

## Avanti Park School Behaviour for Learning Framework

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	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

## Houses

To help develop teamwork and a collective reward system, pupils are placed in one of 4 houses. The Student Council has chosen the house names:

- Pegasus
- Dragon
- Griffin
- Phoenix

## 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 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 (Reflection Room)</li> <li>• Suspension (previously called a Fixed Term Exclusion) followed</li> </ul>

	by reintegration meeting with parents <ul style="list-style-type: none"> <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 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.

### **Suspension (previously called fixed term exclusion)**

A suspension 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.

Suspension 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.

Suspension 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 suspensions, 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 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.

### **Key Stage 3**

The Year 7 and 8 pupils at Avanti Park School require a specific approach to help them to manage their behaviour so that we can all work in a positive, successful learning community.

Our behaviour for learning core values for all pupils at Avanti Park 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 tutor time.

Sanctions for pupils displaying unacceptable behaviour may include a restorative discussion with the pupil, break or after-school detentions, time in the reflection room. External agencies will be consulted where appropriate. 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 is essential in all but the most minor behavioural issues.

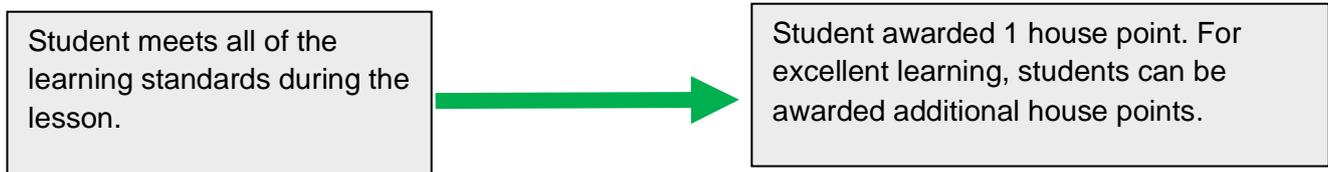
### **Learning Standards**

At Avanti Park 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.

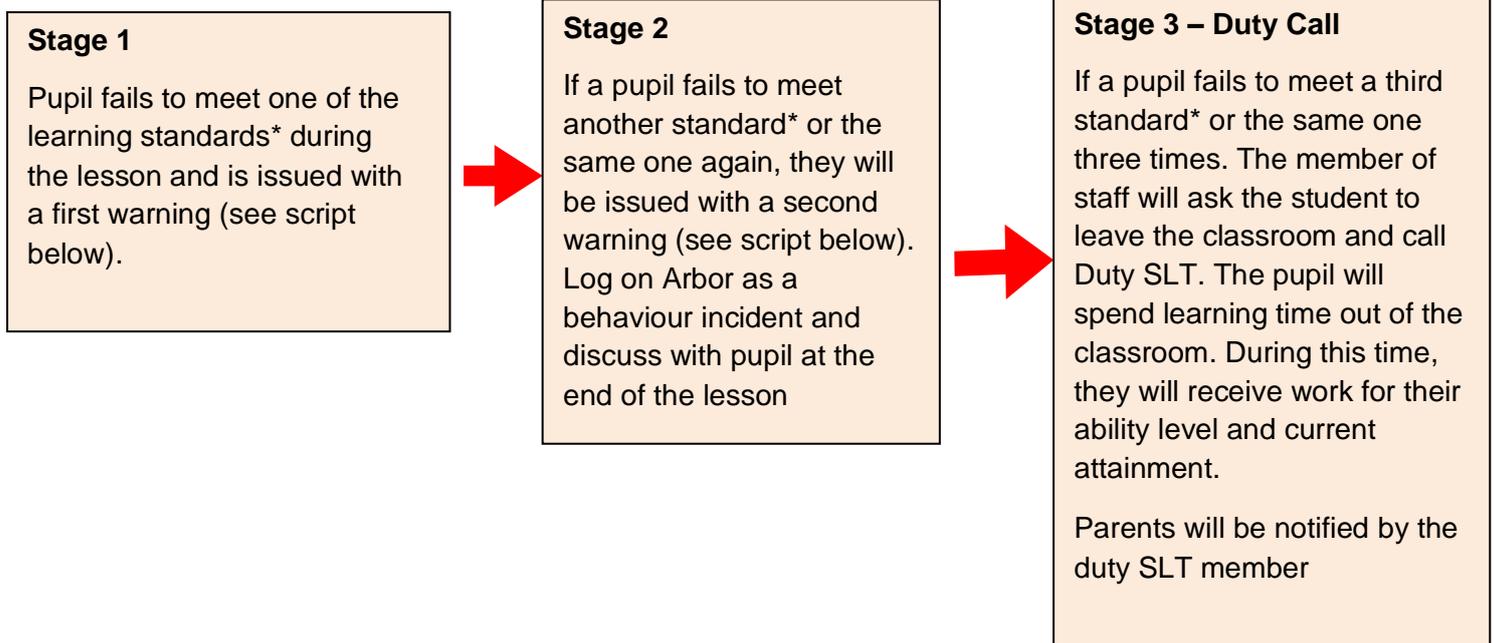
The 'Learning Standards' are detailed below, along with the procedures we have in place to celebrate and reward pupil success along with the sanctions in place where pupils fail to meet the standards repeatedly. The learning standards apply to behaviour for learning in lessons and tutor time.

	I will line up outside the classroom, enter quietly and start the 'do now' task straight away.
	I will bring the correct equipment to every lesson – pen, pencil, ruler, rubber
	I will sit where I am asked to
	I will listen to the teacher in silence when they are talking and not shout out
	I will complete all tasks set for me
	I will follow all instructions from any adult in the classroom
	I will speak politely to everyone and always show respect
	I will stand behind my desk quietly at the end of the lesson and wait for instructions to leave.

### **Celebrating Success**



## What happens if a pupil does not meet the learning standards?



\*Warnings can be given for not meeting the following learning standards:

- I will follow all instructions from any adult in the classroom
- I will sit where I am asked to
- I will listen to the teacher in silence when they are talking and not shout out
- I will speak politely to everyone and always show respect

### **Stage 1 script:**

You have been given your first warning. You need to *listen without shouting out/sit/where you have been asked/speak politely/follow instructions* – thank you

### **Stage 2 script:**

You have been given a second warning. You need to *listen without shouting out/sit/where you have been asked/speak politely/follow instructions* – thank you

If you fail to meet another learning standard you will lose the right to be in the lesson

### **Stage 3 script:**

You have now lost the right to be in the lesson – You need to stand outside of the classroom and you will be collected by the duty teacher.

**Pupils with SEND.** Some pupils will need an adapted system due to their SEND needs. Staff will be made aware of which pupils this applies to