



# AVANTI SCHOOLS TRUST

## School Behaviour

**November 2018**

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## School Behaviour (Behaviour for Learning)

### Statement of Intent

The school operates a unique approach towards behaviour management, recognising that all behaviours are highly influenced by our ability to:

- Communicate with each another;
- Form positive relationships;
- Understand what initiates differing behaviour patterns in both ourselves and others, by gaining a growing awareness of our emotions and emotional regulation techniques;
- Reflect on our patterns of behaviour and influence our thought processes and subsequent actions, to ensure we all take ownership of our actions.

The school culture is underpinned by a very clear set of values; independent thinking, mutual respect for others and taking responsibility for our actions and this is reflected in our policies and everyday practice. The ethos in the school fully supports our approaches towards the management of behaviour.

We adopt a proactive style in our systems of management, recognising and responding to the needs of all individuals and adopting a more personalised and holistic approach towards the development of our curriculum.

We believe that all members of our community have the right to learn in a secure, safe and stimulating environment. The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN).

### Context

The above statement of intent is reflected in our prospectus and this policy should be read in conjunction with other closely associated policies:

Unacceptable Behaviour

Child Protection & Safeguarding

Curriculum

Exclusions

Inclusion Policy - Special Educational Needs Disability (SEND)

Drugs

Health and Safety

Physical Intervention & Reasonable Force

Anti-bullying & Cyberbullying

Home School Agreement

Staff Code of Conduct

Our detailed approaches towards behaviour management are also reflected in the following:

- Staff Behaviour Guidance Pack;
- Staff Induction Process;
- Student Home School Books;
- Review panel / pastoral meetings (e.g. LABS: Learning, Attendance, Behaviour Safeguarding meetings).

## Monitoring, Reviewing and Evaluating our Practice

### Everyday Practice

This policy and subsequent procedures are reviewed as integral part of our everyday practice and this is reflected in the following:

- SLT Meetings;
- Staff Meetings;
- Parent/guardians/carers meetings;
- Assemblies.

Information from the above will be reviewed on a regular basis and feeds into all aspects of teaching and learning and the continued professional development of all staff.

### Principles

We believe that to achieve the aims of the School and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This is based on the twin values of respect and responsibility: respect for the individual, the balance of fundamental rights and responsibilities, together with the fostering of a sense of community for all those involved.

The school is based on inclusive principles, which recognise and respect diversity, strive to promote equality and give both rights and responsibilities equal weighting.

This behaviour policy aims to develop in students an acceptance of responsibility for their own behaviour. It also identifies ways in which we endeavour to remove barriers to learning and promote self-reliance and independence.

We believe that everyone has the right to:

- Feel safe in the School
- Enjoy and achieve
- Learn/teach without unnecessary interruption
- Be listened and heard
- Work in a pleasant environment for learning
- Be treated honestly and fairly, with dignity and respect.

We seek to create an effective learning environment in the School by promoting and modelling positive behaviour patterns in a *consistent* manner, in order to develop the student's ability to:

- Develop their self-esteem and self-worth;
- Self-reflect and take ownership for changing their behaviour patterns where necessary;
- Form positive relationships based on mutual respect;
- Ensure they treat others in a fair and transparent manner;
- Encouraging consistency of response to positive or negative behaviours.

We seek to support this process of personal development by ensuring that:

- Our systems are proactive in their approaches and demonstrate early intervention and prevention strategies
- We create a safe and caring learning environment which is free from disruption, violence, bullying and any form of anti-social behaviour
- We work in partnership with our parents/guardians, carers and local community to develop a shared approach towards the management of development of our students' behaviour both inside and outside the school environment.

### School Procedures

Student behaviours are influenced by their experiences outside of school and their ability to gain a deeper understanding of their thoughts and feelings. Curriculum time in Yoga, Meditation, SMSC/PSHE and PRE promote a sense of wellbeing and support this growing awareness of themselves. Acceptable standards of behaviour must be taught and modelled consistently on a daily basis.

We also recognise that teaching and learning can be intrinsically linked to initiating specific negative behaviour patterns, therefore, strategic tools to support and develop the quality of teaching and learning are an integral part of our everyday practice and are transparent in their nature and involve both students and staff.

### School Standards

All students are expected to:

- 1. Wear uniform with pride**
- 2. Be ready for learning**
- 3. Attend school regularly and be on time**
- 4. Treat others with respect and dignity.**

To support students in taking full ownership of their behaviour, practical examples of how our students can ensure that they meet the standards are described and displayed within the different learning environments.

