



# Behaviour Framework

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## Purpose

This document sets out measures which aim to:

- Promote exemplary behaviour, self-discipline and respect
- Prevent bullying
- Ensure that students complete assigned work
- Regulate the conduct of students

It also covers the following:

- Screening and searching of students
- The use of reasonable force and other physical contact
- The potential to discipline beyond the school gates
- When and how the school works with Devon County Council and other partner agencies to assess the needs of students who display continuous disruptive behaviour

## Statement of Intent

Avanti Hall School has a progressive approach to behaviour management, recognising that all behaviours are highly influenced by our ability to:

- Communicate with each another;
- Form positive relationships;
- Understand what initiates differing behaviour patterns in both ourselves and others, by gaining a growing awareness of our emotions and emotional regulation techniques;
- Reflect on our patterns of behaviour and influence our thought processes and subsequent actions, to ensure we all take ownership of our actions.

Our culture is underpinned by a very clear set of values; independent thinking, mutual respect for others and taking responsibility for our actions and this is reflected in our policies and everyday practice. The ethos of Avanti Hall School, and the Avanti Schools Trust as a whole, fully supports our approaches towards the management of behaviour.

We adopt a proactive style in our systems of management, recognising and responding to the needs of all individuals and adopting a more personalised and holistic approach towards the development of our curriculum.

We believe that all members of our community have the right to learn in a secure, safe and stimulating environment. Avanti Hall School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN).

## Principles

We believe that to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This is based on the twin values of respect and responsibility: respect for the individual, the balance of fundamental rights and responsibilities, together with the fostering of a sense of community for all those involved.

Avanti Hall School is based on inclusive principles, which recognise and respect diversity, strive to promote equality and give both rights and responsibilities equal weighting.

This behaviour policy aims to develop in students an acceptance of responsibility for their own behaviour. It also identifies ways in which we endeavour to remove barriers to learning and promote self-reliance and independence.

We believe that everyone has the right to:

- Feel safe at school
- Enjoy and achieve
- Learn/teach without unnecessary interruption
- Be listened and heard
- Work in a pleasant environment for learning
- Be treated honestly and fairly, with dignity and respect.

We seek to create an effective learning environment at school by promoting and modelling positive behaviour patterns in a consistent manner, in order to develop the student's ability to:

- Develop their self-esteem and self-worth;
- Self-reflect and take ownership for changing their behaviour patterns where necessary;
- Form positive relationships based on mutual respect;
- Ensure they treat others in a fair and transparent manner;
- Encouraging consistency of response to positive or negative behaviours.

We seek to support this process of personal development by ensuring that:

- Our systems are proactive in their approaches and demonstrate early intervention and prevention strategies
- We create a safe and caring learning environment which is free from disruption, violence, bullying and any form of anti-social behaviour
- We work in partnership with our parents/guardians, carers and local community to develop a shared approach towards the management of development of our students' behaviour both inside and outside the school environment.

## School procedures

Student behaviours are influenced by their experiences outside of school and their ability to gain a deeper understanding of their thoughts and feelings. Curriculum time in Yoga and SMSC/PSHE promote a sense of wellbeing and support this growing awareness of themselves. Acceptable standards of behaviour must be taught and modelled consistently on a daily basis.

We also recognise that teaching and learning can be intrinsically linked to initiating specific negative behaviour patterns, therefore, strategic tools to support and develop the quality of teaching and learning are an integral part of our everyday practice and are transparent in their nature and involve both students and staff. School staff will take proactive steps to establish a positive learning environment by setting high positive expectations that promote inclusivity, challenging behaviour that disrupts learning, planning and delivering lessons that meet all children's needs.

## Promoting good behaviour

Avanti Hall School's process for promoting good behaviour are clear, simple and consistently applied so that they are understandable to staff, parents and students.

This policy takes into account the following:

1. A consistent approach to behaviour management;
2. Strong school leadership;
3. Classroom management;
4. Praise and consequence
5. Behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Pupil support systems;
8. Liaison with parents and other agencies;
9. Managing pupil transition;
10. Organisation and facilities

## Maintaining good behaviour

To maintain good behaviour and discipline in school, staff can:

- sanction students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- sanction students at any time the pupil is in school, on fieldwork or elsewhere
- sanction students while under the charge of a teacher, including on school visits.
- sanction students in certain circumstances when a pupil's misbehaviour occurs outside of school.
- impose compulsory sessions outside school hours.
- confiscate students' property.

