



THE
**THOMAS
AVELING**
SCHOOL

Behaviour for Learning

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Deputy Headteacher

THE THOMAS AVELING SCHOOL Behaviour for Learning at TAS

	R ₁	R ₂	R ₃	R ₄	S
	Remind	Reinforce	Relocate	Remove	Standards
	This is your reminder to stay on task and your 1st warning.	Your 2nd warning, you must remain on task.	As the disruption to learning has continued the teacher has decided you will be relocated.	Your 4th warning, you have been unsuccessful / checked out. You must now remember on 1st EPR who will collect and bring you to school.	For minor breaches involving forgetting equipment, uniform, jewellery or phone use.
Evidence	1. Show the behaviour 2. Remind them what you have asked for.	1. Catch the behaviour again 2. Remind them what you have asked for.	1. Relocate the behaviour 2. Show the student to the correct area. 3. Show the student to the correct area.	1. Confiscate the item 2. Student brought to school with item.	1. Log - 30 min 2. Student brought to school with item.
Sanction	No further punishment.	No further punishment.	Log (EPR)	Log, Short Term Exclusion and a subject detention.	Excluded with IT and excluded.

Code of Conduct For less incidents will be an immediate 04. Sanction will vary depending on the severity.

Character Arc

Reviving CHARACTER

- Behaviour that can lead to...
- A student who is happy...
- Supportive relationships in their classroom...
- Supportive relationships in their school...
- Influence time in their classroom...

Rewarding CHARACTER

- A student who is happy...
- A student who is happy...
- A student who is happy...
- A student who is happy...
- A student who is happy...

Character	Below	Expected	Above	Exceptional
AMBITION	Does not try to improve or achieve anything. Lacks motivation and effort. Does not set goals or targets. Lacks self-discipline and organisation.	Shows some motivation and effort. Sets some goals and targets. Shows some self-discipline and organisation.	Shows high motivation and effort. Sets high goals and targets. Shows high self-discipline and organisation.	Shows exceptional motivation and effort. Sets exceptional goals and targets. Shows exceptional self-discipline and organisation.
RESPECT	Does not respect others. Disrupts others. Does not listen to others. Does not follow rules. Does not respect property.	Shows some respect for others. Does not disrupt others. Shows some listening to others. Shows some following of rules. Shows some respect for property.	Shows high respect for others. Does not disrupt others. Shows high listening to others. Shows high following of rules. Shows high respect for property.	Shows exceptional respect for others. Does not disrupt others. Shows exceptional listening to others. Shows exceptional following of rules. Shows exceptional respect for property.
RESILIENCE	Does not cope with setbacks. Gives up easily. Does not try again. Does not learn from mistakes.	Shows some resilience. Does not give up easily. Shows some trying again. Shows some learning from mistakes.	Shows high resilience. Does not give up easily. Shows high trying again. Shows high learning from mistakes.	Shows exceptional resilience. Does not give up easily. Shows exceptional trying again. Shows exceptional learning from mistakes.
PRIDE	Does not care about their work. Does not take pride in their work. Does not try to improve their work.	Shows some pride in their work. Does not care about their work. Shows some trying to improve their work.	Shows high pride in their work. Does not care about their work. Shows high trying to improve their work.	Shows exceptional pride in their work. Does not care about their work. Shows exceptional trying to improve their work.
CREATIVITY	Does not think creatively. Does not try to come up with ideas. Does not try to solve problems creatively.	Shows some creativity. Does not try to come up with ideas. Shows some trying to solve problems creatively.	Shows high creativity. Does not try to come up with ideas. Shows high trying to solve problems creatively.	Shows exceptional creativity. Does not try to come up with ideas. Shows exceptional trying to solve problems creatively.

R₁

R₂

R₃

R₄

S

Remind

Reinforce

Relocate

Remove

Standards

This is your reminder to stay on task and your **1st warning**.

Your **2nd warning**, you must remain on task.

As the disruption to learning has continued the teacher has decided you will be **relocated**.

Your **4th warning**. You have been unsuccessful / declined cool down. Call out to staff member on MBWA who will collect and bring you to **isolation**.

For minor breaches including forgetting equipment, uniform, jewellery or phone use

1.State the behaviour
2.Remind them what you have asked for

1.State the behaviour again
2.Remind them what you have asked for.

