



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

October 2021

Version	1.3
Date of Review	September 2022

Expectations – The Avanti Way:

Avanti schools support each person's life journey along three parallel paths: Educational Excellence; Character formation; and Spiritual Insight.

Avanti Gardens School Values:

At Avanti Gardens school, we also follow our own school values, which encompass our Avanti Philosophy. Our values are:

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

These values 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. We also follow the Unicef Rights Respecting Schools principals to ensure that our children feel happy, safe and confident.

'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 their learning.

Restorative Practice at Avanti Gardens School:

In order to support the children of Avanti Gardens School to meet our shared expectations of behaviour and reflect our values, we follow Restorative Practice. We believe that restorative approaches are the most effective way to support accountability (putting things right). Following this, our focus is on;

- Addressing the harm done to individuals (rather than focusing on rule breaking)
- Taking responsibility and problem-solving (rather than focusing on blame)
- Prioritising dialogue and negotiation (rather than taking an adversarial approach)
- Placing repair, apology and reparation at the heart of the process (rather than focusing solely on consequences to deter repeated incidents)
- Recognising that success is dependent on the quality of interpersonal processes (rather than impersonal processes)

The result of adopting a restorative approach is that the needs of those affected (by

behavioural incidents) are addressed and accountability is secured via an expectation that the individual needs to put things right. In order to support the development of positive behaviour and community cohesion, all practice in response to the expectations listed above will be delivered in line with the principles of Restorative Approaches (RA). Restorative Approaches in Schools (RAiS) have grown out of a set of practices under the heading of Restorative Practice (RP). Both RP and RAiS have a substantial evidence-base in terms of reducing harmful behaviour and reducing repeat harmful behaviour.

At Avanti Gardens School we believe that restorative approaches are the best way to foster the development of positive behaviour and to learn in a community where our values are prioritised through a commitment to:

- Learning within a safe environment that allows all children to achieve their full potential
- The facilitation of positive attitudes towards one another and towards oneself
- Perseverance and self-belief
- Respect for, and due consideration towards, all other members of the academy community – children, young people and adults alike
- Happiness in the sense of feeling valued and emotionally secure
- The development and maintenance of positive relationships between all academy community members

Applying the principles of Restorative Practice:

At Avanti Gardens School, we recognise that becoming able to relate positively and to act respectfully towards others is a learning process. We believe that restorative approaches should be actively taught to our children within the structure of positive relationships, building everyone's capacity to appropriately respond to the needs of others. We believe in empowering members of our community, listening to their voice with regard to decisions that affect them, wherever possible and realistic. This does not mean we allow people to do whatever they want; instead, we use person-centred approaches to find out what is important to and for members of our academy community and use this meaningful information to guide our decision making. Of central importance to our restorative approach is that each individual takes responsibility for their own actions. Restorative approaches are not an easy way out. When used as a response to a harmful incident, there will usually be a consequence that is experienced negatively by the person whose action(s) has resulted in harm or disruption. This may just be the experience of having a supportive, yet challenging, conversation. In addition, it may also be a consequence that is decided through a restorative conversation.

The guiding principles of Restorative Practice are that;

1. Those involved are supported to decide upon the consequences themselves and
2. The response process provides an opportunity to learn, by reflecting on how to approach similar situations in the future.

Consequences will vary and are usually decided with all parties involved. RP conferences may not always take place on the same day as an incident; this may be dealt with when

all parties are emotionally ready and able. A set of RP questions will be located in each classroom, shared spaces, on all staff members lanyards and on the back of our red and yellow cards. These questions will be used to facilitate the RP conversation.

Restorative Practice Conversations:

- What happened?
- How did it make you feel?
- How did it affect others?
- How can we make it better?
- What can we do differently next time?

All staff at Avanti Gardens School have been trained in the use of restorative approaches. This training included a focus on how to have quick and relatively informal restorative conversations with children, or with staff, when behaviour is in some sense disrupting the learning environment. An approximate script, using the 5 questions listed above, provides a useful guide for this and is visible all around our School. Staff understand that this is a guide only and should not be used in a completely rigid manner. The function of these conversations, is in an emotionally supportive manner, to raise children's awareness of the impact of their behaviour upon others.

In each classroom, across the school, staff use daily 'check ins' to model and provide the opportunity for our children to share the emotions that they are feeling. This is done twice daily, both in the morning and the afternoon.

