



Culture for Learning

Our Purpose
To work with our diverse community empowering all children to dream without limits, embrace challenge and actively shape their own worlds for life-long learning.

Our Goals

- Outstanding outcomes through high quality learning and teaching
- Resilient, resourceful, reflective and collaborative children
- Engaged and respectful members of the community
- Nurturing, stimulating and enabling environments

Our Vision
We dream, we aspire, we thrive.
Powerful learning for life.

Our Values

- ❖ Children at the heart of all we do
- ❖ Growth Mindset
- ❖ Laughter, friendship and celebration
- ❖ Curiosity and innovation
- ❖ Equality and inclusion
- ❖ Emotional wellbeing
- ❖ Global responsibility
- ❖ Developing relationships – respect, trust and empathy



Reviewed by Governors Spring 2019 – next review date Spring 2021

We are supporting our children to be engaged and respectful members of the community.

“We must remember that we are preparing children not simply for enjoyment... and for the contribution they can make to the common good... but for the difficult decisions they will have to make in their personal lives, in those moments when they have to take responsibility for themselves...”

Michael Morpurgo

“Education is not filling a bucket, but lighting a fire.”

William Yeats

“Children must be taught HOW to think, not what to think.”

Margaret Mead

“Failure is a bend in the road, not the end of the road. Learn from failure and keep moving forward.”

Roy T Bennett

Our vision: We dream, we aspire, we thrive.

Powerful learning for Life.

The core guiding principle that lies at the heart of everything we do at Patcham Infant School and Nursery Class is to encourage and develop personal responsibility among all members of our community. We believe in empowering children to take control of their own learning and their own lives so they know how to make good choices and also have the ability to thrive in a fast-moving, ever-changing world.

It is critical that all children develop the capacity to learn, both independently and in collaboration with others, and that they contribute to our community, as well as benefit from it. Therefore our role as educators is to:

- Help children to develop effective learning habits, which will give them the tools, confidence and flexibility to cope in many different and difficult situations
- Nurture children's emotional intelligence – in other words their ability to function effectively in social situations because they not only know and understand how to manage themselves, but are also sensitive to the needs of others

In order to achieve these goals, we have developed key approaches to learning that are used consistently and creatively across our community. We refer to these approaches collectively as *building learning power*.

On the following pages we give you an insight into what we mean by *building learning power* and the learning approaches that underpin it. These approaches are helping us to maximise every child's achievements, supported and encouraged by parents and carers, staff, governors and visitors to our school.

By creating nurturing, stimulating and enabling learning environments that have high expectations of everyone – and by modelling the behaviour that we expect from our children – we can provide the stepping stones that bring dreams closer to reality.

Chris Taylor

Head Teacher, Patcham Infant School and Nursery Class

Building Learning Power – learning is for life, not just for school.

Building learning power is a primary focus for our community because we believe that learning is for life, not just for school. We want young people to develop both an appetite and an ability to learn that stays with them for the rest of their lives, and which enables them to respond positively and robustly to whatever challenges life throws at them.

Success lies in children developing learning habits which become so ingrained that, instead of giving up or stumbling at the first hurdle, they have the resilience and resourcefulness to approach problems or uncertainty in a calm, confident and creative way. You can read more about learning habits, and why we feel they're crucial to children's progress, overleaf.

What's the big idea?

Building learning power is...

- Creating better life chances for children
- Based on a belief that the habit of learning can be learned
- Helping everyone in our community to take personal responsibility for their lives

Our whole community – children, staff, parents, Governors – are engaged in building learning power because it is a tried and tested way of improving children's ability to manage their emotions, social situations, their thinking and how they reflect on and learn from their experiences.

Learning Behaviours.

Like riding a bike...

Developing learning behaviours.

Learning is like riding a bike, once you get the hang of it, you never forget how to do it. Of course, learning doesn't always come easily, it takes perseverance.

At Patcham Infant School and Nursery Class, we believe one of the keys to becoming a successful learner is to develop good learning behaviours that, with lots of practice, become second nature. These behaviours are:

<ul style="list-style-type: none"> • Persevering • Noticing • Absorption • Managing distractions 	<ul style="list-style-type: none"> • Imitation • Listening • Interdependence • Empathy and Listening • Collaboration
<ul style="list-style-type: none"> • Planning • Revising • Meta-learning • Distilling 	<ul style="list-style-type: none"> • Questioning • Making links • Imagining • Capitalising • Reasoning

Our children are given the opportunity to stretch their *learning muscles* and build their strength as learners; by helping them to adopt good learning behaviours, we also enable them to understand and experience how they learn. Once they know how they learn best they can also see how to improve and make progress. Developing more effective learning behaviours makes us more determined, ambitious and flexible thinkers, as well as more adaptable in the workplace and more successful in our personal lives. Hence our vision 'We dream, we aspire, we thrive. Powerful learning for life'!