To be lawful, the consequence of poor behaviour will satisfy the following three conditions:

- The decision to sanction a student must be made by a paid member of school staff, or a member of staff authorised by the Principal;
- The decision to sanction the pupil and the consequence itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances. Account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The definition of 'staff' for the purposes of this policy unless stated otherwise includes:

- Teachers
- Learning Support Assistants
- Paid employees

Staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school safeguarding policy. In addition, they will consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether an Early Help Assessment is necessary.

## Praise and Recognition

Avanti Hall School understands the importance of recognising and celebrating student effort and achievement. Students that consistently try their hardest, overcome personal challenges, improve their behaviour or attendance or produce work that shows extra effort will receive praise and recognition. It is essential in establishing a positive ethos in school.

The school operates a system of Recognition Points that can be awarded by any member of staff. They can be awarded for all kinds of reasons from class work, home learning or notable displays of Avanti values. All recognition points will be counted towards their class's totals and there will be regular awards for the form group with the most points in a specific time frame e.g a week, month, term or year.

Avanti Hall School will also celebrate achievement in termly celebration assemblies, with postcards and phone calls home, with verbal praise and with classroom and school displays.

## Behaviour and sanctions

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Avanti Hall School has a range of disciplinary measures clearly communicated to school staff, students and parents. These can include:

- A verbal reminder
- Extra work or repeating unsatisfactory work until it meets the required standard
- Supervised breaks or lunch times

- Directed extended study including during lunch-time or after school
- Writing a reflection of their behaviour and finding ways to put things right, before being allowed to re-join the classroom
- Spending time in the Recovery Room
- Being placed on pastoral report which may require early morning or after school reporting
- Fixed-term exclusion
- Working with stakeholders to find alternate provision
- Permanent exclusion

As an all-through school with children aged 4-16, Avanti Hall School has two behaviour management systems with a framework for Early Years Foundation Stage and Key Stage One (Years R through to 2) and a framework for Key Stage Two, Three and Four (Years 3 through to 11).

## Lower School Behaviour Framework

Tariff	Examples of behaviour (not an exhaustive list)	Consequence ( <i>must be recorded on Arbor</i> )
First warning	<ul style="list-style-type: none"> <li>• Talking when asked not to</li> <li>• Arguing with children or adults</li> <li>• Refusing to follow instruction</li> <li>• Unkind words or actions</li> <li>• Rudeness</li> <li>• Rough behaviour</li> <li>• Leaving out other children unfairly</li> </ul>	<b>Verbal warning</b>
Second Warning	Repetition of B1 actions	<b>Name recorded discreetly</b>
Parked	Repetition or escalation of B2 behaviours OR Stand-alone actions such as: <ul style="list-style-type: none"> <li>• Biting</li> <li>• Kicking</li> <li>• Hitting</li> <li>• Fighting</li> </ul>	<b>Parked.</b> Young person is removed from class to work in another class or room. The location of the <b>parking</b> is timetabled and arranged for a calm learning environment. SLT or Phase Lead will decide amount of time spent parked.
Escalation	Continued behaviours despite interventions or stand-alone behaviours that put children or adults at risk. OR Disruptive behaviour while parked OR Two or more times parked throughout a week OR Four or more times parked in a 4-week period	Consequences could include: <ul style="list-style-type: none"> <li>• Staying in for a proportion of break or lunch time</li> <li>• Parents/Carers may be asked to attend a meeting to discuss a support plan</li> <li>• Speaking to the Principal</li> <li>• In some extreme cases, fixed term exclusion may be considered</li> </ul>

## Upper School Behaviour Framework

<b>CHALLENGING DISRUPTIVE BEHAVIOUR</b>		
<b>Tariff</b>	<b>Examples of behaviour (not an exhaustive list)</b>	<b>Consequence (must be recorded on Arbor)</b>
B1	<ul style="list-style-type: none"> <li>• Talking when asked not to</li> <li>• Arguing</li> <li>• Calling out</li> <li>• Insufficient work completed</li> <li>• Refusal to follow basic instructions</li> <li>• Unkind or offensive language</li> <li>• Rudeness</li> </ul>	<b>Verbal warning</b>
B2	Repetition of B1 actions	<b>Name recorded discreetly</b>
<p><b>At this point, a student has had two official warnings regarding disruptive behaviour. This means there is a significant impact to learning and other students are suffering the consequences. If behaviours do not improve, the student will be removed.</b></p>		
B3	Repetition or escalation of B2 behaviours OR Extreme rudeness or unkindness OR Leaving site without permission or not attending a class without permission	<b>Student attends the Recovery Room.</b> SLT will remove disruptive student from the class and take to the Recovery Room. Decision made regarding ½ day or full day. This could be across two days of school.
B4	Serious or continued misbehaviour in Recovery Room OR Two or more Recovery Room in a week OR Four or more Recovery Room in a 4-week period OR Stand-alone actions that could include (but not limited to): <ul style="list-style-type: none"> <li>• Deliberate defiance</li> <li>• Hitting, kicking or assaulting another student or staff member</li> <li>• Intimidation of a member of staff</li> <li>• Persistent bullying of another student</li> <li>• Fighting</li> <li>• Threatening language or swearing directly at or about a member of staff</li> <li>• Misuse of mobile phone or other technologies</li> <li>• Leaving school site without permission</li> <li>• Possession of alcohol or drugs</li> <li>• Smoking/use of e-cigarette</li> <li>• Sexual misconduct</li> </ul>	Consequence could be:  <b>Extended time in Recovery Room</b>  <b>Fixed Term Exclusion</b>  <b>Pastoral report</b>  <b>Alternative Educational Provision</b>  <b>Permanent Exclusion</b>