1.State the behaviour

1.Collection by MBWA
2. Student brought to Inclusion zone.

1 x Log = 10 min breaktime detention with DOL and ADOL

No further punishment

No further punishment

Log (R3)

Cool down + Subject detention

Log, Short Term Inclusion and a subject detention

Isolated with FT until rectified

Guidance

Sanction

Code of Conduct

Serious incidents will be an immediate R4. Sanction will vary depending on the severity



Strong Start



1

Arrive on time



2

Meet, greet and uniform check



3

Sit down in silence, place equipment on desk and begin starter



4

Respond positively to feedback and instructions



1

Pack equipment away tidily



3

Check uniform



2

Stay seated until dismissed by teacher



4

Orderly exit on teacher instruction

Smart Depart

Corridor Code

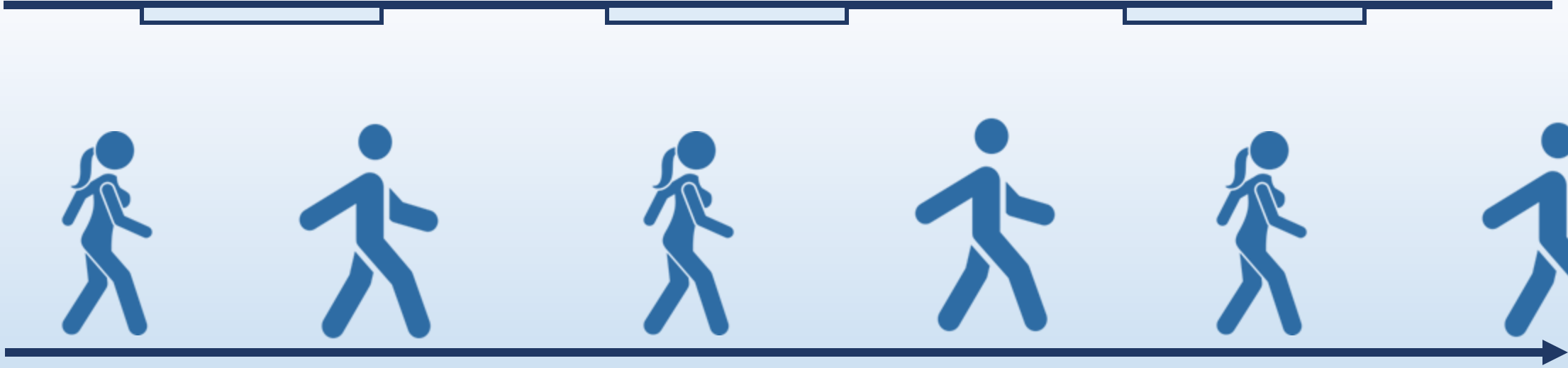
Walk,
don't run

Walk on
the left

No
shouting,
Keep your
hands to
yourself

Always use
good
manners
"please",
"thank you",
"excuse me"

Hold
doors for
others



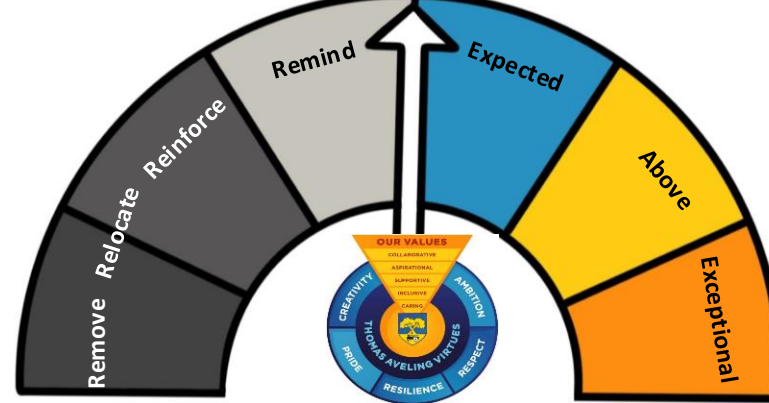
Ambition - Respect - Resilience - Pride - Creativity

Character Arc

Reviving CHARACTER

Behaviour logs can lead to:

- Individualised support
- Supportive discussions in break detention
- Supportive contact home
- Reflective time in the inclusion zone



