



# AVANTI GARDENS

## SCHOOL

### Avanti Gardens School Behaviour for Learning Framework

Avanti Schools supports each person's life journey along three parallel paths: Educational Excellence; Character formation; and Spiritual Insight. To help pupils progress along their path we have five **behaviour for learning principles** that all staff and pupils work hard to achieve:

- *We are ready to learn*
- *We are good listeners*
- *We try our best*
- *We act safely*
- *We are kind*

We believe that these five **behaviours for learning principles** foster the Avanti Three Fold Path of:



## CHARACTER FORMATION



## SPIRITUAL INSIGHT



## ACADEMIC EXCELLENCE

## Praise and Rewards

Reward	Example
Verbal praise/hand gesture private (be specific 'process praise')	Quiet word 'Jahiem the way you have written that sentence is excellent, I like the way you have used alliteration' or a simple thumbs up and a smile
Verbal praise public (be specific)	Acknowledge a piece of work publicly (be aware that some pupils find it difficult to accept praise in this way) Dojo points given (noticed/caught by teacher showing exemplary good learning behaviours) given by any member of staff
Classroom awards	Dojo Points, Dojo Certificates, ad hoc Stickers and House Points.
Contact home	Phone call, message on Class Dojo or Dojo Certificate for continual/consistent good work/behaviour.
School award	<ul style="list-style-type: none"> <li>Principal's award certificate and trophy for exceptional work/behaviour linked to the 6 Avanti Virtues developed through consistent learning standards.</li> <li>Dojo trophies awarded weekly to the most points received in each Key Stage each half term.</li> <li>House Points Trophy and outdoor learning prize for most points accumulated each half term.</li> <li></li> </ul>

## Houses

To help develop teamwork and a collective reward system, pupils are placed in one of 4 houses. The Avanti Gardens Community Group (Student Council) has chosen the house names based on a **GLOBAL EXPLORERS** focus:

- GRYLLS** (Bear Grylls OBE is a British adventurer. He achieved his childhood dream of climbing to the summit of Mount Everest in Nepal. At 23, he was at the time among the youngest people to have achieved this feat)
- TENZING** (Tenzing Norgay was a Nepali-Indian Sherpa mountaineer. He was one of the first two people known to reach the summit of Mount Everest)
- HARGREAVES** (Alison Jane Hargreaves was a British mountain climber. Her accomplishments included scaling Mount Everest alone, without supplementary oxygen or support from a Sherpa team, in 1995)
- PURJA** (Nims Purja MBE is a Nepal-born naturalised British mountaineer and a holder of multiple mountaineering world records)

## Classroom strategies for de-escalation

All staff use low-level interventions to correct behaviour in order to minimise the learning time lost to disruption. Staff will give pupils 'take up' time to process a request.

Strategy	Example
Non-verbal intervention	Hand gesture, facial expression, eye contact, proximity
Positive group correction	"I need to see everybody writing/reading"/'Almost everyone is listening/This group is ready, well done.
Anonymous individual correction	"I need two more pairs of eyes"
Private individual correction	One-to-one conversation – solution focused / Corrective language is framed in a positive way ' I really like the way you ..... Rachel I would like you to be listening ..... )
Private individual precise praise	Whisper positive feedback to reinforce expectations

Lightning-quick public correction	<p>"Brendan, I need you writing, just like Luke is... Thank-you Brendan." (could be whispered to give the illusion of privacy)</p> <p>Rationale: The use of thank you presumes compliance.</p>
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## Consequences

Some pupils will occasionally find it hard follow the behaviour for learning principles. When this happens, we first use the de-escalation strategies above and if these prove ineffective, we then use the following tool kit of responses. Consequences are commensurate with the level of severity for the negative behaviour. These are followed up with a restorative conversation at a time that is appropriate:

Strategy/Consequence	Example
Move work area	Move space within the class 'Concentration Station'
Class Teacher to have restorative conversation	
Move work area to another class	Move to work in another class for a short period of time e.g. 20 mins
Identified Restorative Time	Time identified in the timetable for a restorative conversation or to complete a piece of work
Referral to Phase Leader or Assistant Principal	<p>Move to work in the phase leaders' room for a short period of restorative time.</p> <p>Contact home for a joint discussion with parents/carers and if possible, the child</p>
Referral to Principal	<p>If none of the above have worked, for persistent low-level disruption or for a one-off serious incident such as swearing, fighting, continual refusal to follow instructions the Principal can then use a range of consequences which can include:</p> <ul style="list-style-type: none"> <li>• Further regular meetings with parents/carers</li> <li>• Behaviour Support Plan</li> <li>• Fixed Term Exclusion followed by reintegration meeting with parents</li> <li>• Permanent Exclusion in rare cases</li> </ul>

With good clear classroom routines and well-planned lessons most disruptive behaviour will be deescalated and managed by the classroom teacher. Teachers are encouraged to ask for advice and support when they need it from Phase Leads, Senior Leaders or the SENDCO. We follow the principle of build, maintain and restore with regards to relationships between pupils and staff.

### **Pupils with SEND**

Some pupils have a special educational need which may make it difficult for them to follow the behaviour for learning principles. They may not respond to the above rewards and sanctions and so need an individualised approach. These pupils will have a Support Plan which will provide advice and support strategies for teachers and support staff. Staff will work closely with the child and there will be frequent communication with the parents/carers and external professionals if relevant to maximize the support network around the child.

### **Recording of incidents and rewards on Arbor**

All behaviour incidents should be recorded on Arbor. Statements may need to be taken from staff and pupils.

All house points and rewards given should be recorded on Arbor

Any safeguarding concerns should be recorded on CPOMS

### **Additional information**

#### **Fixed term exclusion**

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

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

Fixed term exclusion also offers a short respite for pupils and staff, appropriate supportive plan to be agreed, and restorative measures and reflection to be put in place before the pupil returns to lessons.

During a fixed term exclusion, appropriate work will be set, and the pupil is expected to complete this work to the best of their ability.

#### **Permanent Exclusion from School**

Avanti Gardens 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 pupil
- Their family / carers
- Bristol City Council

However, if stakeholders are not willing to work collectively to ensure a pupil'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 peer on peer abuse**

It is our belief that pupils 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 peers which abuse them. Our anti-peer on peer abuse and cyber bullying policy is found on the school website.

## **Learning Standards**

Our behaviour for learning core values for all pupils at Avanti Gardens are:

- We are ready to learn
- We are good listeners
- We try our best
- We act safely
- We are kind

During lesson time, it is the responsibility of the classroom teacher to set high expectations and to follow lesson procedures. We have a system of 'duty management' to support staff during lesson time. Pupils are regularly reminded of the importance of high standards of conduct and of the need for good behaviour in lessons and around school.

Sanctions for pupils displaying unacceptable behaviour may include a restorative discussion with the pupil. However, we are sensitive to the individual needs of pupils and sanctions may vary depending on the circumstances. Whenever possible, any intervention strategies are planned and designed to support, rather than punish, the young person. Communication with parents/caers is essential in all but the most minor behavioural issues.

At Avanti Gardens School, we believe that by setting our pupils clear, attainable standards, we can provide them with clarity and consistency regarding how they should be conducting themselves in lessons and around the school site. These standards are important if we are to be able to challenge pupils to achieve their very best, differentiate effectively to support a variety of pupil needs and ensure that all of our pupils can attend a safe school.

## **Celebrating Success**

Student meets all of the learning standards during the lesson.



Student awarded Dojo Points and House points For excellent learning, students can be awarded additional Dojo points and House points.

Student shows consistency in learning standards and goes above and beyond to 'shine' in one of Avanti Pillars: Character Formation, Spiritual Insight or Academic Excellence



Student awarded a special Certificate and trophy linked to the Avanti Three Pillars weekly. Daily stickers and certificates may also be given by the class teachers daily.