<b>CATCHING UP ON WORK MISSED</b>		
Work based consequence	<ul style="list-style-type: none"> <li>• Work not completed to acceptable standard (based on student's individual ability)</li> <li>• Home learning not submitted on time</li> </ul>	<p><b>Directed Extended Study</b></p> <p>½ hour for first instance            1 hour for failure to attend (or for regular repeats)            1.5 hours (Friday) for missing 1hr            Recovery Room            Home Learning Report</p>

## Reasonable adjustment

After any behaviour that requires application of the behaviour policy, and before any consequence is decided, the pastoral team will consider if a student requires an adjustment of the policy. For some students that have experienced past trauma or have diagnosed attachment difficulties, behaviours may be a result of this, and, in this instance, the consequence may be adjusted to reflect the student's individual circumstance. Similarly, pastoral reasons, such as grief, will be taken into account. If a student has a special educational need and their pen portrait has not been adhered to, their behaviour is explained and there may not be a need for a sanction. Avanti Hall School is committed to the fair treatment of students and will always consider the student as an individual before deciding a consequence.

## SEND Space

Avanti Hall School understands that some student's need means there will be times when they feel distressed or anxious and this can lead to an escalation of behaviour. For these students, the SEND Lead will issue an Exit Card that allows a student to leave a classroom if they feel their behaviour is escalating. Staff in class may encourage a student to use their exit card if they see a child is struggling. The student will attend the SEND Safe Space and take time to soothe and to calm their behaviours. This room will be staffed by a member of the SEND team who will help them to do this and return to class.

Exit cards will only be issued by the SEND Lead and only following a discussion with parent/carer and child. Misuse of the Exit Card could lead to it being revoked.

## Restorative approach

Restorative practices are at the heart of all we do. Students will be asked to reflect on their actions and encouraged to take responsibility for their behaviour by thinking and talking about causes and consequences. Restorative practice is adopted throughout the school and will be used to support behavioural incidents, relationship breakdowns and instances of bullying-type behaviour. It is this approach that will allow young people to take responsibility for their actions and learn how to do things better.

## Directed Extended Study

Directed Extended Study will be the consequence for a lack of effort or failure to submit the expected level of work. This may be for class work or for home learning. Directed Extended Study will be an opportunity for students to catch up and ensure they close the gap in their learning that would have been created.

Staff have the right to keep students in directed extended study:

- after school from 3:15pm to 4:30pm
- any school day where the pupil does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break; and
- non-teaching days – usually referred to as ‘INSET’ days

While parental consent is not required, staff must contact parents to inform them of their decision. This is appropriate in order to safeguard students. Notice may not be necessary for a short after school sanction (for example, remaining behind after session to complete work for ten minutes) where the pupil can get home safely.

Staff will not issue a sanction where they know that doing so would compromise a child's safety. When ensuring that a sanction outside school hours is reasonable, staff issuing the sanction will consider the following points:

- Whether the detention is likely to put the student at risk
- Whether the student has known caring responsibilities which mean that the detention is unreasonable
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent
- With lunchtime sanctions, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

## Parking (EYFS, Key Stage 1 & 2) and the Recovery Room (Key Stage 3 & 4)

Avanti Hall School's view is that learning environments must be free from disruption. We expect lessons to be interesting and engaging but students must understand that disruptive behaviour affects other students learning, reduces opportunity around school and isolates students from their peers.

In the primary phase, if students are disrupting learning and classroom interventions have not led to a change in behaviour, they will be parked. This means that they will be removed from their class to another class which is calm and positive. They will work in this environment, remaining parked until

they have completed their tasks and they have had a restorative conversation with the staff that issued the consequence.

