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Implementation Date: September 2023

## History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
1.1	September 2016	Whole document	Whole document Overall Review by Academy Council and SLT	Annual update and review
1.2	September 2019	Whole document	Whole document Overall Review by Academy Council and SLT	Update and review
1.3	October 2020	Addendum	Added CLF Addendum	Updated for COVID-19 period
1.4	Sept 2021	Whole document	Overall Review Addendum Sanctions Peer on Peer Abuse	Annual update
1.5	August 2023	Whole document	Overall Review Updates linked to Anti-Bullying/ Child on Child Abuse Removal of COVID 19 Addendum	Annual Update
1.6	September 2024	Whole Document	Overall Review	

## Leadership of Learning- Wallscourt Farm Academy

At Wallscourt Farm, we have 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 consistently high expectations of behaviour for learning with adults as the lead learners/role models.
- There is mutual respect and equality of opportunity – Equity and Excellence is key
- Families have a key role in supporting positive Behaviour for Learning
- Developing self-esteem and a sense of fairness is a priority
- We strive to be the best we can together in our community

### Expectations

- All adults will take responsibility for promoting and maintaining positive and appropriate behaviour and discouraging inappropriate behaviour.
- Learners will be encouraged to follow the Academy and class charters. These will be clear, simple and pitched 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 learners to ensure any conflict issues are dealt with in a supportive, consistent and restorative way. Restorative Approaches rely on 3 key questions – What has happened? Who has been affected? How do we stop it from happening again?

- 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 Academy'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 gatherings and in learning zones.
- Social and emotional learning, through the taught CLF 'Being a Citizen' curriculum which includes Relationships and Health education and British values, 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.

## **Our Wallscourt Farm Academy Charter**

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

**We have the right to be heard.**

**We have the responsibility to listen to other people.**

When we are listening to others, we look towards the person who is talking.

When we move around school, we do so in silence and we use our quietest voices during learning time.

We are ready to listen in silence when asked and indicate we wish to speak by flashing our lightbulb or using our 'philosopher's fingers.'

**We have the right to be safe.**

**We have the responsibility to be kind and caring when we learn and play. Kind hands, kind feet, kind words.**

We look after our learning environment to keep it safe.

We move around safely inside and outside.

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

**We have the responsibility to try our hardest.**

We value our learning and our learning resources and take pride in everything we do. We use our 21<sup>st</sup> Century learning skills to help us – curiosity and imagination, resilience, independence and collaboration.

## Rewards and celebrations

All Academy staff use these rewards to encourage learner's positive choices and adhering to the Wallscourt Farm charter.

- Staff to regularly recognise and praise and encourage good choices.
- Sharing good news about behaviour and achievement with the Principal, SLT, other classes and with families.
- Celebration Gathering – weekly certificates given and family invited to attend.
- Real Nectar Points – collected for their community group (Beaufort Grange, Happy Days and UWE). The winning group has a non-uniform day at the end of the term.
- Whole class incentives and celebrations
- Personalised and individual celebrations for children
- **Hot Chocolate Friday – for children who consistently, over time, make good choices.**

The Principal will also give these rewards.

- **Ship Shape and Bristol Fashion Award** for the Learning Zone who are taking care to make an irresistible learning environment.

## Sanctions

What are sanctions? When learners are unable to respect others' rights and demonstrate their responsibilities.

Sanctions should be used with the emphasis on choice, consequence, and a positive rather than negative approach. The sanctions are renewed each day with ***every day being a new day and a new start.***

<b>Recognise</b>	Verbal reminder of rights/responsibilities. A quiet reminder of learner's responsibilities with proximal praise.
<b>Reminder</b>	Verbal reminder of rights/responsibilities. Individual and specific reminder of consequences.
<b>Refocus</b>	Time away from home zone <u>to think</u> about choices and responsibilities. 1 minute for each year of age in the adjacent same year group home zone.  Reminder about rights and responsibilities with class teacher prior to returning to their home zone.  *If a learner refuses to accept the consequence of refocuses, the leading adult can exercise the right to continue to educate in another learning space whilst SLT assistance is called to support behaviour of learner(s) through the use of a 'blue triangle'.
<b>Lose time &amp; reflect</b>	Learner will lose minutes of their break time (the next break of the school day – fresh air break or lunchtime). This is up to 10 minutes led by the class teacher.

