Cabot Learning Federation

Wallscourt Farm Academy

Leadership of Learning Policy

Implementation Date: September 2025

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	September 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	
1.7	November 2024	Whole Document	Ratified at WFA Academy Council meeting held on 7th Nov 24	
1.8	August 2025	Whole Document	Complete Overhaul	

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.

We are committed to:

- Treating all learners with fairness and respect.
- Celebrating positive behaviour and reinforcing it consistently.
- Supporting learners to take ownership of their actions and understand their impact.
- Creating a community that values kindness, empathy, good humour, and care.
- Strengthening relationships to promote community cohesion.
- Setting high expectations for behaviour and learning for everyone.



Our learning environment is safe, warm, and welcoming. Adults lead by example, modelling high standards and respectful relationships. We prioritise **equity, excellence, and mutual respect**, with **families playing a vital role** in supporting positive behaviour.

We nurture self-esteem, a sense of fairness, and a shared commitment to being the best we can be—together.

Expectations

At Wallscourt Farm Academy, we believe that positive behaviour is a shared responsibility and a reflection of our values in action. Our expectations are rooted in mutual respect, inclusion, and the belief that every member of our community—adults, learners, and families—plays a vital role in creating a safe, purposeful, and joyful learning environment. By working together, we foster a culture where behaviour supports learning, relationships are nurtured, and everyone feels a strong sense of belonging and responsibility.

We expect every learner to:

- Respect everyone's **Rights and Responsibilities** and make **positive choices**.
- Take responsibility and **accountability** for their choices.
- Engage in **restorative conversations** in order to repair relationships and **learn from** their mistakes.
- Engage in **reflective consequences** to give time for themselves and others to **recover** and **reset**.

We expect every school adult to:

- Promote and model positive **Rights and Responsibilities** consistently across all learning zones.
- Plan **learning** that **engages, challenge** and **meet the needs** of all learners.
- Recognise, **celebrate** and **foster positive behaviours**.
- Follow the **5 R's** clearly and **consistently** maintaining **high expectations** for all.
- **Don't walk by** – always notice learners making poor choices and remind of behaviour expectations.
- **Always follow up** and address poor behaviour even if other adults have intervened.
- **Retain ownership** of the situation. **Don't delegate responsibility** or rely on others to resolve it. Consistent follow-through reinforces expectations and **builds trust**.
- Follow and facilitate **Restorative Conversations**, using the three key questions:
  What happened? What were you thinking/feeling? Who has been affected? What do you need to do now to move forward? How can we stop it from happening again?

We expect all families to:

- **Agree to,** and support, the Academy's **Leadership of Learning policy** and reinforce these expectations at home.
- Actively **support school decisions** and **uphold agreed consequences**.
- Engage with class and Academy charters and **help children understand** their Rights and Responsibilities.
- Encourage **restorative thinking** and **respectful relationships** beyond the school setting.
- Understand that school is **unable to share information** pertaining to other children or families.
- **Not approach other families** about incidents in school but to speak directly to staff and trust that school will handle the situation appropriately.
- **Respect the confidentiality** of others by **not discussing**, judging or speculating about the circumstances of other learners or families. Refrain from making public comments about learners or staff relating to any behaviour incident, and instead seek out a member of staff to discuss this with privately.

Our Academy Charter

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

Rewards and celebrations

At Wallscourt Farm Academy, we believe that praise is a powerful tool in creating a positive, inclusive, and aspirational learning environment. Our staff understand that meaningful praise—whether quiet and personal or public and shared—plays a vital role in building strong, respectful relationships, especially with those who may find connection more challenging.

We encourage learners to be active participants in shaping a positive school culture. This means showing initiative, kindness, and responsibility in their everyday actions—making thoughtful choices such as picking up litter rather than walking past it, or engaging in learning by asking and answering questions rather than remaining passive.

These small but significant actions reflect a deeper commitment to our shared values and help build a community where everyone can thrive.

At Wallscourt, we recognise and celebrate the positive contributions of all members of our school community. We use these rewards to encourage learner's positive choices and for adhering to the Wallscourt Farm charter.

