positive attitudes and friendship. - Circle time – developing a language of feelings and a confidence to speak out. - Peer sessions. - Having structured debates on current events/issues. - Emphasise teamwork with children. - Working closely with parents, families and other agencies. |

| Strategy | Description |
|---------------------------|--|
| Tactical ignoring | Use only for a short period of time for very low level disruption |
| Tactical pausing | Gives the children time to resettle and focus. |
| Non-verbal reminder | Point to sad/happy face; click of fingers, the look, etc |
| Name reminder | Drop the child's name into your instruction: Example: 'Today, we're going to be continuing our learning about multiplication, Chloe.' |
| Proximity praise | Praise the behaviour of a child who is not behaving so well. |
| Expectations reminder | Remind the child of the behaviour you currently expect. Example: We're having a go at column multiplication on our whiteboards |
| Rule/Value Reminder | Remind the child of the school rule or value that they're not showing. Example: 'We show respect at this school by listening to an adult when they're talking.' |
| Name the behaviour | Simply tell the child the thing that they're doing that you would like them not be doing. Example: 'You're out of your chair.' 'You're talking.' |
| Stuck record | Keep using one of the three strategies above until you see the behaviour you want. 'You're out of your chair.' You're out of your chair. You're out of your chair.' Right now we're doing whiteboard work. Right now we're doing whiteboard work. Right now we're doing whiteboard work. ' |
| When... then... | Remind the child of what will happen when they show the desired behaviour. Example: 'When you're sitting down then I'll come and speak to you.' |
| Non-verbal object removal | Walk past the child and remove the object from the child (with no instructions). |
| Smiling | Smile at the child you would like to see behaving well. This is particularly useful in assemblies or other times when the child is far away from you. |
| Empathy | Show that you understand why they're behaving in the undesired way and remind what you would expect them to do. Example: 'I understand that you're upset about what happened during football at lunch time but right now it's time to think about...' |

Talk so children will listen strategies:

Connect Before You Direct

Before giving a child directions, squat to their eye level and engage the child in eye-to-eye contact to get his attention. Teach him how to focus: "Martin, I need your eyes." Billy I, need your ears." Offer the same body language when listening to the child. Be sure not to make your eye contact so intense that they perceive it as controlling rather than connecting.

Be Positive

Instead of "no running", try: "Inside we walk, outside you may run."

Begin your directive with "I want..."

Instead of "Get down", say "I want you to get down." Instead of "Let Becky have a turn", say "I want Becky to have a turn now." This works well with children who want to please but don't like being ordered. By saying "I want..." you give a reason for compliance rather than just an order.

Legs First, Mouth Second

Instead of hollering, "What are you doing round there?", walk to the child to talk to them. Going to the child conveys you're serious about your request; otherwise children interpret this as a mere preference.

Stay Brief, Stay Simple

Use the one-sentence rule: Put the main directive in the opening sentence. Use short sentences with one-syllable words. The longer your ramble, the more likely the child is to switch off. Listen to how kids communicate with

each other and take note. When a child shows that glazed, disinterested look, you are no longer being understood. Ask the child to repeat the request back to you – if he can't, it's too long or too complicated.

3) Respond

A consistent approach to all behaviours will be followed to ensure that children experience consistency of expectation and response.

Rewards for positive behaviour:

At Avanti Gardens, we recognise that the vast majority of our children behave positively, meeting expectations most of the time. All adults in the school look to praise this behaviour both verbally and through body language to ensure that these children are recognised. We use a range of reward systems for encouraging and celebrating right choices made in school.