Special Educational Needs and/ or Disabilities:

At Avanti Gardens School, we understand that some children as a result of their Special Educational Needs and/or Disabilities, may need additional support or provision, to develop their understanding of our behaviour framework or to manage their behavioural choices. We acknowledge that behaviour is a form of communication and work hard to ensure that we adapt our provision, to support children's individual needs. Working together with Parents and the child, we make adjustments where needed, that are individualised to need.

Rewards for positive behaviour:

At Avanti Gardens School, 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

Individual rewards

- All adults around the school, will use a range of methods including verbal praise and stickers to reward children for their individual effort and achievements in relation to their starting point, taking account of any additional needs they may have.
- Each week, class teachers will nominate a child to be 'star of the week', along with a child that has been displaying each of our school values, to be celebrated in achievement assembly. The child will show work during the assembly and will receive a certificate.
- 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.
- A list of all children who achieve an award each week will go into the weekly bulletin.

Collective rewards

- House points are issued by all staff members to reward children for demonstrating the school's values in class and around the school. Teachers use a chart within the classroom to record house points which are issued to the house that child is in.
- Each week, the house that has the most house points, will be announced in celebration assembly. These points will be reset for the next week.

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 - Assembly - When the class is led by a supply teacher - In the library - Unstructured time 	<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 attention - 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 - Sitting on their 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 appropriately

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. Our daily check-ins seek to encourage children to identify and share that they are not ready for learning to their trusted adult.

Strategies for pre-empting deterioration in behaviour and reducing its incidence		
Ensuring that consideration is given	Showing the benefits of good behaviour	Continuing to build upon mutual respect,

to organizational issues	through positive reinforcement	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"> - House 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/ emails 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. A Restorative Practice conversation will be held with all parties involved, to encourage them to reflect and adapt their behaviour to prevent it happening again.

Consequences for 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 may 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.

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> <p>Staff are encouraged to use Right Respecting Schools language by referring to pupils' rights and responsibilities.</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</p>

	<p>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>
<p>Step 3</p>	<p>Yellow card</p> <p>Children will receive a yellow card. The child will miss 3 minutes of their next break time. Restorative Practice conversation to be had.</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 happened? - How did it make you feel? - How did it affect others? - How can we make it better? - What can we do differently next time? <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 may 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>
<p>Step 4</p>	<p>Red card</p> <p>Children will receive a red card. The child will miss 5 minutes of their next break time. Restorative Practice conversation to be had.</p> <p>The class teacher will explain to the child why they have received the red card and during the 5 minutes.</p> <ul style="list-style-type: none"> - What happened? - How did it make you feel?

	<ul style="list-style-type: none"> - How did it affect others? - How can we make it better? - What can we do differently next time? <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 the behavioural choice they have made.</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 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>Dependent on the behaviours that have occurred, the member of SLT will make a decision regarding next steps for that child.</p> <p>As a result of an SLT referral, the child may come to the member of SLT on a daily basis for one week to review their Stage 1 Behaviour plan; the class teacher may 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.</p> <p>The member of SLT will communicate the decision to the child's parents, including explaining the procedure for repeated referrals (see below).</p>
Persistent behaviours	<p>3 incidents of SLT referral within a period of a half term will result in an internal suspension of half a day.</p> <p>3 incidents of internal suspension within a period of a half term will result in a one-day suspension.</p> <p>Any decision to suspend, internally or externally, is the responsibility of a member of the SLT.</p>
<p><i>*At lunchtime each day, yellow cards and red cards are cleared so that there is a</i></p>	

'fresh start' for the afternoon. The same applies at the end of each school day.
***An adapted version of our yellow/red card system is in place in our Early Years classes. All children start the day on the sun and as a result of behavioural choices, may move on to the rainbow or cloudy sun.*

Lunch Club:

At Avanti Gardens, all children have the option to attend lunch club. This is supervised by a member of the leadership team each lunchtime. If a child makes a wrong choice at lunchtime, they may be asked to spend some time in lunch club reflecting on their behaviour. This gives the opportunity for that child to have a restorative conversation with an adult in a calm environment.

Suspension/ Permanent Exclusion:

Internal Suspension

Suspension 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.

A Suspension 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 suspend a child. This will be communciated to Parents.

As a result of a suspension, additional support may be put in place in order to help the child 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 suspension is a formal process but not a legal exclusion.

External Suspension:

Whilst every effort will be made to keep children in school and cater for their needs, external suspensions will be considered where needed:

- In response to a serious breach, or persistent breaches of the school's behaviour framework; 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 external suspension:

- 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.

Permanent Exclusion:

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 suspension.

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.