<b>Relocate to refocus</b>	<p>Time away from home zone <u>to think</u> about choices and responsibilities. 1 minute for each year of age in the adjacent learning zone.</p> <p>Conversation about choices prior to returning to home zone.</p> <p>Families to be informed by phone call or face to face at the end of the school day.</p>
<b>Rebuild</b>	<p>Following persistent and/or significant incidents, SLT will lead the consequences. The learner's behaviour will be closely monitored and supported for improvements.</p> <p>The following consequences will be considered:</p> <ul style="list-style-type: none"> <li>• Time to reflect with SLT</li> <li>• A parent meeting to discuss ways of supporting the learner</li> <li>• Risk assessment and/or contextual safety plan</li> <li>• An individual behaviour plan with agreed targets and referral within the Special Educational Needs code of practice as deemed appropriate and necessary</li> <li>• Internal suspensions e.g. missing a lunchtime or completing learning with SLT away from year group</li> <li>• External suspensions</li> <li>• Permanent exclusion</li> </ul>

## Suspensions and Exclusions

Suspensions and exclusion procedures will be used as a last resort and following the DfE guidelines and CLF exclusion policy. Examples of behaviours, which could lead to exclusion, are violence and / or aggression towards children and staff, persistent verbal abuse including racist, disablist, homophobic, biphobic, transphobic and religiously-motivated abuse, and continued disruption of the learning of others, in order to protect the health, safety, welfare and right to learn of others.

As part of the Cabot Learning Federation alternatives to exclusion agreement can, when required, place learners into other CLF schools in response to either one-off serious incidents of behaviour or in response to persistent failure to follow the Academy's rules.

Our Exclusions Policy details further details on the rationale and procedures supporting suspensions and permanent exclusions.

The Academy will always take into account SEND and the circumstances of other vulnerable learners in implementing any aspect of the Leadership of Learning Policy and are committed to working in partnership with families, the Local Authority and other services where it is recognised that a learner's behaviour places them at risk of exclusion and whereby alternative provision may be required. In the case of learners with a statement of SEND or Education Health-Care Plans (EHCP), the academy will always consider requesting an early annual review or interim/emergency review.

## Positive Handling

Please also refer to Positive Handling policy on our website.

At the point in which a learner's behaviour requires support because they are refusing to leave the learning space, they may be entering or already in the stages and levels of crisis as referred to below.

In this circumstance, it may be necessary to remove the learner from the learning environment; senior leadership will be required to support this decision and Team Teach strategies will be used. Team Teach positive handling will be used if the learner is unsafe to themselves, unsafe to others or they are preventing the learning of others / their behaviour is prejudicial to the learning of others. A 'blue triangle' message or use of a radio call in some cases to members of SLT can be used to support this process.

If a learner is angry or aggressive, we always help them to calm (deescalate or redirect attention) and then resolve challenges. If there remains a risk to others or him/herself, staff may in accordance with training and guidelines (Team teach), positively handle a learner. Again, it may be necessary to remove the learner from the learning environment; senior leadership will be required to support this decision and Team Teach strategies will be employed.