| Rewards for positive behaviours |
|---|
| <p>Individual rewards</p> <ul style="list-style-type: none"> - GEM points issued by all staff members to reward children for demonstrating the school's GEM values in class and around the school. Teachers use 'class dojo' to record points which are rewarded individually for number of points (appendix 1) - Each week, class teachers will nominate a child for 'good work' to be celebrated in achievement assembly. The child will show work during the assembly, with parents invited and a certificate for Star of the Week. - A GEM value of the half-term which staff can celebrate by issuing children with a raffle ticket. The child gives this raffle ticket to their teacher, who will collect them together. A weekly draw during achievement assembly will take place with children choosing a prize. - All children in a week who have not had a yellow/red card or an SLT referral are rewarded with additional break. The remainder meet Assistant Principal for discussion around behaviour expectations. - Each week during achievement assembly, school will celebrate class with attendance above 96%+ attendance and 100% attendance with extra breaktime. The class will be able to take this extra time on Friday after breaktime. - Each half term, children with attendance above 96% will be rewarded a certificate for good attendance. - Children who are sent to the Principal or Assistant Principals with good work will receive a postcard home congratulating them on their hard work so that this can be celebrated with parents also. - A list of all children who achieve an award each week will go into the weekly newsletter. |
| <p>Collective rewards</p> <ul style="list-style-type: none"> - The school will look to develop a house system to collaborate on a team spirit approach. |

Consequences for Negative behaviour:

If a child exhibits behaviour which does not meet the school's expectation, then they are subject to the school's graduated behaviour policy response to quickly and successfully correct the behaviour. Where negative behaviour becomes persistent the child will be placed onto a 'Behaviour Plan'. This process will involve the teacher, child, parent and SLT working together to support the child in meeting the school's

behaviour expectations.

| Negative behaviour – graduated response | |
|--|---|
| Step 1 | <p>Positive language</p> <p>All children are reminded regularly about the correct behaviour using 'positive language'.</p> <p>This is the responsibility of all staff in the school.</p> |
| Step 2 | <p>Verbal reminder</p> <p>Children are reminded of the correct behaviour using 'positive language'. This is achieved through giving the child a choice of directions to take.</p> <p>e.g.</p> <p>“Jamil, I need you to focus on your learning and allow other children around you to focus too. You can either work quietly by yourself or you can come and sit with me.”</p> <p>“James, I need you to work sensibly with your partner. You can go next door to work with Mr X or you can work sensibly with Andy as I have asked.”</p> <p>This is the responsibility of the adult who is engaged with the child, e.g. the class teacher, the teaching assistant or the member of staff on the playground.</p> |
| Step 3 | <p>Yellow card</p> <p>Children will receive a yellow card on their behaviour chart. The child will miss 3 minutes of their next break time. This cannot be retracted</p> <p>The class teacher will explain to the child why they have received the yellow card and during the 3 minutes, a verbal reflection will take place:</p> <ul style="list-style-type: none"> - What was the behaviour - Why was the behaviour a bad choice to make? - How did affect others? - How did it affect you? - What would you change next time? - How will you make it better? <p>Issuing a yellow card is the responsibility of the adult who is engaged with the child, e.g. the class teacher, the teaching assistant or the member of staff on the playground. The member of staff is responsible for communicating this to the class teacher. It is the intention that there will always be an action from the child to make amends which reflects their poor choice.</p> <p>The class teacher will communicate this to parents, either face to face or by phone call at the end of the school day. This is recorded by the class teacher in their behaviour record.</p> |
| Step 4 | <p>Red card</p> <p>Children will receive a red card on their behaviour chart. The child will miss 5 minutes of their next break time.</p> <p>The class teacher will explain to the child why they have received the red card and during the 5 minutes, a the child will complete an age-appropriate written reflection:</p> <ul style="list-style-type: none"> - What was the behaviour - Why was the behaviour a bad choice to make? - How did affect others? - How did it affect you? - What would you change next time? <p>This will be given to the member of the senior leadership team (SLT) who is responsible for behavior.</p> <p>Issuing a red card is the responsibility of the adult who is engaged with the child, e.g. the class teacher, the LSA or the member of staff on the playground. The member of staff is responsible for communicating this to the class teacher. It is the intention that there will always be an action from the child to make amends which reflects their poor choice.</p> <p>The class teacher will communicate this to parents, either face to face or by phone call at the end of</p> |

