



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

December 2020

Version	1.2
Date of Review	August 2021

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
<p>Individual rewards</p> <ul style="list-style-type: none"> - 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 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.

- 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 the 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.

Collective rewards

- House points issued by all staff members to reward children for demonstrating the school's values in class and around the school. Teachers use 'class dojo' 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	Emotional barriers leading to unstable

	possible vulnerability	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. - Sitting 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. 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 to organizational	Showing the benefits of good behaviour through positive	Continuing to build upon mutual respect, support and

issues	reinforcement	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. 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 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.

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 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 on their behaviour chart. The child will miss 3 minutes of their next break time. This cannot be retracted. 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 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>
<p>Step 4</p>	<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. 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, a the child will complete an age-appropriate written reflection:</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>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 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>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 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</p>

	<p>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 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 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.

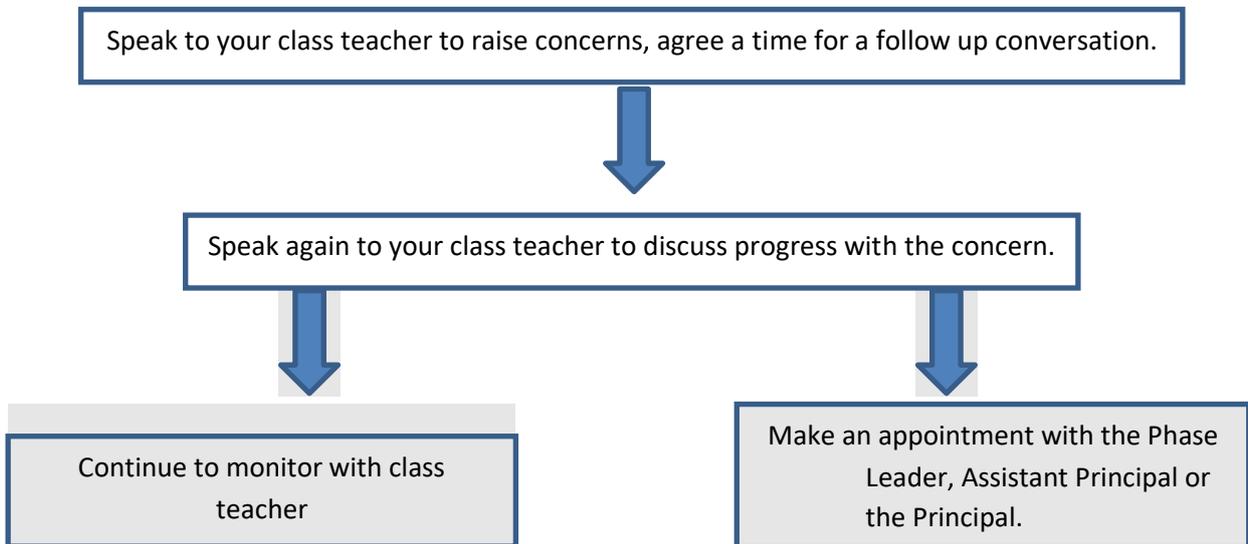
Partnership and communication:

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:



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 Principial’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 	<ul style="list-style-type: none"> Conversation with student(s) which could include a verbal warning, moving seats and

		<p>behaviour within the school during normal operation.</p> <ul style="list-style-type: none"> This could include rudeness, disrespect or not following instructions 	<p>other behaviour management strategies.</p> <ul style="list-style-type: none"> 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"> The issue would usually result in a fixed term exclusion The SLT believe that a referral to the police or another agency is necessary Any comments towards a member of staff could be constructed as inappropriate or sexualised 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