Rewarding CHARACTER

Achievement points can earn:

- Merits
- Character card
- Post cards/ legend cards/ Certificates
- Queue jumps and other rewards
- Positive contact home

Character is everything!	Below	Expected	Above	Exceptional
AMBITION	<ul style="list-style-type: none"> • Making no effort to engage with the class or learning • Not completing classwork or homework • Purposefully stopping others from learning • Minimal participation in class • Negative attitude about lessons, staff and / or students. 	<ul style="list-style-type: none"> • Greeting staff and students positively • Having an optimistic attitude towards lessons • Consistent effort in completing assignments • Active participation in class • Seeking help when needed to improve understanding 	<ul style="list-style-type: none"> • High standard of work • Completing challenge/ extension tasks • Supporting others to achieve 	<ul style="list-style-type: none"> • Making others more positive • Completing extra work outside of class • Supporting others to make significant progress
RESPECT	<ul style="list-style-type: none"> • Not being positive towards staff or students • Lying about serious incidents • Refusing to follow instructions and school rules, e.g. having phone out, eating, etc. • rudeness or physical contact with others or their possessions • Distracting others 	<ul style="list-style-type: none"> • Greeting staff and students in a positive way • Being honest and keeping promises • Following staff instructions and school rules • Not distracting others or disrupting the class 	<ul style="list-style-type: none"> • Excellent contributions in lessons • Excellent presentational/ debating skills • Empathising with those who have different views to yours • Treating people with kindness • Making an effort to learn about the importance of equality 	<ul style="list-style-type: none"> • Consistently demonstrating "Above" for all values • Consistently being an excellent role model • Actively keeping members of the school safe • Supporting others in times of emotional need • Challenging discrimination in a respectful way
RESILIENCE	<ul style="list-style-type: none"> • Consistently being negative about lessons • Truantiing lessons • Being late to class 	<ul style="list-style-type: none"> • Having an optimistic attitude towards lessons • Responding appropriately to marking • Arriving to lesson on time 	<ul style="list-style-type: none"> • Demonstrating significant improvement in work ethic and attitude • Excellent response to teacher feedback 	<ul style="list-style-type: none"> • Demonstrating exceptional improvement in work ethic and attitude • Outstanding or significantly improved attendance
PRIDE	<ul style="list-style-type: none"> • Making no effort to keep calm • Incorrect uniform and lack of necessary equipment • Leaving the classroom untidy • Using inappropriate or offensive language • Books and folders and poorly kept, use of incorrect writing tools 	<ul style="list-style-type: none"> • Managing emotions and keeping calm • Wearing correct uniform and being equipped for lessons • Tidying up after yourself • Using appropriate and inoffensive language • Work is produced to the requested standard 	<ul style="list-style-type: none"> • Excellent participation even in challenging circumstances • Asking thoughtful questions to help others progress • Being helpful • Understanding the importance of recognising prejudice, stereotypes • High quality presentation consistent throughout work 	<ul style="list-style-type: none"> • Helping others to manage emotions and stay calm • Being honest even in a challenging situation • Doing the right thing even when it's difficult to do • Showing a consistent commitment to promoting equality • Project work is presented in creative and unique ways
CREATIVITY	<ul style="list-style-type: none"> • Fixed mindset – I cant do this • Not engaging in extracurricular activities and house events 	<ul style="list-style-type: none"> • Attempting every task with a positive attitude • Taking part in extracurricular activities and house events 	<ul style="list-style-type: none"> • Developing new skills and attempting new ways in which to solve problems • Encouraging others to take part in extracurricular activities and house events 	<ul style="list-style-type: none"> • Creating alternative ways to solve problems, using new ideas and innovative solutions • Leading and organising the running of extracurricular activities and house events



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Ready to Learn gate

- A new initiative every morning at the school gate monitored by House staff and the leadership team

Aims:

- *To ensure students arrive fully equipped and ready to learn*
- *To improve relationships by reducing challenge from staff (students can choose or be directed to the Ready to Learn gate and therefore allow form time activities to focus on the programme, relationships and positive starts to the day.*
- *Reduce sanctions once on school site for minor infringements.*
- Stationary, blazers, ties, nails and eyelashes etc...



Uniform





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Thank you



Excellence is the norm here, let's make it an *Epic* year!