| | |
|---|---|
| | the school day. This is recorded by the class teacher in their behaviour record. |
| Step 5 | <p>SLT referral</p> <p>If a red card has been issued and the behaviour continues, then the class teacher should call a member of the SLT to assist.</p> <p>The child will spend 15 minutes with the member of SLT and complete a written behaviour reflection and complete a behaviour plan. The child may be asked to stay after school to make up for lost learning time.</p> <p>The child will come to the member of SLT on a daily basis for one week to review their Stage 1 Behaviour plan; the class teacher will then continue to review it for another 2 weeks using the stage 2 behaviour plan.</p> <p>It is the class teacher's responsibility to decide whether a referral to SLT is made, following discussion with other staff if they have been engaged with the child. This is recorded on ARBOR by the class teacher.</p> <p>The member of SLT will communicate the referral to the parents, including explaining the procedure for repeated referrals (see below).</p> |
| Persistent negative behaviours | <p>3 incidents of SLT referral within a period of a half term will result in an internal exclusion of half a day.</p> <p>3 incidents of internal exclusion within a period of a half term will result in a one-day fixed term exclusion.</p> <p>Any decision to exclude, internally or externally, is the responsibility of a member of the SLT. This is recorded on ARBOR by the member of SLT.</p> |
| <p><i>*At lunchtime each day, yellow cards and red cards are cleared so that there is a 'fresh start' for the afternoon. The same applies at the end of each school day.</i></p> <p><i>For yellow and red cards issued in the afternoon session, teachers will make arrangements for the reflection to take place before the end of the school day. This is so that all children are given a 'fresh start' at the beginning of every day.</i></p> | |

Exclusions:

Internal Exclusion

Internal exclusion is when a pupil is excluded from their normal day-to-day activities. The child must work away from their class for a fixed amount of time. This may be in a different classroom or in an office with a TA or a member of SLT.

An internal exclusion may be used in response to a one off behaviour such as an aggressive outburst or may be a result of a culmination of behaviours as outlined in the graduated response above.

Only a member of the Senior Leadership Team may internally exclude children. A record will be kept on ARBOR.

Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: behaviour plan, behaviour chart to address specific behaviours causing a problem; support from an additional adult etc)

Internal exclusion is a formal process but not a legal exclusion.

External Exclusion

Whilst every effort will be made to keep children in school and cater for their needs, exclusions will be considered:

- In response to a serious breach, or persistent breaches of the school's behaviour policy (see Appendix 2); and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in school.

The following actions would lead to immediate exclusion:

- Stabbing another child or adult with an object used as a weapon
- Unprovoked physical attack on a child or an adult that leads to serious harm of the victim
- When the school has taken persistent and comprehensive action to address the child's needs that day and the child is completely unresponsive leading to violence towards others and/or serious disruption of learning for other children in the school.

When establishing the facts, the Principal will use the civil standard of proof i.e. on the balance of probabilities it is more likely than not that the fact is true. Account will be taken of all contributing factors.

If a child receives more than 45 periods of exclusion in a year (15 a term) permanent exclusion will be considered.

The school follows all the guidance set out in the 'Exclusions from Maintained Schools, Academies and Pupil referral units in England' updated by the DFE in September 2017. Therefore, children with SEN, will not be discriminated against, harassed or victimised because of: sex; race; disability; religion or belief or sexual orientation. The school will comply with their statutory duties in relation to SEN when administering the exclusion process, including having regard to the SEND Code of Practice.

Bullying:

Bullying is defined as - **Repeated behaviour** which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying is about control and power and can be behaviours including:

- Physical (kicking, pinching etc.)
- Verbal (name calling, insults, etc.)
- Gesture (turning of the back, rude hand gestures etc.)

- Exclusion (being left out of friendship groups, work groups etc.)
- Extortion (threatening with harm if money or possessions are not forthcoming)
- Racist or homophobic incidents
- Cyberbullying – As above but using electronic means such as Social networks.

It is important for children and parents to recognise the difference between a one-off incident of unkindness and bullying as how the school deal with the incidents will vary.

After an incident of bullying has been identified we will, as a school:

- Obtain information from the children and adults.
- Give all the children the opportunity to give details.
- Listen to children separately if deemed appropriate.

Our aim is to “move on”, to support the child bullied and ensure that the child bullying receives the appropriate sanction, guidance, support and future monitoring. We remember that all behaviour is underpinned by a feeling.