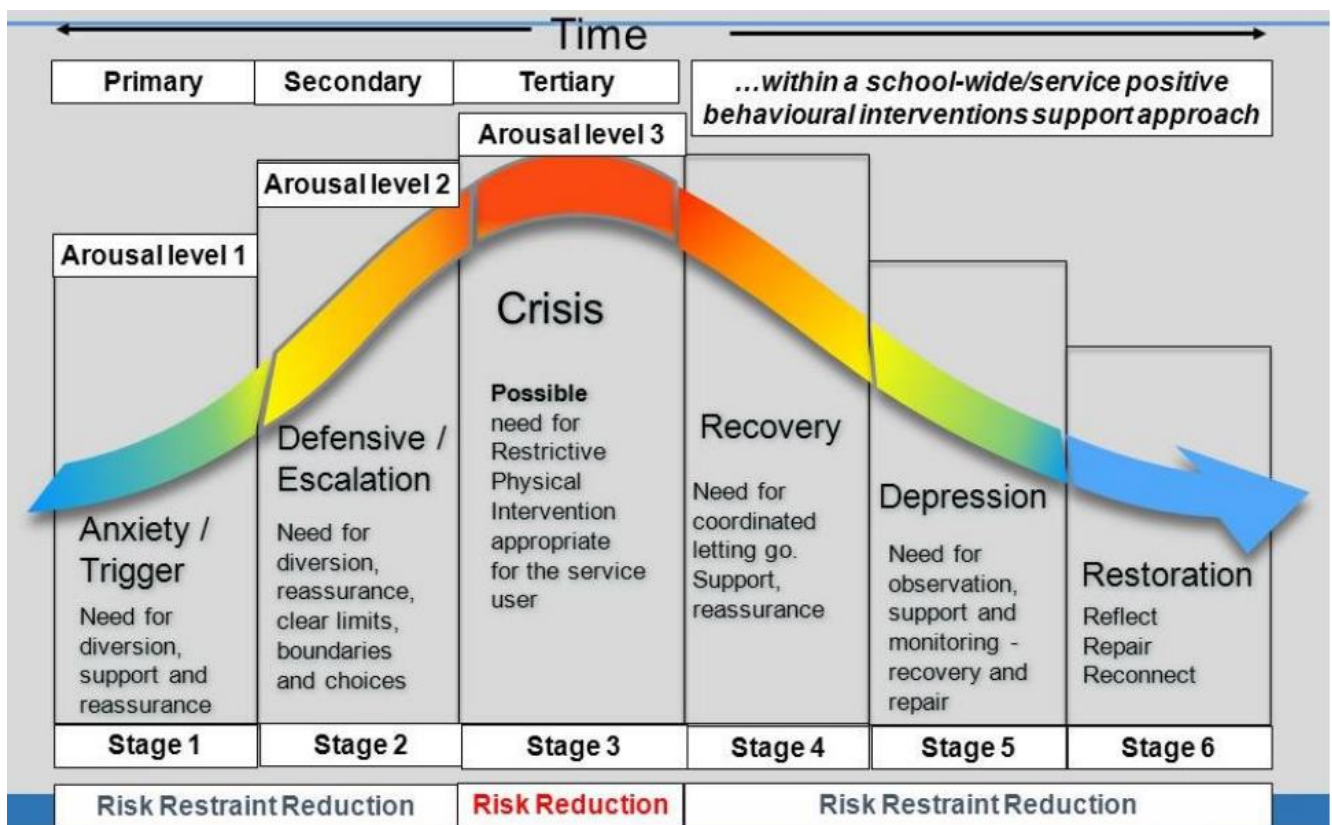
Continual challenging behaviour is monitored using 'ABC sheets' which allow staff to develop insight into learner triggers and how to better manage behaviour pre-escalation.

The safety of all learners is paramount at all times. There are times during the school day when it is entirely appropriate for adults to use physical contact with learners, for example, when demonstrating learning when being athletes, supporting learning or administering first aid. Should the actions of a learner be prejudicial to the education of others, endanger the safety of themselves or others, positive handling (Team Teach) strategies will be considered and employed where deemed appropriate, in accordance with the Team Teach training and guidance.

Any Team Teach interventions which are used will be recorded in the Bound and Numbered Book as well as on CPOMs.

### Stages and Levels of Crisis

The model for stages and levels of crisis:



The table below provides the stages and suggested responses to support de-escalation.

