



Cabot
Learning
Federation



Wallscourt
Farm
Academy

Leadership of Learning Policy

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	Annual Update

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
- Parents/carers 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.
- Children will be encouraged to follow the Academy 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?
- 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 gathering/assemblies 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 at 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 finger.'

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 21st Century learning skills to help us – Curiosity and imagination, resilience, independence and collaboration.

Rewards and celebrations

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

- Staff to regularly recognise, praise and encourage good choices.
- Sharing good news about behaviour and achievement with the Principal, SLT, other classes and with Parents/Carers/Families
- Celebration Gathering – certificates given and family invited to attend.
- Real Nectar Points – collected for their community group. The winning group has a non-uniform day at the end of the term
- Whole class incentives and celebrations
- Personalised and individual rewards 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 which is taking care to make is an irresistible learning environment.
- **Attendance certificate** for the Year Group with the highest attendance.

Sanctions – Where 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.**

Step 1 – Verbal reminder of rights/responsibilities.

A quiet reminder of learner’s responsibilities with proximal praise.

Step 2 – Verbal reminder of rights/responsibilities.

Individual and specific reminder of consequences.

Step 3 – Time away from Home Zone to think about choices and responsibilities.

1 minute for each year of age – In Garden room or in a quiet spot in the learning zone.

Reminder about rights and responsibilities on return.

If a learner refuses to have time to think then a member of SLT should be called.

Step 4 – Time in the adjacent year group to think about rights and responsibilities.

1 minute for each year of age.

Conversation about choices on return. Parents to be informed by phone.

Step 5 – If the behaviour persists, or a member of staff considers the behaviour is very serious, the Principal (or a member of SLT) becomes involved.

Time to reflect with SLT. Learning zone team must record step 5 behaviour on CPOMS and inform the parent.

This could also result in:

- a parent meeting to discuss ways of supporting the learner
- an internal exclusion e.g. missing a lunchtime

Step 6 – If this behaviour persists or a member of staff considers the behaviour is very serious, the Principal becomes involved. This might result in:

- a parent meeting to discuss ways of supporting the learner
- an individual behaviour plan with agreed targets and referral within the Special Educational Needs code of practice as deemed appropriate and necessary.

Exclusions

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 and homophobic abuse, and continued disruption of the learning of others, in order to protect the health, safety, welfare and right to learn of others.

Positive Handling

If a child is angry or aggressive, we always help them to calm (deescalate or distract) and then resolve problems. If there remains a risk to others or himself/herself, staff may in accordance with training and guidelines (Team teach), positively handle a child. It may be necessary to remove the pupil from the learning environment; senior leadership will be required to authorise this decision and Team Teach strategies will be employed.

Policy Review: This policy will be reviewed in July 2021

Appendix 1:

Addendum to Leadership of Learning (Behaviour Policy) for the duration of the COVID-19 period

At Wallscourt Farm Academy, we recognise that the COVID-19 period has been traumatic and difficult for many children and adults. The process of return to the school building carries with it a significant degree of change and this will require adjustments to be made; some children and adults will find this more difficult than others.

As a trust, the Cabot Learning Federation is committed to supporting children and adults to make the necessary adjustments to living and learning in a set of circumstances where COVID-19 is a part of daily life. A 'recovery curriculum' is being developed across all schools which focuses on understanding and meeting the needs of learners as they return to school, taking account of some of the difficulties they face.

It is also important to recognise that where COVID-19 is a part of daily life, so too must rigorous health and safety standards be adopted. These health and safety standards are not a negotiable aspect of the school experience, and these have been put in place to support all members of our communities to stay safe and well, including those who may not attend the school site.

Our role is to educate and support young people to fully understand the implications of these measures and ultimately to follow them. Where a child struggles to comply with the measures set out, our first approach will be to educate them as to the risks and to their responsibility to be a part of mitigating these risks. In this respect, this is no different to our approach for many other aspects of health and safety on site at any other time.

We will work to ensure that children respect the 2m social distancing rules and other health and safety measures as part of their daily experience. We do recognise, however, that for some younger children or those who find it difficult to follow rules this may be challenging. Learners who are not following our guidelines and expectations will be encouraged and supported to do so through further educating them as to the dangers posed. If the school feels the safety of others is being put at risk, an individual risk assessment will be created for that child.

It is important to note that, whilst our general approach is a supportive one focused on educating and helping to set positive behaviours both within and beyond the Academy, any learner who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the Principal, using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

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

As adults we will	As children we will
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
Come to school ready to be partners in learning	

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’s 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 negotiate the Gathering/Assembly and outside time 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 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) 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.

Expectations of Behaviour	
Examples of behaviours and HOW to support these behaviours	
Behaviour	How
Good listening	Unpick what a good listener looks like Model good listening with other adults and children Make sure what you are saying is worth listening to Encourage good listening through questioning (including children's) and repeating instructions (children) 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 children 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 Pupil conferencing through learning talk time - AFL ELLI/21 st 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 children 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/playground 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 eg allocate different roles at start Prompts for collaborative learning Regular use of learning partners and talk partners 21 st Century Learning skills – collaboration