Where appropriate adults in the school will be informed so that the situation can be monitored in all areas of the school, both inside and out. If appropriate, parents of the involved children should be informed of the planned action and they may be asked to come in on a regular basis to discuss their child’s behaviour.

The school will only share information with parents that is appropriate for them and their child. I.e. information about sanctions may not be shared with all children and parents involved.

The trust’s Anti-bullying policy should be read for further details and can be found on the school website’s policy section.

Peer-on-peer abuse:

Peer-on-peer abuse is defined as abuse perpetrated by one child on another. It may include but not be limited to:

- Bullying (including cyberbullying).
- Physical abuse.
- Sexual violence
- Sexual harassment
- Upskirting
- Sexting
- Hazing and initiation-type offense and rituals.

Incidents and allegations of this type will be fully investigated. Investigations would include the involvement of parents/carers and other external agencies where necessary, for example the primary mental health specialists, families in focus or other agencies may be consulted.

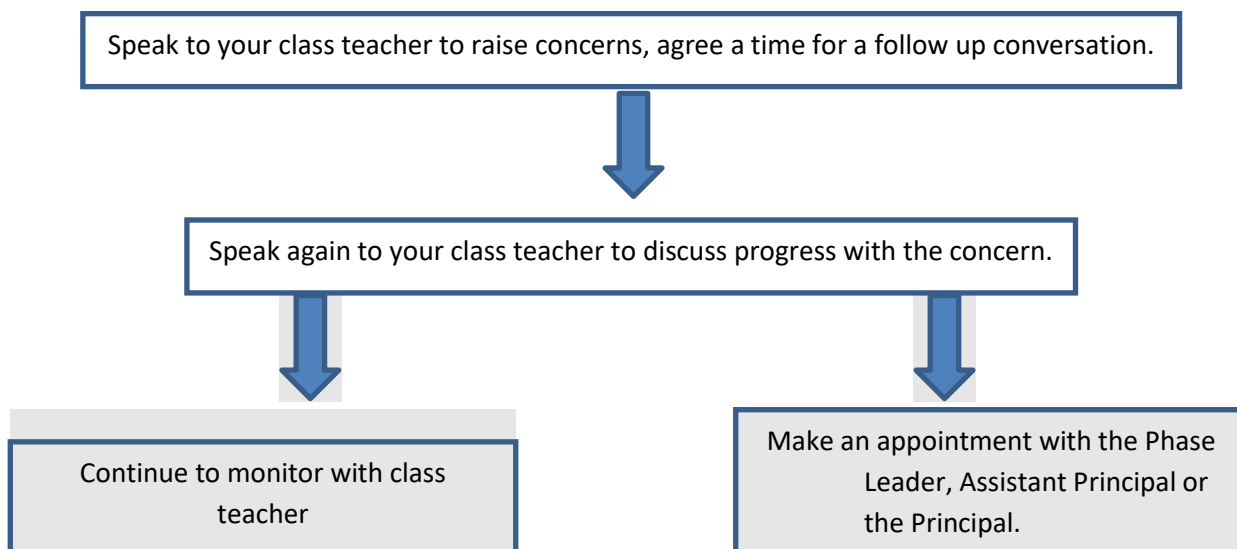
Where an allegation of peer-on-peer abuse is substantiated by the school's investigation, appropriate sanctions will be applied. The school reserves the right to apply any sanctions contained within this policy as appropriate, including external exclusion.

Partnership and communication:

School staff will work hard to ensure that the aims and requirements of the Behaviour Policy are achieved and maintained, while parents and the wider school community can also play an important part in ensuring the success of the expectations set out in this document.

Through effective communication a positive relationship can be formed between the school and every parent. The senior leadership team are always available to discuss issues with parents, however we encourage all parents to discuss any problems with your child's class teacher first. They are the adult who is with your child every day and can support and address issues the quickest. The focus is always on positive support and intervention at an early stage to ensure the happiness and wellbeing of everyone within the school community.

