# Learning and Behaviour Culture
# 2024-2026

## 'Powered by love; we believe, achieve, grow'

At Shrewton CE Primary School, 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 'Believe, Achieve, Grow'.

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' and Kate Silverton's 'There's no such thing as naughty'.

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, their needs and own personal circumstances and our relationship with them. As a staff we are committed to this.

## The Shrewton Way

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

**S**hine showing our Values
**H**elp one another
**R**espect our school environment
**E**ngage with our community
**W**e are kind to everyone
**T**rust each other
**O**wn it
**N**ever give up

Summarised with our rocket motif, it enables and encourages pupils to live out our values of Friendship, Kindness, Perseverance, Respect, Forgiveness and Responsibility 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
- Names on our recognition boards
- Dojo Points – for effort in learning
- House points – for 'The Shrewton Way' which culminate in House earned rewards
- 'Theme of the Week' certificates
- Celebration certificates
- Sharing learning with the Leadership team and other staff
- Headteacher Stickers awarded by SLT

Celebrations are given for effort – effort in learning activities, modelling The Shrewton 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 agreed steps which aims to de-escalate children (see appendix 2).

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 inform 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/Chaplaincy
- Sessions of alternative provision – onsite or with external provider
- Positive reward records
- SEND assessments or referrals

## *Recording Behaviour*

Behaviour incidents are recorded via Arbor (appendix 3). All staff have an Arbor account and are responsible for recording an incident that they have dealt with. Staff assign type of incident and location. Actions are recorded and where necessary, incidents are escalated to Senior Leaders. Class teachers monitor class activity and incidents with overall monitoring by Senior Leaders.

*This policy should be read together with:*
*DSAT Behaviour Policy/DSAT Equalities Scheme/DSAT Exclusions Policy/DSAT Child Protection Policy/Shrewton CE Primary School Vision and Values/Shrewton CE Primary School Home School Agreement/Shrewton CE Primary School PSHE Policy/Shrewton CE Primary School SEND Policy*
*Shrewton CE Primary School Use of Reasonable Force*

*Appendix 1 – Classroom Display*

Shrewton
CE Primary School

Are you modelling The Shrewton Way?
Are you showing positive attitude to learning?

Golden Sticker
|
Worship
Certificate
|
Mini Certificate
|
House Point
|
Dojo Point

Reminder
|
Caution
|
Last Chance
|
Time out
|
Repair
s

*'Powered by love; we believe, achieve, grow'*

*Appendix 2 – Steps for de-esculation*

## Shrewton Steps to De-esculation

S – Say what you hear.

A – Acknowledge the upset to allow us to quickly get to a place we where we can

S – Sooth. To heal the pain that hides behind their actions/words.

| | | |
|---|---|---|
| Stay Calm – what is your voice and body language saying? | Listen – what do they need? | Space – give them some time and space. |
| Watch – keep an eye on. | Distract – change to a positive subject? | Give a choice. |
| Repair – discuss later and resolve. | Remember if it's continuing - tag out with another staff member and leave. | Physical restraint or moving is always LAST option. SLT permission to contact family required. |

## *Appendix 3 – Arbor Recording*

### Abor Behaviour - The Shrewton Way

We have been using the Arbor behaviour tracking system for a while. Once the system is set up it is very easy to use and now all teachers and teaching assistants are set up on the system and can record both positive and negative behaviours.

The most important aspect is to get the set up correct. I used this article to help with the set up - Setting up Behaviour in Arbor – Arbor Help Centre (arbor-education.com)

Once this was set up it is easy for staff to record the behaviour from either the register screen or by accessing an individual pupil.

During the setup process we discussed as a whole staff the categories we felt were relevant and how that linked to our behaviour policy. Initially we set up a positive and negative behaviour points system, this became overwhelming to keep on top of, we now just use Arbor to record the negative behaviour points that have a recorded consequence e.g. missing lunch time or an exclusion. We also record positive notes home or certificates.

