



Whitesheet
CE Primary Academy

Learning and Behaviour Culture 2022-2024



Created: November 2022

Approved by ASEC:

To be reviewed: September 2024

‘Powered by love; we believe, achieve, grow’

At Whitesheet CE Primary Academy, love is at the core of all we do. It is our vision and values that underpin and drive everything we do to enable all our pupils to ‘Climb to New Heights Together’.

We believe children learn best when:

- They are emotionally supported in a safe, secure, and caring environment.
- They are given opportunities to succeed and know that making mistakes is part of the learning journey.
- Teaching staff link learning to real life experiences and both children and adults have high expectations.

Our previous Behaviour Policy focused on rewards and sanctions. We do not believe that such a policy represents our ethos at Shrewton and what we are trying to achieve. Work has begun using the evidence in Paul Dix’s book ‘When the Adults Change, Everything Changes’ and the Evidence Based Education ‘Great Teaching Toolkit’ section 3, Maximising Opportunity to Learn and section 4, Creating a Supportive Environment’.

Our key aim is for all adults in school to be consistent; to give children the same, consistent messages. This consistency is rooted in kindness, not punishment, and through our knowledge of each individual pupil and their needs and own personal circumstances. As a staff we are committed to this.

The Whitesheet Way

‘The Whitesheet Way’ is our code of conduct, created in conjunction with our pupils, which we expect all members of our community to model and follow.

We always respect ourselves and others
Help others in need
In forgiving, we learn
Trying our best in all we do
Everyone perseveres
Show pride in our actions
Hope is in our hearts
Everyday our wisdom grows
Everyone belongs in our school community
Together we climb to new heights

Summarised with our hot air balloon motif, it enables and encourages pupils to live out our values of Hope, Wisdom, Respect and Perseverance, daily and draw on them in times where they need support. This is the language of our school understood by pupils of all ages.

Learning Behaviours

In addition to this our three school **attitudes to learning** are:



Readiness to learn:

- Children have equipment ready at the start of a lesson
- Children are ready to listen
- Children are ready to participate



Respecting others:

- We listen to the opinions of others
- We do not hurt other people using hands, feet or words
- We understand everyone has a right to be heard and a right to feel safe



Believe in yourself

- We always give things a try
- We say 'I can'
- We aim high

These attitudes are discussed both in classroom settings and during Collective worship time.

Celebrations

We celebrate the efforts our wonderful children in several ways:

- Stickers
- House points
- 'Theme of the Week' certificates
- Celebration certificates
- Names on our recognition boards
- Sharing learning with the Leadership team and other staff

Celebrations are given for effort – effort in learning activities, modelling 'The Whitesheet Way' and positive learning behaviours.

Managing Unwanted Behaviours

We understand that all behaviour is a form of communication. Child of all ages will experience times where their behaviour needs to be supported and challenged. When dealing with

children who are not displaying positive behaviour, we again believe that consistency is key. Staff remain calm and work through an agreed script which aims to de-escalate children.

The steps taken are as follows:

- Reminder
- Caution
- Last chance
- Time out
- Repair

During the repair step, we have adopted restorative practice approach which is based around repairing harm done to relationships and people. The process

- Is a non-judgemental approach.
- Changes future behaviours.
- Allows all involved to be heard.
- Allows all involved to have their needs met.
- Allows all involved to take responsibility for their actions and to have control of outcomes.

The outcome of effective restorative practice should be a community where everyone has a sense of belonging, feels safe and takes social responsibility.

We use the following restorative questions:

- What happened?
- What was it like before?
- What has it been like since?
- What do you need to happen?
- Are you satisfied with the outcome?

Unwanted behaviours dealt with in school are not routinely shared with parents. If a child has had some time out and repaired their wrong, there is no need for a further reminder or reprimand once they leave school.

School will only contact parents about a child's behaviour in school if it is felt to be a of a higher level, an on-going pattern serious incident or we feel we need your support to address issues. In these circumstances we will work with you to support you and your child.

Higher level incidents will be dealt with on a pupil-by-pupil basis supported by the DSAT Behaviour Policy.

Additional Support

Children who display unwanted behaviours may also receive on-off, ad-hoc or regular support in the following ways:

- ELSA Provision
- Interventions through Behaviour Support Services

- Counselling/therapy sessions
- Sessions of alternative provision – onsite or with external provider
- Positive reward records
- SEND assessments or referrals

This policy should be read together with:

DSAT Behaviour Policy/DSAT Equalities Scheme/DSAT Exclusions Policy/DSAT Child Protection Policy/Whitesheet CE Primary Academy Vision and Values/Whitesheet CE Primary Academy Home School Agreement/Whitesheet CE Primary Academy PSHE Policy/Whitesheet CE Primary Academy SEND Policy/Whitesheet CE Primary Academy Use of Reasonable Force