If you have concerns, please follow the guidance below:









Appendix 1 – reward system for Dojo points

Each class teacher uses Class Dojo to record individually gained points for showing positive behaviours. Certificates and badges will be awarded for the following amounts of Dojo points:

- 50 = bronze certificate
- 100 = bronze badge
- 150 = silver certificate
- 200 = silver badge
- 300 = gold certificate
- 400 = gold badge
- 550 = platinum certificate
- 700 = platinum badge
- 850 = diamond certificate
- 1000 = diamond badge
- 1500 = £5.00 book token
- 2500 = £10.00 book token
- 3500 = £15.00 book token

Stage 1 Behaviour plan (daily - for class teacher and SLT monitoring)

I can earn 3 ticks for each lesson. I need to complete my targets to get my ticks.

| | | 1 | 2 | 3 |
|-----------------------------|---|---|---|---|
| Guided reading and spelling |  | | | |
| Writing |  | | | |
| Maths |  | | | |
| Lunch |  | | | |
| Afternoon |  | | | |
| Assembly |  | | | |

To earn my ticks, my targets are:

1)

2)







3)

When I have earned all of my ticks, I can take this to show everyone at home!

Stage 2 Behaviour Plan (Weekly, for class teacher monitoring)

I can earn 1 tick for each lesson. To earn my reward, I need ____ ticks in my week.

When I get my ticks, I will earn _____

| | | Mon | Tues | Wed | Thurs | Fri |
|-----------------------------|---|-----|------|-----|-------|-----|
| Guided reading and spelling |  | | | | | |
| Writing |  | | | | | |
| Maths |  | | | | | |
| Lunch |  | | | | | |
| Afternoon |  | | | | | |
| Assembly |  | | | | | |

To earn my ticks, my targets are:

1) _____

2) _____

3) _____

When I have earned all of my ticks, I can take this to show everyone at home!

Establishing Need (calm to crisis):

| | | |
|----------------|---|------------------|
| Name of child: | Date: (include dates of all reviews) | Agreed by staff: |
|----------------|---|------------------|

| | | | | | |
|--|--|---|--|---|--|
| Regular presentation of child Happy, calm, feeling ok, focused, learning | Known triggers Sad, sick, tired, bored, moving slowly | Anxiety Stage 1 Frustrated, worried, silly/wiggly, excited, loss of some control | | Defensive/escalation Stage 2 Frustrated, worried, silly/wiggly, excited, loss of some control | |
| <ul style="list-style-type: none"> On time Plays well on own Settles to work with limited support Accepts and seeks praise Looks happy Engaging with adults and pupils | <ul style="list-style-type: none"> Transitions Sudden changes to routine Maths worksheet tasks. | <ul style="list-style-type: none"> Off task wandering Unsettled and unable to settle to work Walks around the classroom talking/ making noises. | | <ul style="list-style-type: none"> Running around/ away from adults Tense posture Limited eye contact Feelings of unfairness Destroy his and others work | |
| Possible adult response | | | | | |
| <ul style="list-style-type: none"> Praise Check ins Notify as soon as possible any changes. Checking and talking through the visual work schedule (TBC) – First, Next, Then. Specific tasks | <p>Adults to be aware of what we may bring to the relationship with the child. What pushes our buttons?</p> <p>Use adult change of face script- 'Help is available' 'More help is available'</p> | <p>Helpful strategies</p> <p>*Calming activity (drawing, building blocks) *Positive touch to settle and support * distraction (facts about animals)</p> <p>Script: 'I notice you are unsettled, is there something I can do to help?'</p> | <p>Unhelpful strategies</p> <p>*Raised voice *Use of sanctions as a threat Calling his name</p> | <p>Helpful strategies</p> <p>*Offer choice of activity *Assess situation, consider getting help</p> <p>Script: 'I can see you're not ready for X, have 5 minutes and then we will...'</p> | <p>Unhelpful strategies</p> <p>*Raised voice *Attracting attention to behaviour *Use of sanctions as a threat</p> |
| Crisis Stage 3 | Recovery Stage 4 | Depression Stage 5 | | Follow up Stage 6 | |