Learning to learn.

- We all need to learn how to break the habit of depending on others to do things for us.
- Our goal should be to take responsibility for ourselves whether we're working independently or in collaboration with others.
- Understanding and adopting good learning behaviours can help us get the best from ourselves.

Growth Mindset.

Balloons, not buckets!

Encouraging a growth mindset.

There are two ways to view our minds:

- As buckets – with a limited capacity; once they're full, they're full
- As balloons – that can continue to expand and grow

Carol Dweck, world renowned professor of Psychology at Stanford University in the USA, refers to balloon minded people as having a growth mindset, while bucket-minded people have a fixed mindset.

At Patcham, rather than just teaching to the tests and filling children's minds up with 'stuff' so they can pass exams, we believe everyone's learning capacity has the potential to expand and grow like a balloon. Helping young people to develop a growth mindset not only leads to test success, but it continues to stretch our higher achieving children and raises the bar for those who are apparently 'less able'. By providing children with a secure framework in which they can take risks, experiment and learn they can develop growth mindsets and surprise even themselves with the progress they make. To facilitate their progress, we also have a concerted approach to giving praise and feedback:

- We value and praise the effort, commitment and strategies that children use when addressing challenges and problems, and not merely the outcomes they achieve
- We are specific and realistic in our feedback on performance.

Learners with a **fixed mindset** believe:

- Their ability is fixed and immovable
- That what they can achieve is limited
- In playing safe
- Making mistakes is a sign of weakness
- It's easier to give in when the pressure is on
- It's other people's fault when things go wrong
- They're unworthy or not good enough
- That it's ok to be dishonest about their feelings

Learners with a **growth mindset** believe:

- Their ability is limitless
- In exploring all possibilities
- That learning should be experimental and risky
- That learning from mistakes is vitally important
- That setbacks improve resilience and determination
- In taking responsibility for their thoughts and actions
- In learning from others
- They should accept their areas for development and work on them

Planning for progress.

Knowing what to do next.

Planning, doing, reviewing.

Jean Piaget, a renowned developmental psychologist, defined intelligence as 'knowing what to do, when you don't know what to do.' In other words, if you are to equip children with the skills to cope whenever they face problems and uncertainty, it's important that we train them to reflect on what they need to do, before they do it. Reflecting and planning is all part of the process of improving.

At Patcham we build children's capacity to improve and work independently by encouraging them to:

- Distil their learning before they start a piece of work
- Develop a flexible plan and keep it constantly under review
- Continually revise their work as they go along

How do children know they are making progress? What does progress look like? How can children be helped and encouraged to improve? We follow these simple steps to ensure children reach their full potential:

- Teachers use quality information about their children to inform their planning.
- Teachers and children have regular learning conversations that provide individuals with feedback.
- Children's learning is assessed with them and by them so they know what to do to continuously improve.
- Children and teachers adopt a questioning frame of mind to improve learning.
- Relationships based on kindness, respect, responsibility, strength and honesty ensure that progress is maintained.
- Progress is assured by everyone taking personal responsibility for learning.

This process, and our learning behaviours, support our children to become better learners who are capable of working independently and with others.

Pupil voice.

Shaping their own future.

Giving children a voice.

Children are at the centre of everything we do at Patcham, so it makes sense to ask them to contribute to all parts of school life.

Giving them a voice helps to develop their self-worth, helps them to understand democracy and encourages them to be leaders. Children are encouraged to offer ideas and take personal responsibility for shaping learning in our school.

How we encourage children's involvement...

In class:

- Class roles and responsibilities
- Encouraging children to feedback to each other using supportive language
- Asking children what they would like to learn about a particular area

As a school:

- Children nominating peers to be school councillors
- Involving children in making decisions with the governors
- Seeking views on key aspects of school life

All of these opportunities and activities give students a powerful voice that leads to development and change, driven by learners themselves.

Behaviour for learning, behaviour for life.

Showing respect. Taking responsibility. Making the right choices.

Managing behaviour for learning.

Patcham Infant School and Nursery Class treats all children with respect and has high expectations of both adults' and children's learning and social behaviours. It prides itself on excellent relationships and high levels of care.