	<b>Examples</b>	<b>Response</b>
<b>Stage 1</b> Anxiety/Trigger	<b>Low Level Behaviour</b> <ul style="list-style-type: none"> <li>• Individual displays signs of anxiety</li> <li>• Hands over ears</li> <li>• Hiding face</li> <li>• Rocking or tapping</li> <li>• Withdrawal from group</li> <li>• Refusing to engage</li> <li>• Adapting defensive postures</li> </ul>	<b>Divert, Support and Reassure</b> <ul style="list-style-type: none"> <li>• Read the behaviour and body language</li> <li>• Intervene early to know and remove sources of frustration (reposition learner, briefly taking learner out of situation – walk, “have a look at this”)</li> <li>• Explain clearly what is happening and what will happen next (now and next reminders)</li> <li>• Communicate – talk and I will listen</li> <li>• Use appropriate humour / being playful</li> <li>• Divert and redirect attention</li> <li>• Suggested scripts:               <ul style="list-style-type: none"> <li>○ <i>I can see you’re feeling...</i></li> <li>○ <i>How about we...</i></li> <li>○ <i>Have you seen..?</i></li> <li>○ <i>When I feel ..., I like to ... (talking alongside)</i></li> </ul> </li> </ul>
<b>Stage 2</b> Escalation	<b>Medium Level Behaviour</b> <ul style="list-style-type: none"> <li>• Displays high tension</li> <li>• Making noises and moving around</li> <li>• Belligerent and abusive</li> <li>• Talking louder, higher, quicker</li> <li>• Aggressive posture, including handling of potential weapons (pencils)</li> <li>• Low level destruction</li> <li>• Challenges (“I will not, you cannot make me”)</li> </ul>	<b>Divert, Support and Reassure, Clear Limits, Boundaries and Choices</b> <ul style="list-style-type: none"> <li>• As above responses</li> <li>• State desired behaviours clearly</li> <li>• Set clear and forceable limits</li> <li>• Offer alternatives and options</li> <li>• Offer clear choices</li> <li>• Offer a get out with dignity</li> <li>• Consider making the environment safer alerting potential need for help (“<i>We need support</i>”)</li> <li>• Removing the audience</li> <li>• Guide the elbows towards safety</li> <li>• Suggested scripts:               <ul style="list-style-type: none"> <li>○ <i>I ... We... You.... Academy values</i></li> <li>○ <i>We can see you feel...</i></li> <li>○ <i>We understand you feel...</i></li> <li>○ <i>Shall we explore this ...</i></li> <li>○ <i>Let’s resolve this issue by talking.</i></li> <li>○ <i>It is not safe to....</i></li> <li>○ <i>I am reminding you of what you have been asked</i></li> <li>○ <i>to do you need to follow the adult instruction. It is not okay to ....</i></li> <li>○ <i>We will expect you to complete the missed learning task and this can happen in your break, either this morning, lunchtime or tomorrow.</i></li> <li>○ <i>Well done for choosing to return to your learning.</i></li> </ul> </li> </ul>

