



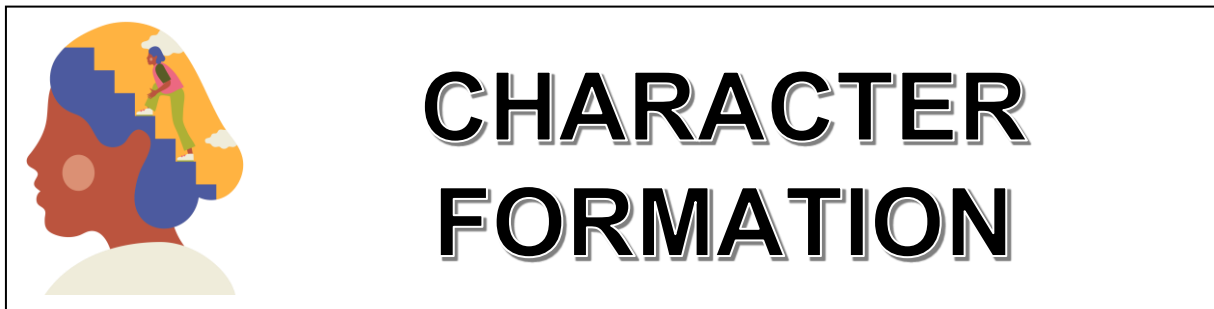
# AVANTI GARDENS SCHOOL

## Avanti Gardens School Behaviour for Learning Procedures

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:



## **Routines**

Routines help students' behaviour as they have a clear understanding on what is expected of them. The use of silent signals reduces the cognitive load that children undergo whilst in class.

When students transition from the carpet to tables and vice versa, teachers will give the non-verbal 1,2,3 command. Students and groups who do this effectively will be recognised.

1 finger: stand up silently (tuck in chairs if appropriate)

2 fingers: turn to face the direction you are moving to/ tuck chairs in

3 fingers: move to the carpet/ line up

## **Star sitting**

When children are sat down, teachers use STAR sitting to support children in their learning.

Sit up- Children are sat up

Tracking- Eyes are tracking the adult or the board

Ask and respond- Children ask questions about their learning and respond to questions posed to them.

Respect- Hands at respect as children keep their hands free and are not fidgeting.

## **Silent Stop**

When whole class or large group attention is required, the teacher will raise their hand in the air. Children will respond by raising their hand and falling silent. Teachers should not begin speaking until they have 100% of students are silent and tracking the speaker.

## **No Hands-up**

Hands up is only used to ask questions, such as if a child wants to ask a question they may put hand up for attention. When selecting students to answer questions, students should be targeted using other methods such as Cold Calling.

## 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) House points given (noticed by teacher for demonstrating behaviour for learning principles) by any member of staff
Classroom awards.	House Points, Certificates, and ad hoc Stickers.
Contact home.	Phone call, message on Arbor or Certificate for continual/consistent good work or behaviour.
School award.	<ul style="list-style-type: none"> <li>- Principal's award certificate for exceptional work/behaviour linked to the 3 Avanti Pillars developed through consistent learning standards.</li> <li>- Class Certificate awarded weekly to a pupil displaying the 'Behaviours of Learning' consistently.</li> <li>- House Points Trophy and prize for most points accumulated each long term.</li> </ul>

## Classroom strategies for de-escalation

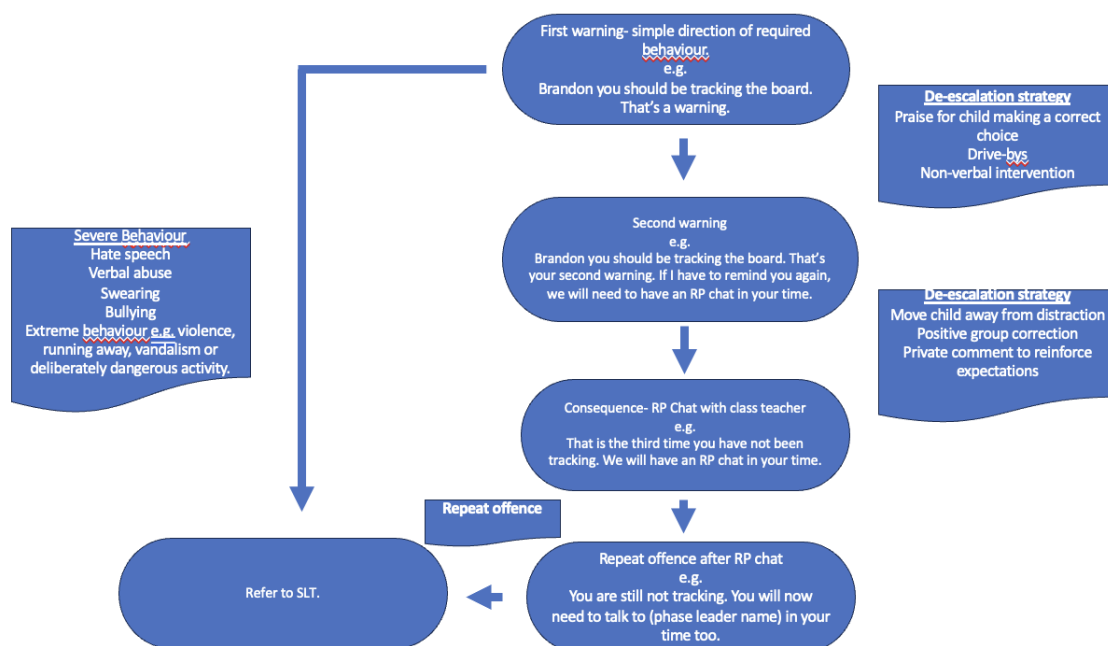
All staff use low-level interventions to correct behaviour in order to minimise the learning time lost to disruption. Staff will give pupils 'take up' time to process a request.

Whole Class Strategy	Example
Non-Verbal Intervention.	Hand gesture, facial expression, eye contact, and proximity.
Positive Group Correction.	<p>"I need to see everybody's hands at respect."</p> <p>"Almost everyone is tracking ."</p> <p>"This group is ready, well done."</p>
Anonymous individual correction.	"I need two more pairs of eyes tracking this way."

## Consequences

Some pupils will occasionally find it hard to 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 toolkit of responses. Consequences are commensurate with the level of severity for the negative behavior.

If a child has not completed their work, they will complete this during their break or lunch time. If a child has had two warnings and has reached the consequence then they shall have a restorative conversation with the adult during the following break or lunch time.



If a child has not completed their work for behavioural reasons, they will complete this during their break or lunch time. If a child has had two warnings and has reached the consequence then they shall have a restorative conversation with the adult during the following break or lunch time.

## 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 Positive Behaviour 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**

### **Internal Exclusion**

Internal Exclusion is when a pupil works away from their class for a fixed amount of time. This will be in a different classroom. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external/fixed-term suspension. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary. An internal exclusion may include having their break and lunch time separately from the rest of their class.

### **Fixed Term Suspension**

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 suspension 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 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 a fixed term suspension, 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 or Bristol City Council.