| | | | |
|--|--|--|--|
| Angry, terrified, out of control | Angry, terrified, out of control | Sad, sick, tired, bored, moving slowly | Happy, calm, feeling ok, focused, learning |
| <ul style="list-style-type: none"> • Up turning furniture • Using objects as weapons • Hitting out at others • Shouting, screaming | <ul style="list-style-type: none"> • No verbal interaction • Hot but cooling | <ul style="list-style-type: none"> • Will be tired and possibly thirsty, hungry • Will not be able to understand the gravity of his behaviour and the consequence. • Often will retreat into an unrealistic scenario. | <ul style="list-style-type: none"> • Completely calm • Able to have a debrief about situation with a key trusted adult – although this may be the next day |

| Possible adult response | | | | | | |
|--|---|---|--|---|---|---|
| <p>Helpful strategies *CALM stance and approach (Communicate, Assess, Listen, Make safe) Hold his hands and try and make eye contact.</p> <p>Script: 'I can see something has happened, I am here to help, you talk and I will listen'</p> | <p>Unhelpful strategies *Verbal engagement about the incident at this point *'Over-talking' – too many or vague instructions to follow</p> | <p>Helpful strategies *Test out – look for signs of engagement, slower breathing, legs still, nod head, a sense of stillness</p> <p>Script: 'Help is available' 'Can you help by sitting alongside x thank you'</p> | <p>Unhelpful strategies *Discussing incident – do not try to discuss or debrief at this point</p> | <p>Helpful strategies *Calming activities- Ordering, sorting, Procedural, tidying, doing a job etc Reading *Low calm voice, keep them regulated and be led by the child's mood</p> | <p>Unhelpful strategies *Discussing incident- do not try to discuss or debrief at this point</p> | <p>This may not be until later – maybe even the next day</p> <ul style="list-style-type: none"> • Have the child and adult managed to review what happened and de-brief? • Post incident learning • Does the plan need to be altered? • Reporting and recording updated • Have all those who need to know been informed? • Any additional support or training needed ie supervision for staff or Team Teach training? |

My behaviour contract

By attending Avanti Gardens School, my family and I agree to my Behaviour contract. Being in school is very important. Every child and adult in school has the right to feel safe and to learn.

As a member of the Avanti Gardens community, I have the right to feel safe and learn. My teachers will work hard to make sure that these things happen.

I also have responsibilities. I agree to do these things:

- Treat all children and adults with respect.
- Speak kindly to all children and adults.
- Follow instructions given to me by the adults who care for me.
- Keep my hands, feet and other objects to myself.
- Work hard in my learning, trying my best in all of my work.
- Enjoy the positive rewards that I earn when I complete my learning!

School will help me by:

- Giving me a personal space to work in. This space might change if the adults think that is best for me.
- Giving me learning to complete that I can succeed in.
- Giving me a target chart so that I can earn rewards for good choices.

Avanti Gardens School Lunchtime Behaviour Policy

Step 1

Children are reminded of the correct behaviour using 'positive language'.

E.g. if a child is disputing others the adult will:

- Say thank you John for keeping your hands to yourself.
- Use the phrasing "John, I'd like you face me whilst I am speaking to you... thanks"
- We need to stay on our feet on the playground, thanks everyone.

Remember to thank/praise the children for correcting their behaviour.

Step 2

Children are reminded of the correct behaviour using 'positive language'. They are given a 'Choice...direction'.

E.g.

- Jamil, you can either stay on your feet or you can come to the playground reflection zone
- James, you can sit out of your game for 5 minutes whilst you calm down or you can play in a calmer manner.

Children are told that they can make either choice but if continue with the negative behaviour they will be asked to spend time in the reflection zone.

Step 3

Children are sent to the reflection zone on the playground.

The adult will explain why they have been sent. E.g. you were given the chance to play sensibly but you have chosen to continue to play off your feet, so you need to go to the reflection zone. This can be for a period of 10-20 minutes.

Step 4

The member of SLT on the playground is informed and the child is sent to an appropriate inside area.

Again, the adult will explain why they have been sent there, clearly articulating the reason to the child. The child will spend the remainder of their lunchtime in this zone.