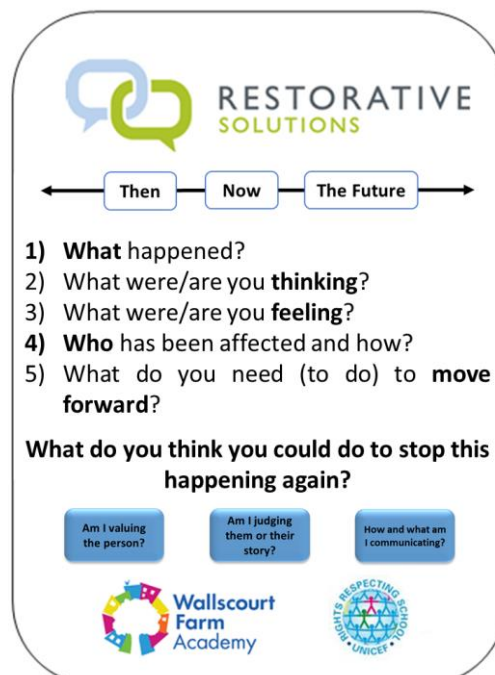


<p><b>Stage 3</b> Crisis <i>'Red Zone' for Zones of Regulation</i></p>	<p><b>High Level Behaviour</b></p> <ul style="list-style-type: none"> <li>• Shouting and screaming</li> <li>• Crying</li> <li>• Damaging property</li> <li>• Headbanging against people or surfaces</li> <li>• Slapping or punching self</li> <li>• Hurting others (headbutting, pinching, biting, kicking)</li> <li>• Moving towards danger</li> <li>• Climbing trees, roofs or out of windows</li> </ul>	<p><b>Restrictive Physical Intervention</b></p> <ul style="list-style-type: none"> <li>• Make the environment safer</li> <li>• Move furniture and remove weapons objects</li> <li>• Guide assertively – hold or restrain if absolutely necessary. Ensure face, voice and posture are supportive not aggressive</li> <li>• Use Help protocol: <i>"More help required"</i></li> <li>• Supportive adults offer <i>"More help available?"</i> Supportive adults may not necessarily take over but support through task (e.g. get additional trained adult, collect water bottle)</li> <li>• Suggested scripts: <ul style="list-style-type: none"> <li>○ <i>I can see you are angry...</i></li> <li>○ <i>I would be angry too if...</i></li> <li>○ <i>I can hear that...</i></li> <li>○ <i>I can see that...</i></li> <li>○ <i>It must be really difficult when...</i></li> <li>○ <i>I am wondering if...</i></li> <li>○ <i>Thank you for telling me that...</i></li> <li>○ <i>I see you are finding it really hard because...</i></li> <li>○ <i>I know you are angry/scared/worried but I am listening to you.</i></li> </ul> </li> </ul>
<p><b>Stage 4</b> Recovery</p>	<p><b>The Recovery Stage</b></p> <ul style="list-style-type: none"> <li>• Could be confused with anxiety stage</li> <li>• May sit in hunched position</li> <li>• In an enclosed space</li> <li>• Can revert to crisis without build up</li> </ul>	<p><b>Co-ordinated Letting Go, Diversion, Support and Reassurance</b></p> <ul style="list-style-type: none"> <li>• Support and monitor</li> <li>• This may not be a good time to touch, as touch at this stage can provoke a revision to crisis</li> <li>• Give space and time</li> <li>• Insulation from sources of frustration (e.g. triggers, noise, crowds, people watching)</li> <li>• Look for signs that the person is ready to communicate.</li> <li>• Suggested scripts: <ul style="list-style-type: none"> <li>○ <i>We are going to give you space</i></li> <li>○ <i>Let us move to...</i></li> <li>○ <i>We can play this..." (non-related to incident game/puzzle)</i></li> </ul> </li> </ul>
<p><b>Stage 5</b> Depression</p>	<p><b>The Depression Stage</b></p> <ul style="list-style-type: none"> <li>• After the incident, people can become depressed. They may not want to interact but still need support and reassurance.</li> </ul>	<p><b>Observation, Support and Monitoring-Recovery and Repair</b></p> <ul style="list-style-type: none"> <li>• Reassure</li> <li>• Personalised response to previous trauma and trauma informed response.</li> <li>• Low threat, low challenge opportunities</li> <li>• Suggested scripts: <ul style="list-style-type: none"> <li>○ <i>Shall we go and (preferred activity of interest, visit an adult)</i></li> </ul> </li> </ul>

		○ You can join me to do a job I need to do...
<b>Stage 6</b> Restoration	<b>The Restoration Stage</b>  • Post incident support	<b>Review, Reflect, Repair, Reconnect</b>  • Support, reassure and monitor • Respond to any signs that the person wants to communicate • Show concern and care but do not attempt to resolve residential disciplinary issues at this stage • Apply <b>TELL</b> • Suggested scripts: ○ <b>Time:</b> listening for time and choosing the right time <i>"We have time.. We are going to talk about how you feel and what happened..."</i> ○ <b>Environment:</b> Comfortable, neutral with no disturbance. Remove artificial barriers sitting alongside. <i>"Let us sit in this room / space..."</i> , <i>"How do you feel now?"</i> ○ <b>Listen:</b> <i>"Listening with your eyes"; understanding their point of view; non-judgmental "I understand what you are saying", "Tell me more.."</i> ○ <b>Listen:</b> <i>Share other perspectives; how we can work together; "Do you have ideas of how we could avoid a repeat of this incident/behaviour?"; "There are strategies we can use when we feel..."</i>

## Resolving Conflict – Restorative Conversations

At Wallscourt Farm Academy we teach learners to resolve conflicts in a calm and respectful way. We support learners to help 'resolve disagreements' and hold restorative conversations with adults and learners. We believe it is important to promote mutual respect and eliminate 'hit-back' reactions which often cause further problems. We encourage learners and families to have a positive view of school and all members of our school community. The support of families in achieving this aim is crucial.



## Appendix 1: Inappropriate behaviour

The following is a table of some of the inappropriate behaviours that learners may display. We have categorised them into behaviours we consider to have similar levels of impact and negativity. Sanctions and consequences for any behaviour are always considered in the context of how the behaviour was exhibited.