<table>
<tr><th>Type of Celebration</th><th>Approach</th></tr>
<tr><td>Real Nectar Points</td><td>
For effort and successes in their learning and recognition of demonstrating 'Future Leader' behaviours.

1 RNP – Praise for effort, successes or achievement
5 RNP's – Outstanding recognition given for effort, successes or achievement

RNP's will be recorded on Bromcom which will automatically alert families via the MCAS app of their child's achievement.
<table>
<tr><th colspan="3">Future Leader Behaviours</th></tr>
<tr><td></td><td>21st Century Learning Skills</td><td>Awarded for using key learning behaviours that help learners thrive:

Curiosity – asking thoughtful questions and exploring ideas

Imagination – thinking creatively and trying new approaches

Resilience – persevering through challenges

Independence – taking responsibility for their own learning

Collaboration – working effectively with others</td></tr>
<tr><td></td><td>Rights and Responsibilities</td><td>Awarded for upholding a respectful and safe learning environment:

Respecting everyone's right to be heard, to learn, and to feel safe.

Taking responsibility for their own actions and helping others do the same</td></tr>
<tr><td></td><td>Character</td><td>Awarded for showing strong personal values and being a positive role model:

Being polite, well-mannered, and respectful

Showing empathy, kindness, and encouragement to others

Demonstrating integrity and leadership</td></tr>
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<table>
<tr><td></td><td>
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<tr><td></td><td></td><td></td></tr>
<tr><td></td><td>Oracy</td><td>Awarded for developing confident and respectful communication:

Standing to speak and using clear sentence stems

Inviting others into discussions

Using oracy skills to build, challenge, summarise, clarify, and probe ideas</td></tr>
<tr><td></td><td>Everyone is Welcome</td><td>Awarded for promoting inclusion and celebrating diversity:

Noticing and supporting those who may feel isolated

Celebrating difference and being inclusive

Championing others and making everyone feel welcome</td></tr>
</table>

RNP’s will be celebrated weekly during Celebration Gathering and may focus on the Community Group / Year Group or Class who have achieved the most RNP’s collectively.</td></tr>
<tr><td>Slide Trip</td><td>Slide trips can be awarded to individual learners or groups of learners for effort and successes in their learning and recognition of demonstrating ‘Future Leader’ behaviours.</td></tr>
<tr><td>Hot Chocolate Friday</td><td>This weekly reward celebrates learners who consistently follow all rights and responsibilities over time, demonstrating a sustained commitment to our school values.

Each week adults will identify learners who have shown consistent positive choices around rights and responsibilities over time.

Invites will be given out during weekly Celebration Gathering.</td></tr>
<tr><td>Positive Postcards</td><td>These will focus on learners who have demonstrated exemplary behaviour and values or who have achieved something exceptional over the course of the week.
They will be taken home by the learner at the end of the day. There is no expectation on the number to be given out by teachers.</td></tr>
<tr><td>Celebration Gathering certificate</td><td>These awards will celebrate efforts and achievements in learning. All learners will receive <u>at least one</u> per academic year.

Teachers will write certificates which will be read aloud to the whole school during Friday celebration gatherings.

Families of learners who are being awarded certificates are invited to attend the gathering.</td></tr>
</table>