We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can be a need for support which we will provide without diluting our expectation.

Fostering an atmosphere in school where everyone feels respected, safe and happy allows children and adults to behave and learn more successfully. Children support children to take personal responsibility for their behaviour, to respect other learners and the spaces in which we all work.

In order to develop children's ability to manage their own behaviour, we help children to gain a better understanding of themselves and their emotions, as well as the impact their behaviour has on others.

In line with the philosophy and ethos of the school our approach to discipline is based on self-respect and respect and empathy for others. All within the school community are expected to have an understanding of their **rights** and their **responsibilities** towards each other and their environment. At Patcham Infant School and Nursery Class, we have rights, and believe that with these rights come responsibilities. We know that respecting ourselves, each other and everyone in our school community, is our first step towards acknowledging the importance of rights and responsibilities of all people, everywhere.

Rights and Responsibilities Rainbow	
We have the right to...	We have the responsibility to...
learn	do our best and help others do their best
be safe and cared for	look after ourselves and others
be treated fairly	treat others in the same way
a clean and tidy environment	be good caretakers
expect people to listen to us	listen to others
play	play well

Ultimately, the aim is to enable all children to focus on the main reason for coming to school: making progress in their learning.

How we encourage behaviour for learning...

The Rights and Responsibilities Rainbow shapes the way we communicate with children. If there are occurrences of poor behaviour, we consistently use the language of the charter to address it, encouraging the child to identify their responsibilities, the rights of others and how to respect them. We also use the language of choice, drawing the child's attention to the particular consequences of their choices – which may involve sanctions.

In classes, children:

- Adopt learning behaviours that develop social skills, such as listening to others, empathy and understanding other people's views.
- Take personal responsibility for learning as an individual and in groups.
- Take personal responsibility for behaviour and attitude to learning.
- Help others in the classroom shine and succeed

In and around school, children

- Respect everyone and everything
- Take responsibility for their behaviour and attitude to learning
- Help others in school shine and succeed
- Make the right choices

As a school, we:

- Help children to understand emotions and improve social interactions.
- Help children to solve conflict situations through discussion.
- Encourage a sense of belonging to our community.

These approaches not only create a sense of social harmony and belonging in school, but are also improving children's ability to form positive social and personal relationships which will stand them in good stead for the rest of their lives. We aim to help children to improve the world they live in by encouraging reflective, empathic learning habits and behaviours.

At Patcham Infant School and Nursery Class we are committed to promoting positive behaviour. There are many ways we do this:

- Adult modelling – all adults treat all children with respect and model positive behaviour.
- Working with Others (WVO) – we teach children how to work well together by practising and integrating skills into learning activities.

- SEAL – we teach Social and Emotional Aspects of Learning programme as part of our PSHCE curriculum.
- Verbal/non-verbal praise – we believe kind words; smiles; gestures (thumbs up etc.) are vital in helping to promote positive behaviours as well as nurturing children’s self-esteem and self-belief. We aim to make our praise specific in order to make the child clear about why his or her behaviour is positive e.g. ‘I was really proud of the way you helped Nina in the playground’.
- Golden Book Awards – these awards are presented with certificates in a special weekly assembly. The awards are specific and a celebration of learning attitudes or behaviours related to the Rights and responsibilities Rainbow.
- Head teacher Awards – children are invited, by the class teacher, to see the head teacher for positive behaviour or effective learning.
- Class systems – class teachers often use additional motivational rewards (e.g. marbles in a jar).

Rewards and Sanctions

Teachers should feel free to use strategies appropriate to the age and make-up of the Class, as well as those with which they feel comfortable. Each teacher will agree a class charter connected to the Rights and Responsibilities Rainbow and establish clear boundaries related to behaviour within the classroom. Each class will have a Rainbow Board which is clearly visible at the front of the classroom. The rainbow is where all children start the day and it is the expectation that they remain there. During the course of the day they may receive a reward for going *above and beyond* the rainbow (see Rewards). For unacceptable behaviour, a child will be moved to a thinking cloud. The class teacher will support the child to move back to the rainbow. Should the child need a further sanction they will move to the Stop cloud (see Sanctions).

All boundaries will be consistently applied.

Rewards

- Recognition and verbal praise.
- Displaying children’s work in the classroom to acknowledge their achievements.
- Children will receive a sticker that relate to their learning behaviour.
- Right and Responsibilities recognition.
- A marble may but put in the jar towards a whole class reward.
- Parents may be told at the end of the day if their child’s behaviour has been particularly good.
- Star of the week awards
- Head teacher’s Awards for good learning and behaviour.

