



## Behaviour for Learning Policy – Avanti Park School

This policy is in force until further notice from:	Summer 2024
This policy must be reviewed by:	Summer 2026
Policy Author(s):	Abby Atkins (Principal)
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Under the Trust's Scheme of Delegation this policy must be approved by APS SSC Such approval was given on:	APS SSC 13 <sup>th</sup> June 2024

The school policy is underpinned by the AST Behaviour Principles – Written Statement.

<https://avanti.org.uk/wp-content/uploads/2024/02/Statement-of-Behaviour-Principles-and-Framework.Spring-23.pdf>

and the AST School Suspensions and Permanent exclusions policy

<https://avanti.org.uk/wp-content/uploads/2023/06/School-Suspensions-and-Permanent-Exclusions-Policy.Spring-23.pdf>

## Avanti Park School Behaviour for Learning Policy

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

**Our approach to behaviour for learning is based on a restorative practice approach.**

### Praise and Rewards

Our focus is on praise and rewards **not** sanctions. 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
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)
Contact home	Phone call or ad hoc postcard for continual/consistent good work/behaviour.
School awards	Principal's award certificate for exceptional work/behaviour awarded in celebration assembly- half termly - (x10 House points)
	X1 weekly star of the week certificate related to key learning behaviours - shared in celebration assembly (X 5 house -points). Nominated by class teacher
	Phase Leader, Vice Principal stickers, stamps

	General House Points. Linked to 'behaviour for learning principles' and recorded on Arbor - any member of staff to notice and record. In lessons or in break times
House Point Certificates	Awarded for 50,100,150,200,250 – written by teachers and handed out in celebration assembly

## Houses

To help develop teamwork and a collective reward system, pupils are placed in one of 4 houses.

Dommett

Blackdown

Harptree

Thurlbear

## 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.
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>• Meeting with parents</li> <li>• Internal exclusion</li> <li>• Fixed term suspension (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/pastoral support plan	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.

## **Restorative Practice**

At Avanti Park we strive to utilise restorative practice strategies to support our school ethos, which is based on strong relationships between staff and pupils. We strive to teach pupils to manage conflict through their own relationships. When an incident does occur, we aim to hear both sides, using restorative practice questioning, before any decisions or consequences are given. The emphasis is on working with the pupil(s) to restore and repair the relationship which may have been harmed.

## **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 Pupil Passport 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. 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. 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 behaviours. 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, an 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 AST Trustees, which acts as the school's Board of Governance.

### **Prevention of child-on-child 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 the peers who abuse them. Our anti child-on-child abuse and cyber bullying policy is found on the school website.

Useful links to AST policies:

Bullying and Cyber Bullying

<https://avanti.org.uk/wp-content/uploads/2023/02/Anti-Bullying-and-Cyber-Bullying-Policy.Jan-23.pdf>

Child Protection and Safeguarding

<https://avanti.org.uk/wp-content/uploads/2023/08/Child-Protection-and-Safeguarding-Policy.Summer-23.pdf>

### **Mobile Phones**

Pupils attending an Avanti school will only be allowed to use their mobile phones or SMART watches before or after school but not on school premises.

### **Sanctions**

Pupils who infringe the rules will have their phones or SMART watches confiscated by staff. If confiscated the mobile phone/watch will be taken to a secure place within the school and the pupil's parents informed. Appropriate arrangements will then be made for the parents to collect the mobile phone/watch.

Infringements may result in the withdrawal of the agreement to allow the pupil to bring the mobile phone/watch to the school. Repeated infringements may result in other sanctions being applied as per the school's behaviour policy.

## Key Stage 3 Specific Behaviour Management Strategy

The Year 7 and 8 pupils at Avanti Park School have a specific approach to ensure that everyone can work in a positive, successful learning community.





During lesson time, it is the responsibility of the classroom teacher to set high expectations. 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 will always include a restorative discussion with the pupil and may also include time with the teacher at break or lunchtime or time out of lessons with member of SLT. 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 for Key Stage 3

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. 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



	<p>I will complete all tasks set for me</p>
	<p>I will follow all instructions from any adult in the classroom</p>
	<p>I will speak politely to everyone and always show respect</p>
	<p>I will stand behind my desk quietly at the end of the lesson and wait for instructions to leave.</p>

### **Celebrating Success**

Student awarded 1 house point if they meet all of the learning standards during the lesson.

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

#### **Stage 1**

Pupil fails to meet one of the learning standards\* during the lesson and is issued with a first reminder

#### **Stage 2**

If a pupil fails to meet another standard\* or the same one again, they will be issued with a second reminder. Log on Arbor as a behaviour incident and discuss with pupil at the end of the lesson

#### **Stage 3 – Duty Call**

If a pupil fails to meet a third standard\* or the same one three times. The member of staff will ask the student to leave the classroom and call Duty SLT. The pupil will spend learning time out of the classroom. During this time, they will receive work for their ability level and current attainment.

Parents will be notified by the duty SLT member.