Ship Shape and Bristol Fashion Award	The Ship Shape and Bristol Fashion award will be presented for a whole learning zone who has kept their **learning zone looking consistently irresistible** over the course of a week.
Whole class incentives and celebrations	<u>Optional and bespoke to each home zone</u> Individual classes may focus on **specific values** and **behaviours** they are developing. As they demonstrate these, they will earn tokens that contribute to a shared Home Zone pot. This collaborative approach encourages everyone to work together toward a common goal. Once the goal is achieved, the class will celebrate with a reward they have chosen together.
Individual reward charts and celebrations	Some learners may benefit from **Individual Celebration Charts** to help them follow agreed strategies and positive choices. These charts are used alongside personalised behaviour plans and play a vital role in supporting progress. Learners work towards their individual goals by collecting tokens, which serve as tangible recognition of their efforts. Achievements are celebrated with staff and shared with families to reinforce positive behaviour and strengthen home-school partnerships.
Sharing Learning with the Principal Team	Learners will be sent to share and celebrate learning with members of the leadership team. This is where they bring their Learning Journey or other learning books like their "being a mathematician" book to show. This may result in a RNP or a slide trip.
Reading Challenge	<u>Key Stage 2</u> Learners have the opportunity to take part in reading a series of challenge books. Once they have read these texts they are awarded with a certificate in celebration gathering. 5 Books – Bronze award 10 Books – Silver award 15 Books – Gold award 20 Books - Platinum award 25 Books – Diamond award
Multiplication Award	<u>Key Stage 2</u> A whole Learning Zone will receive an MTC Trophy for high levels of engagement or high multiplication scores on Times Table Rock Stars. This will be given out and awarded in Key Stage 2 Gathering.

Consequences and Sanctions

Consequences	Consequences are the natural or logical outcomes of a learner's choices. They help children understand cause and effect and support reflection and responsibility. Consequences can be positive or negative and are designed to guide learners toward better decision-making. *Example: If a child disrupts learning, they may need to complete their task during FAB (Fresh Air Break).*
Sanctions	Sanctions are formal responses used when behaviour breaches expectations or Rights and Responsibilities. Our aim is always to support learners to reflect, repair and re-engage positively with their learning. Responses are chosen with consideration for the context, frequency and severity of the behaviour, as well as the individual needs of the learner. Where behaviour does not meet expectations, staff will use a **graduated** and **proportionate** approach, progressing through a sequence of sanctions only when necessary. At each stage, the focus remains on restoring relationships, maintaining a calm and safe environment, and helping pupils learn from their actions. Sanctions may include, but are not limited to, the following stages: • Restorative Conversation with the Class Teacher • Reflection During Fresh Air Break • Reflection at Lunchtime • Completing Learning on the Mezzanine (Part-Day or Full Day) • Off-Site Reflection at a Partner Academy (supported by a WFA member of staff) • Fixed-Term Suspension or Permanent Exclusion Once a sanction has been completed, every learner is given a genuine fresh start. If a learner is absent, the sanction will be carried over to ensure that the restorative process can still take place. Although each day offers a new beginning, sanctions may continue if a learner is not yet ready or able to engage in meaningful reflection. This allows time for the full repair of the situation and the restoration of relationships, rather than rushing or skipping this important stage. Learners should not be compelled to apologise; instead, the restorative conversation should explore whether an apology is an appropriate and meaningful way for them to make things right.

Behaviour Reset Steps (The 5 R's)

At Wallscourt Farm Academy, we believe that behaviour is a form of communication. Our approach is rooted in empathy, consistency, and high expectations. We aim to understand and support each learner, recognising that positive behaviour is nurtured through relationships, routines, and respectful dialogue.

We use the **5 Rs – Recognise, Remind, Reinforce, Refocus, Repair** – as a structured and relational response to behaviour. These stages guide our staff in responding calmly and consistently, helping learners to regulate, reflect, and rebuild. Each stage is designed to maintain dignity, preserve learning time, and support emotional development.

Our staged response ensures that:

- Learners are given time and space to make positive choices.
- Adults respond with clarity, compassion, and consistency.
- Behaviour is understood in context, with appropriate support and consequences.

This policy outlines what each stage looks like in practice, why it matters, and how we respond. It is underpinned by our commitment to inclusion, safety, and empowering learners to recognise and make the right choices.

Behaviour Reset Steps (The 5 R's)

<table>
<tr><th>Stage</th><th>Why?</th><th>What do we do?</th></tr>
<tr><td rowspan="3">Recognise</td><td rowspan="3">We recognise that behaviour is a form of communication, and we are offering support to try and understand what the learner needs.</td><td><u>Proximal Praise</u>
Adults will praise learners who are making positive choices which serves as a reminder of the behaviour expectations for everyone.</td></tr>
<tr><td><u>Offer support to understand</u>
Hear and understand their needs.
Provide some support as appropriate.
Provide take-up time.</td></tr>
<tr><td><u>Suggested wording:</u>
How can I help?
Do you need anything to get started?
Is there something I can help you with?