Sanctions

- If any child is misbehaving they are given a verbal reminder as to what is expected of them.
- Thinking time equivalent to child's age
- Sent to another class to complete work

For more serious negative behaviour children will;

- miss part of playtime either outside the school office or on a playground bench – child's behaviour log (kept by class teacher) to be filled in for child to reflect on their actions/behaviours
- be given time out at Friday Club time
- be sent to a member of the SLT
- be sent to the Head teacher – child's behaviour log (CPOMs) to be filled out with child to reflect on their actions/behaviours
- have a telephone call made to inform parents/carers

Positive playtimes

We expect children to be *engaged and respectful members* in all areas of the school and in all different social situations. Children are encouraged to play imaginatively and cooperatively at playtimes. The school aims to provide *stimulating, nurturing and enabling environments* and children also have access to playground toys that will keep them engaged in a positive way. If children find playtimes difficult they are encouraged to talk to the grown up on duty or stand at the friendship stop so others can help them. Class teachers will encourage wide friendship groups and make sure all children have someone to play with before they leave the classroom. Staff on duty will be proactive in promoting positive playtimes however, staff might ask children to sit on the bench if they have been unkind to others or may send them into the office if they have deliberately hurt another child.

Bullying

At Patcham Infant School all incidents of bullying will be taken very seriously. The school has a separate Anti-Bullying Policy which sets out the action which is taken to prevent bullying. Please see the school website for further information.

Challenging behaviour

At Patcham Infant School and Nursery Class we have a clear understanding that those children who display challenging behaviour are amongst the most vulnerable in our school. Our approach therefore to dealing with negative behaviour is differentiated based on the needs and emotional state of the individual child.

We seek to have an understanding of why a child is displaying challenging or inappropriate behaviour. We see a child's challenging or inappropriate behaviour to be their means of communicating that they are in distress. We do this by being positive and supportive, remaining calm and avoiding a confrontational and judgemental approach.

We aim to be an emotionally literate school and expect all to show empathy and understanding towards the needs of others. Adults lead by example by modelling emotionally literate behaviour.

At Patcham we believe that to enable children to learn they must have access to a range of strategies to deal with their varying emotional needs.

- School Counsellor

We have a counsellor who is available for children to discuss their concerns or worries with. The counsellor liaises with parents to ensure they have a full picture of the child and their needs before they begin to work with a child. Referrals can be made by parents/carers, teachers.

- Nurture groups

We have trained staff who work to develop children's self-esteem through nurture groups

- Lunchtime Club

Children who would like to spend lunchtime in a quieter and less boisterous environment have access to the Lunchtime Clubs that take place in a classroom. The club is skilfully run and ensures continuity for the children and allows them to build up strong relationships.

- Circle Time

This is a whole class discussion led by the teacher, where everybody's thoughts are valued. The children get to voice their opinions and concerns about a range of subjects. It also develops communication skills

- Personal, Social, Health and Citizenship Education (PSHCE)

A structured programme is delivered across the school which addresses issues such as healthy eating, choices and making a difference in our community.

- Emotional Literacy

We provide children with a structured set of social stories which address the feelings and actions of the characters involved. This helps children to question their choices and helps them to assess the effects certain choices have on other people around them.

- Family Support Service

Some families are given support from the Brighton City Partnership for Education (BCPfe) Family Support Service which support families in different ways (parenting, budgeting etc.). The Family Support Service is funded by the BCPfe and external funding bids.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Head teacher will:

- Implement the Culture for Learning Policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy
- Keep records of all reported serious incidents of misbehaviour
- Report to Governors, when requested, on the effectiveness of this policy
- Ensure the health, safety and welfare of all children in the school
- Report to/meet with parents and carers when necessary
- Be aware of and understand his/her rights and responsibilities

The Head teacher and Deputy Head teacher have the responsibility for giving seclusions or fixed-term exclusions to individual children for serious acts of misbehaviour. The Head teacher may permanently exclude a child for repeated or very serious acts of anti-social behaviour. This action is only taken after the school governors have been notified (see seclusion/exclusion).

All Staff will:

- Promote the Rights and Responsibilities Rainbow of the school
- Provide outstanding outcomes through high quality learning and teaching
- Develop resilient, resourceful, reflective and collaborative children
- Develop engaged and respectful members of the community
- Provide nurturing, stimulating and enabling environments
- Help children to gain the ability to make choices about their behaviour
- Be a positive role model
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents

All staff have the right to use 'reasonable force' to protect themselves and other children from being hurt if a child is behaving in such a way it is deemed dangerous. Staff are

allowed to hold a child's hand or remove a child gently from a difficult situation if necessary. Staff can comfort and look after children who are upset by their own behaviour or the behaviour of others.