### Celebrating Success

Celebrating success is an integral part of our school system. Students are encouraged to take ownership of their behaviour at both an individual and whole class level.

Success is celebrated as follows:

- Recognition/mentions at assemblies.
- Good news postcards/letters will be sent home when exceptional performance is achieved.

At all stages our extended community will be invited to celebrate these successes with the students as an integral part of increasing community cohesion.

The school displays a variety of information surrounding the development of our behaviour programme, this also acts to remind students about how particular individuals and groups are performing.

### Consequences

The school has a set of approved sanctions or consequences (please also see Unacceptable Behaviour Policy) which can be used to respond to any incidents of unacceptable behaviour. This section aims to set out those consequences which have the approval of Avanti Schools Trust.

The School will examine each incident on an individual basis, however, staff will be consistent in their approaches at all times. The School will consider very carefully the implications of any action it may take when a more serious incident occurs. It seeks to balance the interests of the student involved, the other School members and the local community.

Where unacceptable behaviour patterns arise the following sequential steps are taken by staff:

- Students are reminded of the school's standards and encouraged to reflect on their actions.
- If the student does not change their behaviour patterns as a consequence of the above reminder, this triggers a set of responses based upon the Unacceptable Behaviour Policy.

At all levels of the above system, if a member of our community disrupts learning and presents with unacceptable behaviours patterns, that particular member of our community will be encouraged to reflect on their actions and 'pay back' the disruption that they have caused, according to our agreed community service list.

### Community service outside of the school day

This may be given at the following times:

- a. any school day where the pupil does not have permission to be absent;

- b. weekends – except the weekend preceding or following the half term break; and
- c. non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’.

Parental consent is not required for community service as this acts as a form of detention.

All staff will consider the following as an integral part of the student receiving community service outside of the normal school day:

School staff should not issue community service where they know that doing so would compromise a child's safety. When ensuring that community service outside of school hours is reasonable, staff issuing the service should consider the following points:

- Whether the community service is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean staying outside of the normal school day is unreasonable.
- Whether the parents/carers ought to be informed. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school community service session where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent/guardian/carer for the pupil. It does not matter if making these arrangements is inconvenient for the parent/carer.

#### Standards Report and Removal from Lessons

When a student is subject to a standards report and their behaviour patterns are not changing and/or interventions are not having the desired impact, they may be placed for an agreed time scale outside of the classroom setting. The following criteria will be applied when considering such a placement:

- to keep a pupil/student out of circulation while an incident is investigated, pending a decision about appropriate action
- persistently poor behaviour in a number of lessons
- failure to comply with reporting requirements to a senior member of staff
- serious misdemeanours
- infringement of School uniform code that cannot be rectified by sending the student home to change.

#### Behaviour and Conduct Outside of the School Grounds

The School strives to ensure that our students are able to translate our set of behaviour standards outside of the confines of the school gates. We recognise that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Principals a specific statutory power to regulate pupils' behaviour in these circumstances “to such extent as is reasonable.”

All non-criminal and bullying behaviour outside of the school gates which is witnessed by a member of staff will initiate a consistent approach which adheres to our agreed set of consequences. A teacher may initiate such consequences when the student is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a pupil at the school;
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of our community.

### Permanent Exclusion from School

Where a decision is taken to exclude a pupil/student, it is invariably done on the grounds that the student's behaviour constitutes such a serious challenge to the good order of the school that other punishments are not sufficient. A permanent exclusion will be put into effect strictly within the terms set out in current educational law and where a student is subject to removal from lessons, a Pastoral Support Plan will be set up. Permanent exclusions will only be recommended to the panel in very serious situations when no alternatives are deemed possible. Misdemeanours which can result in exclusion include:

- violence, whether expressed in actions or threats, towards other people on the premises;
- actions or words to a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority;
- persistent misbehaviour (e.g. refusal to comply with reasonable instructions) which prevents other students from learning;
- bringing to School, or handling, items likely to endanger the safety of other people or to be injurious to the well-being of others; this includes weapons of all kinds and any dangerous substances, including alcohol, illegal drugs and volatile substances;
- attending School under the influence of alcohol, illegal drugs or volatile substances;
- acts of major and/or malicious damage;
- actions likely to cause significant disruption to the orderly running of the School;
- being in persistent or serious breach of a previously drawn-up contract of behaviour.