<u>Please don't say</u>
This is your first reminder.</td></tr>
<tr><td>Reminder</td><td>The child has not changed their behaviour.

Take the initiative to keep things at this stage.</td><td><u>Give a quiet reminder</u>

Remember to… respect your right to be safe. Sit safely on your chair please.
(whenever possible so others can't hear)

Provide take-up time (approx. 2 mins).

• Remind of responsibilities.
• De-escalate and decelerate where reasonable and possible.

Praise will be given when the learner is able to model good behaviour as a result of the reminder (Thank you for listening).</td></tr>
</table>

Behaviour Reset Steps (The 5 R's) – Disrupting Learning

<table>
<tr><th>Stage</th><th>Why?</th><th>What do we do?</th><th>Consequence / Sanction</th></tr>
<tr><td rowspan="2">Reinforce</td><td rowspan="2">If learner still has not followed adult direction.</td><td><u>Reinforce the instruction – Be direct</u>

• I have noticed that you are… wandering around.
• Do you remember how it felt when you…completed that amazing writing yesterday?
• Right now, I need you to…complete your learning.

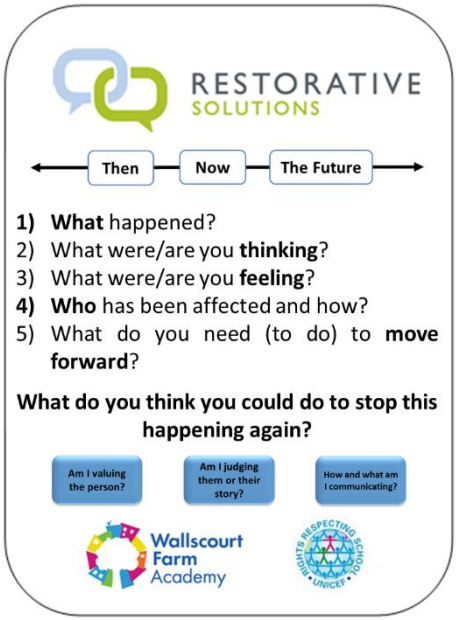
Walk away and provide take-up time (approx. 2 mins).</td><td rowspan="2">If you are using the reinforce script with learners, you must find a time soon after the event to hold a conversation to repair and move forward positively.</td></tr>
<tr><td><u>Give 2 clear choices</u>

For some learners, they may need to be given an element of control so offer 2 choices that result in the same outcome but enables them to feel like they have some choice.

• I have noticed that you are… wandering around.
• Do you remember how it felt when you…completed that amazing writing yesterday?
• You can choose to complete your learning with me, at this table or you can complete it with xxx adult.

I'll come back to you 1 minute so you can tell me what you have chosen</td></tr>
</table>

Stage	Why?	What do we do?	Consequence / Sanction
Refocus *see guided refocus below	**The learner has not changed their behaviour and needs time away from the space to regulate.** The aim is to get them back into learning as quickly as possible.	<u>Direct learner to a refocus space</u> *It looks like we need some time to calm and refocus.* *Please go to xxx space to refocus.* <u>Direct learner to **choose** a refocus space</u> *It looks like we need some time to calm and refocus.* *You can choose to refocus in xxx or xxx.* Refocus will be a short time (5 minutes max) away from the current space/activity. This may be: • The other home zone • Another learning zone • The Hive (with an adult) • A previously agreed calm space • It may be appropriate to take a sensory resource Following this settle them back into learning.	Any missed learning must be caught up and completed at another time. A repair conversation will take place at an appropriate time that day (FAB, lunchtime end of school day).
Guided Refocus	If a learner does not respond to the adult's direction to move to a refocus space, a member of the Senior Leadership Team (SLT) will be called to support.	The SLT member will calmly **reiterate the instruction** and make it clear that the learner must now refocus. The learner is <u>not</u> offered a choice to remain in the current space. Instead, they are given a clear directive: *You need to move to the refocus space now. If you are not ready to do that, you will need to refocus in the Leadership Room.*	If this stage is reached, then a sanction will be applied – see category 2 – 30min lunchtime refocus with a member of the leadership team. Class teacher to inform family. Repair conversation with class teacher which must be recorded on CPOMs.
		If a learner does not follow the SLT member's instruction to refocus: Phone call to family so that the family can Reinforce the importance of following instructions.	If successful – the learner completes refocus stage and the Category 2 sanction is applied.
		If unsuccessful (e.g. learner refuses to go to the phone) – family are asked to come into school to support this in person	If this stage is reached, Category 3 sanction is applied.

