

## Avanti Park School Behaviour for Learning Strategy

Avanti Schools support 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

### **Praise and Rewards**

Our focus is on praise and rewards **not** sanctions. We look for good learning behaviours and shine a light on these. We use a range of strategies and hierarchical rewards to praise good behaviour and learning. These include:

Reward	Example
Verbal praise/hand gesture private (be specific 'process praise')	Quiet word 'Jonah 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  5:1 ratio (5 positive interactions for any corrective language)
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)
Classroom awards	'I've been great today award' (noticed/caught by teacher showing exemplary good learning behaviours) given by any member of staff – marked by house points (X1) plus a sticker
Contact home	Post card home for cumulative house points 50, 100, 150 etc

	Phone call or ad hoc postcard for continual/consistent good work/behaviour.
School award	Principal's award certificate/sticker for exceptional work/behaviour - ad hoc basis - sent by teacher/member of staff to Principals office (x10 House points)
	X1 weekly class certificate related to key learning behaviours - 'Star of the week' - shared in celebration assembly (X 5 house -points). Nominated by class teacher
	Phase Leader, Vice Principal stickers, stamps
	General House Points (X1 maximum): Linked to 'behaviour for learning principles' and recorded on MIS - any member of staff to notice and record. In lessons or in break times
Special privileges	Afternoon Tea with SLT for continued brilliant work/behaviour. Nominated once per half term. One per year group nominated by teachers and coordinated by Heads of Key Stage
Attendance	Each week everyone with 100% attendance put in a draw for a pocket money prize. Reset each week – X1 child in each year group given out in each weekly celebration assembly.

**To help develop team work and a collective reward system pupils are placed in one of 4 houses. The names of these will be decided by the school council.**

## 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	"Brendan, I need you writing, just like Luke is... Thank-you Brendan." (could be whispered to give the illusion of privacy) Rationale: The use of thank you presumes compliance.

## 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 table within the class 'Concentration Station'
Timeout	Move to a quiet area within the classroom
Move work area to another class	Move to work in another class for a short period of time e.g. 20 mins
Losing free time	Losing a short amount of play/breaktime for a restorative conversation or to complete a piece of work

Referral to Phase Leader	Move to work in the phase leaders' room for a short period of time e.g. 20 mins or reflection time at break / lunch with restorative conversation
Referral to SLT - see on call rota in handbook	<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.</p> <p>SLT can then use a range of consequences which can include:</p> <ul style="list-style-type: none"> <li>• Report card to phase lead or SLT</li> <li>• Phase lead or SLT detention (lunch or afterschool)</li> <li>• Meeting with parents</li> <li>• Internal exclusion</li> <li>• Fixed term exclusion (followed by reintegration meeting with parents)</li> <li>• Permanent exclusion</li> </ul>
Contact parents	Phone call from class teacher - communication logged on Arbor comms log
Contact parents – next step	Invite parents in for meeting class teacher with SLT/Head of phase
Behaviour contract	Set up as part of parent meeting if appropriate. Clear achievable targets, review date set 2 weeks initially

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, SLT 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.

## **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. The 'pupil incident report form' will be used to do this and will be coordinated by a member of SLT.

All house points and rewards given should be recorded on Arbor

Any safeguarding concerns should be recorded on MyConcern/CPOMS

## **Additional information**

### **Reports/behaviour contracts**

If a pupil's behaviour is consistently disruptive, and there is no pastoral or SEND reason for this, they may be placed on report. Pupils 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 the pupil staying afterschool to take part in an additional learning activity supervised by a member of staff. Reports give staff an opportunity to closely monitor the pupil, allowing them to identify any areas where the pupil is struggling and put together a plan to support the pupil.

### **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.

Exclusion at Avanti Park 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.

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 exclusions, 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 Park 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
- Somerset County 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 bullying**

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 bullies. Our Anti-Bullying and cyber bullying policy is found on the school website.