



**Cabot**  
Learning  
Federation

Leadership  
of Learning  
Behaviour  
Policy

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Date Adopted: Date, Cabot Learning Federation  
Implementation Date: September 2016



## Leadership of Learning- Wallscourt Farm Academy

At Wallscourt Farm we are creating and developing a community culture and ethos of respect, with a shared understanding of our Rights and Responsibilities for our school community and the wider world.

Positive Behaviour for Learning is a key principle at Wallscourt Farm Academy, as we all have the right to lead learning; self, peer or adult directed learning.

This policy stands in place of a **Behaviour Management Policy** and the shift in language to **Leadership of Learning** is intentional and reflects the ethos of leadership at all levels and empowerment through a Rights Respecting approach.

### Wallscourt Farm is a place where:

- We provide a safe, respectful, warm and welcoming learning environment for all
- We all have high expectations of leadership of, and behaviour for learning
- There is mutual respect and equality of opportunity – Equity and Excellence is key
- We all have a consistent approach centered around Rights and Responsibilities
- There is a shared approach to learning with Lead learners (staff) as role models
- Parents/carers have a key role in supporting positive Behaviour for Learning – see Home School Charter
- We support learners to be motivated, enthusiastic, confident and individual – and part of a Community of Learners
- Developing self-esteem and a sense of fairness is a priority



- We strive to be the best we can together in our community

## GUIDELINES

- All adults will take responsibility for promoting and maintaining positive and appropriate behaviour and discouraging inappropriate behaviour.
- Children will be encouraged to follow the school and class charters. These will be clear, simple and geared towards positive action.
- Positive behaviour, attitudes and responses will be affirmed by all members of the school community through positive specific feedback and through creating an atmosphere where children are praised and give praise for positive choices, effort, showing mutual respect and taking ownership of their Rights and Responsibilities.
- A Restorative Solutions Approach will be followed by all staff and pupils to ensure any conflict issues are dealt with in a supportive, consistent and restorative way. Restorative Approaches rely on 3 key questions – What’s Happened, Who’s been affected? How do we stop it from happening again?
- Peer mediators will support with this approach in time and model RAIS
- Inappropriate behaviour will be identified and dealt with by each and every member of staff as appropriate.
- All incidents of bullying and harassment will be dealt with according to the school’s anti-bullying policy and in line with the Cabot Learning Federation policy.
- Rights and Responsibilities and positive behaviour will be on the agenda regularly in gathering/assemblies and in learning zones. This will be linked to our Rights Respecting School developments.
- Social and emotional learning, through taught SMSC curriculum, PSHE learning and the lifelong learning skills curriculum will support positive behaviour and the development of high quality relationships and effective social skills in school.
- The effectiveness of this policy will be monitored daily through routine monitoring, termly by the Principal and will be reported to the Academy Council through the Council meetings.
- This is a shared policy and applicable to all members of our school community.

**Leadership of and Behaviour for Learning - Additional guidance and information**

**KEY EXPECTATIONS**

We will all:

- ❖ Demonstrate a shared respect and follow a Rights and Responsibilities framework
- ❖ Agree and follow our school charters
- ❖ Be polite, respectful and kind towards one another
- ❖ Listen to each other effectively
- ❖ Praise and encourage each other and celebrate learning
- ❖ Be enthusiastic, responsible partners in learning together
- ❖ Care for our school environment

<b>As adults we will .....</b>	<b>As children we will .....</b>
Be consistent, fair, caring and respectful	Have trust in the adults around us
Have high expectations of ourselves and the children we care for	Always do our best in our learning and in our school community
Model positive social skills and provide opportunities for children to learn collaboratively	Take turns, share ideas, and work through problems together
Create an enabling learning environment	Take care of our environment and show respect within and beyond the learning space
Speak clearly and firmly and give clear instructions	Listen and ask questions
Agree and share rights and responsibilities with children	Stick to our agreed school and Learning Zone charters and codes
<b>Come to school ready to be partners in learning</b>	

## **OUR CARING CODE**

**Show you care**

**Show respect**

**Do your best**

Positive Behaviour for Learning is actively encouraged.

We are a Rights Respecting School. We ask children to follow these school principles:

### **Our School Charter**

Everyone in our school has Rights and Responsibilities to make Wallscourt Farm Academy a great place to learn. These are the four pledges we make at Wallscourt.

We have the right to say what we are thinking or feeling.

We have the responsibility to listen to other people.

We have the right to be safe.

We have the responsibility to be kind and caring when we learn and play.

We have the right to learn and be the best we can.

We have the responsibility to try our hardest.

We have the right to learn, play and rest.

We have the responsibility to learn, play and share fairly- being teamwork bees!



**See our Playtime, Lunchtime and Gathering Assembly Rights and Responsibilities Charters for additional information and our Home School Agreements for further links.**

**How will we create, develop and keep our Charters?**

- 1) Though discussion
- 2) Through a system of praise, celebrations and encouragement
- 3) Through a system of clear sanctions
- 4) By working closely with all members of the school community, including a close partnership with parents and carers.