Category 1	Category 2	Category 3	Category 4 - Blue Triangle	Category 5 – SLT support
<ul style="list-style-type: none"> <li>• Not focusing on learning</li> <li>• Rocking on chairs</li> <li>• Drawing on whiteboards</li> <li>• Distracting others</li> <li>• Not lining up respectfully</li> <li>• Patting to get attention</li> <li>• Talking when they shouldn't be</li> <li>• Not trying to listen</li> <li>• Fiddling to distract</li> <li>• Misuse of manipulatives/equipment</li> <li>• Shouting/calling out</li> <li>• Eye rolling/flippancy</li> </ul>	<ul style="list-style-type: none"> <li>• Talking over others to distract</li> <li>• Refusing partner/group learning</li> <li>• Refusal to join in</li> <li>• Running inside school building</li> <li>• Chatting/fidgeting/poking in gatherings</li> <li>• Disrespectful behaviour e.g. rolling eyes/tutting/answering adults back</li> <li>• Not looking after equipment e.g. broken stationery</li> <li>• Making distracting noises</li> <li>• Not following agreed noise levels as instructed</li> <li>• Lack of respect through body language/ rolling eyes/shrugging</li> <li>• Not treating all adults with the same level of respect</li> </ul>	<ul style="list-style-type: none"> <li>• Repeatedly not looking after equipment</li> <li>• Repeatedly not following instructions</li> <li>• Walking around during input</li> <li>• Disrespectful language</li> <li>• Weeing not in toilet (consider age)</li> <li>• Throwing objects</li> <li>• Swearing</li> <li>• Carrying on playing at end of breaks/not returning to class</li> <li>• Hiding</li> <li>• Not accepting responsibility for poor choices</li> <li>• Disregard for others e.g. laughing at others</li> <li>• Play fighting</li> <li>• Defacing school property</li> </ul>	<ul style="list-style-type: none"> <li>• Spitting (not at someone)</li> <li>• Running away</li> <li>• Throwing chairs/objects</li> <li>• Leaving the home zone or learning zone without permission</li> <li>• Being dishonest (depending on context)</li> <li>• Climbing (to avoid adult/escape)</li> <li>• Verbal aggression/abusive language</li> <li>• Direct defiance of a clear instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Running off site</li> <li>• Intentionally weeing on floor</li> <li>• Spitting at someone</li> <li>• Violence to adults</li> <li>• Prejudicial incidents</li> <li>• Deliberately hurting themselves</li> <li>• Deliberate damage to school property</li> <li>• Violence to other children</li> <li>• Bullying/ Child on Child abuse</li> </ul>

## Appendix 2: Additional guidance and information

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>	

### Establishing positive Behaviour expectations in a new school year.

**At the start of each school year:**

- Each class teacher will display the WFA Charter – Rights and Responsibilities.
- Teachers will negotiate Learning Zone Charters - Rights and Responsibilities to support this. Charters will be presented in child-friendly language and “unpicked” as to what this looks like in practice.
- The Principal will plan and deliver the gathering and outside time Charters.
- Lunchtime Leaders/Principal/SLT team will create the lunchtime Charter with Future Leaders.
- The Future Leaders Representatives will be elected and monitor how well the school is following the Rights Respecting Charters and developing a holistic Rights Respecting approach.
- Gatherings 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.

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

- 1) Through 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.

**Expectations of Behaviour**  
**Examples of behaviours and HOW to support these behaviours**

<b>Behaviour</b>	<b>How</b>
Good listening	Unpick what a good listener looks like Model good listening with other adults and learners Make sure what you are saying is worth listening to Encourage good listening through questioning (including learner's) and repeating instructions (learners) Have a clear signal for stop, look and listen and use this consistently Use of music, eyes, visual signals, symbols
Looking after our learning zones and communal areas	Shared responsibility, whole learning zone reward systems Monitors to do specific roles Model how to care for things Praise positive behaviour choices e.g. taking responsibilities in the school
Carrying out instructions	Give clear instructions broken down into manageable chunks Ask questions to check understanding Ask learners to repeat and explain instructions Tone of voice, expression – including use of low voice Demonstrate using visual aids and prompts
Being independent learners	Use of talk partners, time to think and reflect before answering Learner conferencing through learning talk time - AFL ELLI/21 <sup>st</sup> Century learning skills references Planned opportunities to plan own learning approach, which strategy/resource to use, take risks, evaluate success or otherwise and plan how to do it differently next time
Learning quietly and on task	Show talk, Low talk, No talk – culture of learning zone and whole school. Show learners the different levels they can use their voice and how we must respect everyone's right to be heard by using our quietest voice inside. (Listening voice, partner voice, Garden voice/ no voice, low voice, show voice) Set challenges and expectations for those who are finished Regular time checks Peer feedback
Sharing, taking turns Learning together	Planned taught opportunities for collaborative learning – teach model e.g. allocate different roles at start Prompts for collaborative learning Regular use of learning partners and talk partners 21 <sup>st</sup> Century Learning skills – collaboration