Repair	Restorative conversation to understand, repair and reset expectations.	A repair conversation should be held with the adult leading this 5R process if the **Reinforce** or **Refocus** stages have been reached. The following will be used to guide the conversation:  	The consequences of these stages being reached is that the restorative conversation takes place outside of learning times.

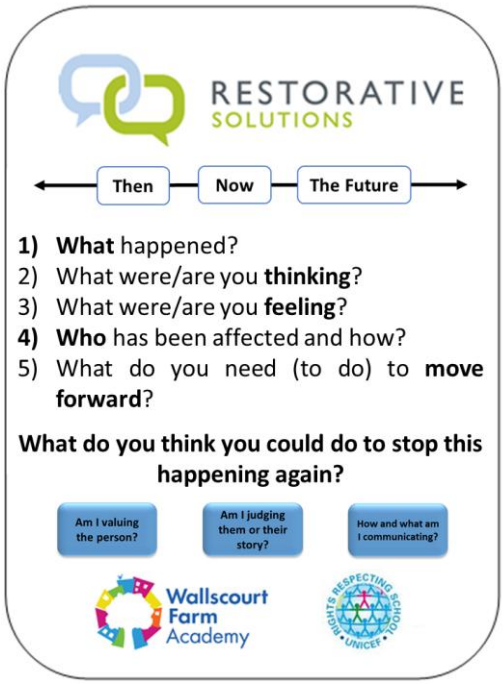
To ensure a clear and consistent link between actions and consequences, our approaches and sanctions are organised into the following categories (please note this is an illustrative example and not exhaustive or definitive):

- Disrupting learning
- Child-on-child physical incidents
- Child-on-child bullying
- Prejudicial incidents
- Harmful Sexualised Behaviours
- Being disrespectful or physical towards adults

	Category 1	Category 2	Category 3	Category 4	Category 5
Inappropriate Behaviours	Low Level Disruption	Persistent Disruption	Persistent & Ongoing		
Child on Child - Physical	Low-Level Physical Contact	Disruptive Physical Behaviour	Aggressive Physical Behaviour	Harmful Physical Behaviour	Serious Physical Harm / Safeguarding Concern
Child on Child - Bullying	Low Level - Initial Behaviours	Targeted and Persistent – Intent to cause distress	Overt and ongoing	Power Dynamics / Manipulation & Group Behaviour	Serious Emotional Abuse Safeguarding Concern
Prejudicial Incidents	Use of prejudicial language without intent	Use of prejudicial language with intent to insult	Repeated prejudicial language or behaviour	Prejudicial bullying behaviour causing emotional harm or intimidation	Serious prejudicial incident (hate speech, extremist language or materials)
Harmful Sexualised Behaviour	Inappropriate or Problematic Sexualised Behaviours	Risk-Taking or Boundary-Breaking Sexualised Behaviours	Coercive or Exploitative Sexualised Behaviours	Harmful or Abusive Sexualised Behaviours	Technology-Assisted Harmful Sexualised Behaviours
Being disrespectful or physical towards adults	Low-level Disrespect	Verbal Rudeness or Refusal	Aggressive verbal behaviour	Physical contact without injury	Physical Aggression Causing Harm or Serious Threat

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.