Children, parents and carers will:

- Value and follow the Rights and Responsibilities set out in the Home School Agreement and anti-discriminatory statement. Both documents will be shared with parents at the start of each academic year.

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Head teacher, about disciplinary issues so that he can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

Malicious Accusations against school staff.

All accusations will be taken seriously and investigated under the terms of our Complaints Policy. If an accusation is proved to be false the Governors Exclusions subcommittee will meet to investigate the incident and draw conclusions.

Parental support

We believe that a close partnership between school and home is important in order that the vision, goals and values of the school are understood so that parents can actively assist the school in its work.

Prior to admission all parents are given a copy of the school leaflet: "Starting School at Patcham Infant School: Information for Parents" and on admission all parents are asked to sign the Home- School Agreement which includes statements about behaviour and our Rights and Responsibilities Rainbow.

Parents are kept informed of any concerns regarding their child's behaviour. If necessary parents may be invited into school to discuss any concerns they have with the class teacher and/or head teacher. In this way, parents and school can work together to seek solutions to any problems which arise.

Seclusion/exclusion

The DfE guidance 2012 - Exclusion from maintained schools, Academies and pupil referral units in England, sets out the procedures for exclusion. The Head teacher and Governors of Patcham Infant School will always follow the procedures as outlined in this guidance in all cases of exclusion. Parents and pupils will always be made aware of the process.

NB From September 2007, all schools have a duty to continue to provide education for pupils who are given a fixed period exclusion. The school will do all it can to prevent an exclusion and prior to any exclusion the school will enforce a period of seclusion (unless the conduct is too severe) which would be likely to take place in the head teachers office for a designated period of time.

For the first five days of any fixed period exclusion, the school will ensure that work is set, sent home for the pupil to complete and be marked, unless it has made arrangements, on a voluntary basis, for suitable full-time provision elsewhere. In this period, the parents of the excluded pupil must ensure that he or she is not found in a public place during normal school hours without reasonable justification. Parents are subject to a fixed penalty notice fine if they fail to do this.

Where a pupil is given a fixed period exclusion of a duration of six days or longer, the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of the exclusion. So, for example, if a pupil was given a fixed period exclusion of seven school days, the school will have a duty to arrange suitable full-time provision from and including the sixth school day of the latest period of exclusion. This must be 'off-site' which means that it cannot be managed as a seclusion within the school. Patcham Infant School has made an arrangement with Stanford Infant School that the sixth day exclusion will take place there.

A decision to exclude a child will only be taken:

- In response to serious breaches of this policy and the Anti-Bullying Policy ;
- If allowing a pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.
- In most cases, before a child is excluded, a range of alternative strategies, as outlined in this policy, will be followed. However, exclusion can be given for a first offence as an immediate response to a very serious offence, often involving violence. Such a course of action would be exceptional.
- Prior to exclusion, either for the whole school day or lunch period, the school will:
- Clearly identify the offending behaviour with the pupil and parents;

- Establish appropriate sanctions, short of exclusion, in an effort to discourage reoccurrence of such behaviour;
- Provide pastoral support;
- Notify the parents of concerns and sanctions taken;
- Upon re-offence, discuss with the pupil possible ultimate sanctions if behaviour does not improve;
- Further notification to parents and parental interview;
- Upon further re-offence, implement the exclusion process.
- Additionally, any child at risk of permanent exclusion will have a Pastoral Support Programme.

This policy has links with:

- The school prospectus;
- Teaching, Learning and Assessment Policy;
- The Anti-Bullying Policy;
- Home/School Agreement;
- Acceptable Use of the Internet Policy;
- Personal, Social, Health and Citizenship Education Policy;
- Relationships and Sex Education Policy

Monitoring and evaluation

- The effectiveness of this policy will be regularly monitored by the SLT
- The school will keep a record of all incidents – this will be stored electronically on CPOMS

Equalities impact statement

This policy contributes to promoting equalities by ensuring that all children at Patcham Infant School have a broad and balanced education. This policy promotes our high expectations with regards to behaviour and promotes greater respect and understanding for each other, enabling children to celebrate and appreciate diversity and as such actively supports positive relations within our local and wider community.

REVIEW

September 2018