<b>Expectations of Behaviour</b>	
<b>Examples of behaviours and HOW to support these behaviours</b>	
<b>Behaviour</b>	<b>How</b>
Good listening	<p>Unpick what a good listener looks like</p> <p>Model good listening with other adults and children</p> <p>Make sure what you are saying is worth listening to</p> <p>Encourage good listening through questioning (including children's) and repeating instructions (children)</p> <p>Refer to speaking and listening support planning for specific taught activities – fun opportunities to reinforce good listening skills</p> <p>Have a clear signal for stop, look and listen and use this consistently</p> <p>Use of music, eyes, visual signals, symbols</p>
Looking after our learning zones and communal areas	<p>Shared responsibility, whole zone reward systems</p> <p>Monitors to do specific roles</p> <p>Model how to care for things</p> <p>Praise positive behaviour choices e.g. taking responsibilities in the school</p> <p>Time, rotas, duties</p>
Carrying out instructions	<p>Give clear instructions broken down into manageable chunks</p> <p>Ask questions to check understanding</p>

	<p>Ask children to repeat and explain instructions</p> <p>Tone of voice, expression – including use of low voice</p> <p>Demonstrate using visual aids and prompts</p>
Being independent learners	<p>Use of talk partners, time to think and reflect before answering</p> <p>Pupil conferencing through learning talk time - AFL</p> <p>ELLI references and opportunities linked to research project</p> <p>How to..... extend child led learning from Rec into Years 1 &amp; 2 and KS2</p> <p>Planned opportunities to plan own learning, take risks, evaluate success or otherwise and plan how to do it differently next time</p> <p>Planning sessions to consolidate skills</p> <p>Blended learning to enable children to become absorbed in learning – using child initiated learning in Lit and Mathematics lessons so that children can choose opportunities that are right for them</p>
Learning quietly and on task if appropriate	<p>Show talk, Low talk, No talk – culture of learning zone</p> <p>Volume games and barometers</p> <p>Show children the different levels they can use their voice and how difficult and stressful it is to be in a noisy classroom (listening voice, partner voice, Garden/playground voice/ no voice, low voice, show voice )</p> <p>Set challenges and expectations for those who are finished</p> <p>Regular time checks</p> <p>Peer feedback</p>
Sharing, taking turns Learning together	<p>Planned taught opportunities for collaborative groupwork – teach model eg allocate different roles at start</p> <p>Use of ELLI learning skills programme – Teamwork bees</p> <p>Prompts for collaborative learning</p> <p>Regular use of learning partners and talk partners</p>

## Establishing positive Behaviour 4 Learning Home Zones

### At the start of each school year:

- Each class teacher will negotiate and display their class's Charters and Rights and Responsibilities. Charters will be presented in child-friendly language and "unpicked" as to what this looks like in practice.
- The Principal will negotiate the Gathering/Assembly and playtime Charters.
- The Lunchtime Leaders/Principal/SLT team will create the lunchtime Charter with Future Leaders.
- The Future Leaders Council will be elected and monitor how well the school is following the Rights Respecting Charters and developing a holistic Rights Respecting approach.
- In time, Playtime buddies/ Peer mediators will be elected and support positive playtimes. They will be trained to use the Restorative solutions scripts to help solve conflict.
- Circle times and assemblies will be used throughout the year to reinforce school rules, including the SEAL PSHE and SMSC learning opportunities.
- Such agreed charters will be regularly referred to and reviewed.

## REWARD SYSTEMS

We have a "Menu" of rewards that can form part of the choices children make in keeping to the charters and school code. Refer to intrinsic vs extrinsic guidance

Positive behaviour and effort will be recognised through ....

- Sharing good news around behaviour and achievement with the Principal, other classes and in Learner's Gathering/assemblies and with Parents/Carers/Families
- Meaningful and specific praise – see R&D
- Whole class incentives and celebrations
- Personalised and individual rewards for children- linked to intrinsic
- The use of praise and reward stickers only as appropriate **on occasion**
- Specific celebrations including Celebration Assemblies, Tea party etc

## SANCTIONS

Sanctions should also be used, but with the emphasis on choice, consequence, and a positive rather than negative approach

Step 1 – verbal warning 1 – quiet reminder and praise models for choices

Step 2- verbal warning 2 – individual and specific

Step 3 – Thinking time- Active – Time to think in own or partner learning zone or garden room

Step 4 –Thinking time during lunchtime play if necessary

Step 5 –Thinking time - Sent to Principal (or other SLT member if not available)

Step 6 – If this behaviour persists, the class teacher will inform parents/carers verbally.

Step 7 – If this behaviour persists, the Principal will inform parents/carers in writing, and set up a meeting to discuss, including ways of supporting the child. This may include an action plan with agreed targets, a personal education plan, specific behaviour support, and referral within the Special Educational Needs code of practice as deemed appropriate and necessary.

Step 8 – Exclusion procedures will be used as a last resort and following the DfE guidelines and CLFs exclusion policy. Examples of behaviours, which could lead to exclusion, are violence and / or aggression towards children and staff, persistent verbal abuse, and continued disruption of the learning of others – in order to protect the health, safety, welfare and right to learn of others.

Class teachers may use **behaviour thermometer and problem solving poster** as a visual way of representing the above.

Warn the child as above, and if appropriate, the incident will be discussed to clarify and explain.

Draw the child's attention to his / her Responsibility for their actions and the consequences if they continue. Strategies to help the child improve his / her behaviour will be discussed and expectations made clear.

## Appendix

Parental/Carer Partnerships and Home/School Agreement



Restorative Approaches in School and Peer mediators

Anti-bullying policy