Recording

All members of staff are trained to use our secure online recording system, Child Protection On-line Management system (CPOMs) to record safeguarding and behaviour incidents.
Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Persistent Low-Level Disruption (Category 2 or 3)
- Child on Child – Physical (Categories 2-5)
- Child on Child – Bullying (Categories 2-5)
- Prejudicial Incidents
- Being Disrespectful or Physical towards staff

Staff will follow guidance in the sanctions section for each category as to the need to inform families.

All staff receive regular training on positive behaviour management and this is ongoing at each stage. In Induction, all staff members are required read the Leadership of Learning Policy. Staff can access support to improve practice which may come about through SLT monitoring or through Teachers or Teaching Partners requesting this themselves.

Language

At Wallscourt Farm Academy, staff recognise that children are continually learning about themselves, their emotions, and how to relate to others. We understand that at times, children may make poor choices or behave in ways that reflect underlying emotional distress or neurochemical changes in the brain, which can result in behaviour that challenges.

In response, staff use supportive and developmentally appropriate language. We intentionally avoid outdated, emotive, or inflammatory terms such as *"naughty," "abuse," "assault," "perpetrator,"* and *"offender"*, which are more aligned with the criminal justice system than an educational setting. Instead, we use language that reflects our understanding of emotional regulation and wellbeing—such as *"dysregulated"* or *"distressed"*—where appropriate.

Learners with Social, Emotional and Mental Health Needs or SEND

Learners who exhibit behavioural difficulties as a result of identified SEND, social, emotional and mental health (SEMH) issues or social communication and interaction difficulties are supported by a graduated approach at Wallscourt Farm Academy. This means we offer support at:

- Universal level – through whole-class strategies such as our Safeguarding Curriculum, including Jigsaw, RSHE, Being a Citizen curriculum and learning covered through Gatherings (assemblies.)
- Targeted group level – including focused interventions like social skills groups or self-esteem sessions.
- Individual level – such as Thrive, safe spaces or specific anxiety-based learning.

Learners may be placed on the school's Special Educational Needs and Disabilities (SEND) register and provided with individual plans to support them. In line with the DfE guidance *'Promoting and supporting mental health and wellbeing in schools and colleges' (November 2022)*, we adopt a whole-school approach to supporting the mental health and social and emotional needs of every learner at Wallscourt Farm Academy.

Individual Behaviour Plans

Some learners may experience more marked difficulties with behaviour, which may be related to SEMH needs, specific SEND needs, early childhood experiences or family circumstances. For these learners, we create individualised behaviour plans with families.

These plans emphasise regular celebration of success and are closely aligned with whole-school strategies, including the Incredible 5 Point Scale. They are learner-centered and designed to support de-escalation by clearly outlining what both the adult and the learner can do at each stage of a behavioural incident.

The Behaviour Plan may also include the use of a personalised script to support the learner during moments of dysregulation. Where appropriate, it may also identify designated 'safe spaces' within the school environment that the learner is encouraged to use to help them regulate and regain a sense of calm.

Behaviour Logs

Persistent challenging behaviour may be tracked using *Behaviour Logs*. These logs help staff identify triggers and patterns, enabling more effective pre-escalation strategies and personalised support for each learner.

Celebration Charts

Our individual behaviour plans at Wallscourt Farm Academy are centred around celebrating positives and recognising success. Each learner co-creates a personalised Celebration Chart, which is kept dynamic through regular reviews and updates to the types of celebrations included.

Staff are committed to consistently noticing and acknowledging when learners are engaging positively, following expectations, or demonstrating progress. These moments are recorded on the learner's Celebration Chart, helping to build a sense of achievement and motivation.

Celebrations are structured around milestones and learners are encouraged to celebrate after achieving 5, 10, and 15 positive recognitions. This approach reinforces positive behaviour, builds self-esteem, and supports a culture of encouragement and growth.

Celebration Time

Celebration Time is a targeted and highly individualised strategy designed to support a small number of learners with identified behavioural needs. Unlike whole-school reward systems, this approach is reserved for those who benefit from a personalised structure to recognise and reinforce positive behaviour. It provides a consistent framework that encourages learners to make better choices while managing behavioural challenges in a supportive and structured way.