Appendix of key points

The sanctions for red behavioral cards:

All amounts relate to number of cards within a week.

1. 1 - 2 red cards 10 mins off lunchtime per red card
 - The child should be sent/brought down to the time out where a member of the SLT will be waiting.
 - This will be on the day the card is issued if a morning session/following day if the afternoon.
 - This happens first before the children go to the hall to have their lunch after their 10 minutes is up.
2. 3 red cards - 15 minutes after school reflection
3. 4 red cards - 30 minutes after school reflection
 - This after school reflection would happen on a Friday after school in the Year 4 classroom.

We believe that every child who makes the correct decisions consistently deserves to be rewarded for this. Therefore these 'evergreen' children will be rewarded.

- a) Every week all 'green' children will be given extra breaktime.

At the end of every day all yellow and red cards are removed ensuring that all children begin each day on 'Green'. This is the case even for those children who are to miss 10 mins of lunchtime that day.

After school reflection:

As detailed above there may be an occasion when a child has not changed their negative behaviour after receiving a red card. At this point a member of the SLT may support the teacher in putting in place an after school reflection that day of up to 1 hour. Contact will be made as soon as possible with the child's parents to arrange this.

Behaviour plans for children showing continued signs of distress:

When a child is struggling with their behaviour or struggles in specific situations (e.g. transition/supply cover/PPA) then a behaviour plan needs to be put in place by the adults who work with the child. The correct strategy document must be used in line with the behaviour policy.

Toilet use during class:

Teachers are to use their professional judgement to allow children to use the toilet during lessons. If there any concerns about frequency of toilet visits, then please speak with the child and/or parent about this to plan if required e.g. a medical condition requires more frequent visits.

Children are to attend the toilet individually, i.e. only one girl and one boy from each class to go at one time except in exceptional circumstances.

Water bottles:

Children to have access to water bottles from a designated area of the classroom which they must ask to get. If there is a need for frequent water e.g. medical needs, then children may have a bottle on tables. Squash may be drunk in situations where children need to drink a higher volume and struggle with water, if a parent has discussed this with the class teacher.

Learning Refusal:

When children are refusing to engage appropriately with learning then the class teacher needs to work through the 14 steps for learning (on behaviour plan). Initial steps can be completed by class teacher and parents with follow up SLT support when required. Please see appropriate section of the behaviour plan for further details.

Recording:

All physical attacks on staff, or where staff have used a physical intervention, must be recorded on CPOMS using the appropriate tag. All instances of physical incidents against children which lead to injury must be logged on CPOMS, again using the appropriate tag. In such circumstances, as outlined above, these must be recorded in the **Physical Intervention Log Book** and recorded on **CPOMS. The Physical Intervention Book is kept in the Assistant Principals – SEN and DSL’s office and must not be removed.**

Bullying:

All alleged incidents of bullying by parents must be recorded on CPOMS so that it can be tracked over time. Please include any actions taken e.g. monitoring situation, spoken to children involved, parents spoken with.

Behaviour and Exclusion Policy - Coronavirus amendment

Avanti Gardens School- COVID 19 Behaviour Policy Addendum (Students attending school)

This addendum to the Behaviour Policy of Avanti Gardens School is for use during the arrangements for education of students in school during the COVID-19 Partial school closures. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy and our CP and Safeguarding policy (peer on peer abuse, e-safety ect).

| Category | Dealt With By | Concern examples | Possible Action(s) |
|----------|---------------|------------------|--------------------|
|----------|---------------|------------------|--------------------|