In Key Stage 3 & 4, the Recovery Room gives the opportunity for students that have disrupted learning to calm themselves, reflect on their behaviour and work with staff to make right the situation. It also gives the class the time and space to recover from the impact of the disruptive behaviour as it can have a negative impact on both their academic progress and, more importantly, their emotional health.

If a student disrupts learning, they will be removed from class and asked to reflect on their behaviour away from the classroom community. In the Recovery Room, when ready, students will be asked to complete a reflective task that asks them to consider their behaviour and the impact it had on those around. They will be asked to consider what other choices they could have made or what support they may need in future. There will also be a restorative conversation between the student and those affected by the disruption before the student returns to class.

Students may be placed in the Recovery Room for half a day or a whole day. During that time, they will be expected to complete the same amount of work that they would have completed had they remained in class. They will not be able to leave the Recovery Room until they have completed this work to an acceptable standard, based on their individual ability.

For more serious incidents, students may spend more time in the Recovery Room as an extended sanction. The Principal will decide how long a student spends in the Recovery Room and students are expected to complete all work set to the correct standard.

## Reports

If a student's behaviour is consistently disruptive, and there is no pastoral or SEND reason for this, they may be placed on report. Students on report will be given two or three attainable targets that they will be expected to focus on. They will be required to present their report for each lesson and will be graded on their targets. Grades that demonstrate a failure to attempt one or more targets will result in Directed Extended Study at the end of that day. Reports give the pastoral team an opportunity to closely monitor the student, allowing them to identify any areas where the student is struggling and put together a plan to support the student.

## Fixed term exclusion

A fixed-term exclusion can be used when a student displays more extreme issues. Normally, this is on the ladder of 1, 3 then 5 days, and is the discretion of the Principal.

Exclusion at Avanti Hall School is used to show that certain behaviours are not acceptable within our community, and sends a strong message to the student, their parents and importantly, the rest of the student body.

Exclusion also offers a short respite for students and staff, appropriate supportive plan to be agreed, and restorative measures and reflection to be put in place before the student returns to lessons.

During exclusions, appropriate work will be set and the student is expected to complete this work to the best of their ability. Students need to present this work on their return to school and they will only be returned to sessions if the work is complete and of an acceptable standard.

## Alternative Educational Provision

Where a student is not able to show that they can or will accept the expectations of the school, alternative education provision will be sought.

This will initially be with the support of the school, and focus on character development of the student for them to understand and buy into the expectations of Avanti Hall School.

Due to its nature, this provision will be bespoke to meet the needs of the student.

If the student shows consistently that they will not accept the expectations of the school, an assessment will take place to determine whether the student is able to access mainstream education at all. This may involve multiple local agencies.

If this assessment is positive, the school will work to accomplish a successful managed move to another mainstream school.

If the assessment is that the student is unable to access mainstream education, the school will work with an alternative provider to ensure they will meet the student's needs. At this point, the student will be transferred from Avanti Hall School to the alternative provider.

## Permanent Exclusion from School

Avanti Hall School, and the Avanti Schools Trust as a whole, believes that if all stakeholders work together to focus on meeting the needs of our young people, that permanent exclusion is not necessary.

These stakeholders include:

- The student
- Their family / carers
- Other schools
- Devon County Council

However, if stakeholders are not willing to work collectively to ensure a student's needs can be met, extreme issues may result in a permanent exclusion. This could be a one off incident. This will be decided by the Principal pending ratification or otherwise by the South West Hub Board of Trustees, which acts as the school's Board of Governance.

## Prevention of bullying

It is our belief that students and staff should be kind and supportive of one another. They should show empathy and respect towards others and have the courage and integrity to stand up to bullies. Our Anti-Bullying and cyber bullying policy is found on the school website.

## Students' conduct outside the school grounds

There may be occasions when staff have the right and duty to sanction students for poor behaviour outside school premises.

Staff may sanction students for misbehaviour when the student is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- in some other way identifiable as a student at the school.
- misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another student or member of the public or
  - could adversely affect the reputation of the school.

Staff will only sanction the student on school premises or elsewhere when the student is under the lawful control of the staff member.

## Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from students:

1. Staff can confiscate, retain or dispose of a pupil's property as a consequence, so long as it is reasonable in the circumstances. For example, chewing gum which is not allowed in school may be confiscated and thrown in the bin or a mobile phone, if misused, could be confiscated and retained until a parent comes into school to collect.
2. The Principal, the Designated Safeguarding Lead and the Deputy Safeguarding Lead can search without consent for "prohibited items" including:
  - knives and weapons
  - alcohol
  - illegal drugs

- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Legislation sets out what must be done with prohibited items found as a result of a search. For example, weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for staff to decide if and when to return a confiscated item.