Each learner begins the week with 60 Celebration Minutes, which they aim to retain through positive engagement with learning, following adult instructions and respectful behaviour. Successes are recorded on individual Celebration Charts throughout the week, enabling regular small celebrations and reinforcing positive choices in real time. On Friday afternoons, learners are invited to Celebration Time for the number of minutes they have successfully retained. During this session, they reflect on their achievements and participate in activities they selected the previous week, tailored to their interests.

Minutes may be deducted in response to negative behaviour choices, such as refusing to follow adult instructions, with time lost tracked and removed from their allocation.

While the needs of each learner are carefully considered when applying consequences, they are not exempt from appropriate sanctions, including time to refocus, suspensions, or permanent exclusions if necessary.

Celebration Time is a bespoke intervention that reinforces the importance of positive behaviour and provides meaningful opportunities for learners to celebrate their progress.

Serious Incidents

These incidents will be dealt with by school staff, taking into account the age, developmental stage, and individual needs of the child. All serious behaviour incidents must be referred immediately to the Principal or a member of the Senior Leadership Team (SLT).

Examples of serious incidents include:

- Category 4 or 5 forms of bullying (including cyberbullying, prejudice-based or discriminatory bullying)
- Category 4 or 5 Child on Child Physical incidents
- Prejudicial incidents

Wallscourt Farm Academy adopts a **zero-tolerance approach** to harmful behaviour between children.

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, Wallscourt Farm Academy 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 information on the rationale and procedures supporting suspensions and permanent exclusions.

Wallsocurt Farm 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 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.

When a learner displays anger or aggression, staff will first aim to de-escalate the situation or redirect the learner's focus. The primary goal is to help the learner regain calm and address any underlying issues contributing to their behaviour. If the learner is unable to regulate their emotions and begins to enter a crisis state, staff will respond with appropriate strategies to ensure safety and support.

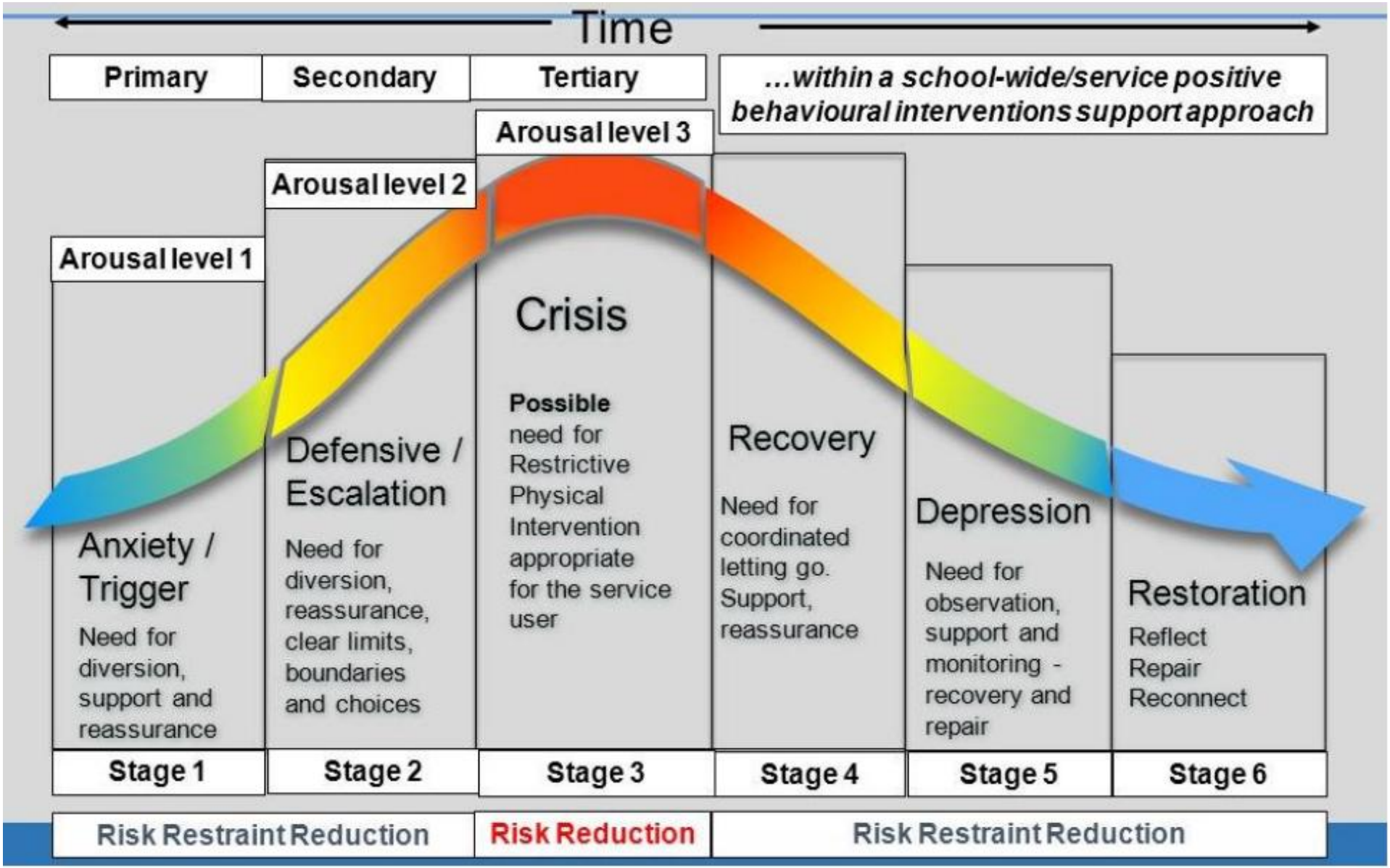
If the behaviour continues to pose a risk to the learner or others, or significantly disrupts the learning of others, staff may use positive handling strategies, in accordance with their training and Team Teach guidelines. In some cases, it may be necessary to remove the learner from the learning environment, with the support of the Senior Leadership Team (SLT) and in line with Team Teach protocols.
Team Teach positive handling may be used when a learner is:

- Unsafe to themselves,
- Unsafe to others, or
- Significantly disrupting the learning of others.

<u>Recording Interventions</u>
All Team Teach interventions must be documented in the *Bound and Numbered Book* and recorded on *CPOMs* to ensure transparency, accountability, and ongoing review.

Appendix 1: Stages and Levels of Crisis

The model for stages and levels of crisis:



Appendix 2: 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) 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.

Appendix 3: Examples of how to support expected behaviours

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 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/21st 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 21st Century Learning skills – collaboration

Appendix 4: Model letter to send to Families for Child on Child Physical, Category 4 or 5

Dear [Insert Name],

Re: Incident Involving [Learner's First Name]

I am writing to inform you that [Insert Name] was involved in a physical incident at school on [Date of Incident]. We take such matters very seriously and have conducted a thorough investigation to understand what occurred.

Having spoken to members of staff and all learners involved, the following appears to have taken place:

[Insert summary of the incident, including context and any relevant details from the investigation.]

As a result of this incident, the following sanction has been applied in accordance with our leadership of learning behaviour policy:

[Insert sanction here – e.g., internal exclusion, fixed-term suspension, restorative meeting, etc.]

To support reflection and reinforce positive choices, we have also introduced the following **supportive actions and learning opportunities**:

- **Individual support:** [Insert specific actions, e.g., restorative conversation with a senior leader, behaviour coaching, reflective learning task, parental meeting].
-
- **Cohort-based input:** [Insert specific actions, e.g., targeted PSHE session, group workshop on respectful relationships, assembly input, tutor time discussion].

These steps are designed to ensure that students are supported in making positive choices and that the learning environment remains respectful and inclusive for all.

At Wallscourt Farm Academy, we believe that positive behaviour is a shared responsibility. Our expectations are rooted in mutual respect, inclusion, and the belief that every member of our community, adults, learners, and families, plays a vital role in creating a safe and purposeful learning environment. Your support is essential in helping [Name] reflect on this incident and move forward positively.

Thank you for your continued support.