As a school we decided on 4 Levels of behaviour (Thank you St Andrews!).

- Level 1 – Minor disruption calling out etc.
- Level 2 – Continuation of Level 1 despite warning, deliberate disruption etc.
- Level 3 – Physical aggression, swearing etc.
- Level 4 – Deliberate physical violence, vandalism etc.

These levels are really easily replicated in Arbor.

As we have become more used to recording behaviour on Arbor we have also added some additional categories. For example, we added a 'refusal to come in to school' category as we wanted this recorded. We set this to a 0 score as we didn't feel it appropriate to punish a child before they have even walked through the gates.

We rarely record the Level 1 or 2's unless they are the reason a child then receives a level 3 or if we notice a pattern forming.

Using Arbor it is also possible to set up automatic notifications, for example all Level 3's are notified to the class teacher and Headteacher. Only the Headteacher or Deputy Headteacher can authorise a Level 4 as, at Shrewton, this is a form of internal exclusion or suspension.

We are now using the detention element of Arbor to record the consequence. These come under two categories detention and suspension.

- Detentions are for reflection and repairing through 'time out' at playtime, in a buddy class or with a member of SLT. Time outs within the classroom environment with a member of teaching team will not be recorded.
- Suspensions are linked to internal exclusions which either take place in school or within the Spire Hub.

- External suspensions are recorded under permanent exclusions.
- Verbal cautions and reflection time outside a time out are recorded in the notes.

*Class teachers are responsible for resolving issues on Arbor unless it is a level 4 which SLT will resolve.*

Behaviour is not all about negatives however, It is possible to record house points as well, we found this unmanageable and reverted a simple whole class paper system. We do record any certificates sent home and this is useful to see at a glance.

As with everything in Arbor it is possible to drill down into the data to see exactly what you are looking for – with a bit of time. It has been useful for us as a school to look at the Level 3 behaviours and put in place early intervention to repeating offenders to stop an escalation. There is much more to the reporting side that we are yet to discover.

The key element to using Arbor to record behaviour is to set it up correctly for the school and to provide appropriate training to everyone who will use the system. Once it is set up it can be easily adapted to the changing needs of the school.

The levels that we use in Arbor.

| | | |
|---|---|---|
| ☐ | Home incident | |
| ☐ | Social Media Incident | |
| ☐ | Absconding from school | -4 |
| ☐ | Behaviour which affects the safety of others | -4 |
| ☐ | Cumulative Level 4 | -4 |
| ☐ | Deliberate physical aggression towards another child causing injury | -4 |
| ☐ | Deliberate physical assault against an adult | -4 |
| ☐ | Vandalism | -4 |
| ☐ | Bullying | -3 |
| ☐ | Cumulative Level 3 | -3 |
| ☐ | Homophobia | -3 |
| ☐ | Inappropriate touching | -3 |
| ☐ | Leaving a lesson without permission | -3 |
| ☐ | Malicious allegations against staff | -3 |
| ☐ | Physical aggression against pupils | -3 |
| ☐ | Physical aggression against staff | -3 |
| ☐ | Racism | -3 |
| ☐ | Shouting at staff or pupils | -3 |
| ☐ | Spitting | -3 |
| ☐ | Swearing | -3 |
| ☐ | Violent Assault - Pupil | -3 |
| ☐ | Arguing with staff or peers | -2 |
| ☐ | Disrupting Learning | -2 |
| ☐ | Minor Physical incident e.g. pushing | -2 |
| ☐ | Misuse of school equipment | -2 |
| ☐ | Name Calling | -2 |
| ☐ | Refusal to follow a request | -2 |
| ☐ | Telling untruths | -2 |
| ☐ | Bullying | -1 |
| ☐ | Calling Out | -1 |
| ☐ | Distracting Others | -1 |
| ☐ | I'm first, you're last attitude | -1 |