| | | | |
|--------------------------|-------------------------------|--|--|
| 1- Low level disruption | Teacher of Bubble | <ul style="list-style-type: none"> • Minor disrespect or inappropriate behaviour below the expectations of acceptable behaviour within the school during normal operation. • This could include rudeness, disrespect or not following instructions | <ul style="list-style-type: none"> • Conversation with student(s) which could include a verbal warning, moving seats and other behaviour management strategies. • Contact with parents/ carers • Concern logged on Arbor. |
| 2- Persistent disruption | Phase lead attached to bubble | <p>Repeated instances of '1' or:</p> <ul style="list-style-type: none"> • A single use of offensive language (not towards staff). • Abruptness towards staff/ • Unsafe behaviour during the partial closure (This could include not following instructions for social distancing) | <ul style="list-style-type: none"> • Conversation(s) with student(s) which could include a verbal warning, moving seats and other behaviour management strategies. • Contact with students parents/ carers • Concern logged on Arbor • Onsite SLT informed. |
| 3- Serious incident | SLT | <p>Repeated instances of '2' or:</p> <ul style="list-style-type: none"> • A single use of offensive language towards staff. • Inappropriate comment about any member of staff in school. • Use of racist, homophobic, bully, discriminatory language/ behaviour • Persistent breach of covid safety measures ie- 1x after warning. | <p>Leaders may wish to adopt one or more of the following actions:</p> <ul style="list-style-type: none"> • Phonecall home • Log incident on Arbor • Log incident on CPOMS as appropriate. • Create a Risk Management Plan for the child and ask parents to sign to say that if not followed the child will not be deemed safe on site. This should be stored on CPOMS. And a pin note placed on Arbor. • Referral to the principal if: <ol style="list-style-type: none"> 1. The issue would usually result in a fixed term exclusion 2. The SLT believe that a referral to the police or another agency is necessary 3. Any comments towards a member of staff could be |

| | | | |
|---|-----------|--|--|
| | | | constructed as inappropriate or sexualised 4. A continuation of problematic behaviour after pupil intervention. |
| 4- Single serious incident that could result in FTE | Principal | Refer to principal if: <ul style="list-style-type: none"> • Issue would normally result in FTE • If staff have indicated that a police or social services referral is necessary • Any comments towards staff could be constructed as inappropriate or sexualised- no matter how minor it may seem • Weaponry, drugs or alcohol, pornographic material or other harmful substance is suspected to be accessed • Endangerment of others- including intentionally coughing, wiping, smearing of bodily fluids. Destruction or tampering with H&S equipment or signage. • Child on RMP has failed to meet agreed expectations. | The principal may wish to: <ul style="list-style-type: none"> • Phone call home to discuss issue with parent/carer and student. • Log incident on Arbor • Log incident on CPOMS if applicable. • Implementation of Risk Management Plan (RMP) where needed. This should be stored on CPOMS. And a pin note placed on Arbor. • Referral to police and/or other key agencies such as social services. • If a student is deemed MORE 'at risk' studying at school, a temporary suspension from attending school maybe considered. This would be carried out in liaison with all relevant active agencies. |
| | | | |

Risk Management Plan

| Student Name | DOB | Teacher: |
|---|-----|----------|
| Identification of risk | | |
| Is the risk potential or actual (Has there already been an incident?) | | |
| Who is affected by the risk | | |
| Assessment of risk | | |
| In what situation did (Does) the risk usually occur | | |

| | | |
|---|---|---|
| How likely is it to arise | 1 least likely 10 most likely | 1 2 3 4 5 6 7 8 9 10 |
| What kind of injuries or harm are likely to occur | Risk to life or self or others Risk of infection for self or others Risk of Loss of limbs- self or others Risk of emotional harm to others Risk of physical harm to others Racist, homophobic or abuse Other: | |
| How serious are the adverse outcomes | 1 low risk 10 high risk | 1 2 3 4 5 6 7 8 9 10 |
| Reducing the risk | | |
| Steps to reduce the risk | Teachers agree to: 1) 2) 3) 4) 5) | Student agrees to: 1) 2) 3) 4) 5) |
| What is the risk if the plan is followed | 1 Low risk 10 High risk 1 2 3 4 5 6 7 8 9 10 | NB: A risk factor higher than 5 may indicate that during the current crisis it is not deemed safe for the child to attend the setting at this time. |
| What are the consequences should the plan not be followed | | |
| Additional comments: | | |
| RMP Completed By: | | Date |
| Agreed by Teacher | | Date |
| Agreed by Parent | | Date |
| Agreed by Student | | Date. |
| Agreed by Principal: | | Date |