The Nar Valley Federation of Church Academies

Choices for Learning Policy

Policy Type:	**Academy Policy**
Approved By:	**Local Governing Body**
Date Approved by LGB:	**6/10/2026**
Review Date:	**6/10/2027**
Person Responsible:	**Head Teacher**

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change

General Policy Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies, whether relating to an individual Academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each Academy sets out the responsibilities of the Local Governing Body and Head Teacher. The Head Teacher of each Academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

Through our Christian Values we are an inclusive federation which strives to we enable all staff and children to: -

'Let your light shine'

Matthew 5:16

We aim to become a community which nurtures individuals to develop a sense of belonging, purpose and self-belief in order for all to flourish and shine.

Our values of respect, responsibility, kindness, courage, hope and forgiveness are clearly illustrated in the parable of the Good Samaritan (Luke 10:25-37). This powerful message provides a basis to enable our children to flourish and shine as unique individuals.

Choices for Learning Policy

Purpose:

The purpose of this policy is to ensure that all children can learn and staff can teach, and that all can aspire to be the best person that they can be, working well as a team and making great choices as an individual. Our Federation values are Respect, Responsibility, Forgiveness, Hope, Courage and Kindness and these values form the bedrock of our policy. Demonstration of these values is seen in our Christian choice of Courageous Advocacy, which is using our values to stand up for what you believe in. This policy sets out the ways in which we recognise the fantastic choices and learning behaviours that children demonstrate, both as an individual and as a team. It also clearly sets out the consequences of not making good choices and how we work together with families to ensure children get back on the right path for learning. The policy is called 'Choices for Learning' because one of the principles is that we teach and support children to make the right choices in all situations to enable everyone to learn, feel safe and be happy. We also know that children's behaviours are a form of communication, and this policy is also to support and develop our children's well-being. Learning is life-long and mistakes are to be learned from and as such are seen as steps on the journey that enables all to 'Let your light shine'.

Principles:

- Everyone has the right to feel safe, happy and to learn in school
- All our children are expected to and can behave well
- All individuals, whatever culture, whatever background, whatever religion or any other protected characteristic, are celebrated for who they are and for their strengths and contributions
- All behaviour is a form of communication and needs to be listened to and understood
- Children need to learn to make the correct choices at all times
- Children who always make good choices are recognised and celebrated
- Progress towards strong learning behaviours is also celebrated
- Consistency is essential, but with the flexibility and room to have a personal approach that is fair and equitable
- Children need opportunities to work together as a team as well as taking personal responsibility for their actions and choices, both good and poor
- Every child is working towards earning success rather than being penalised and missing out
- De-escalation steps are used to improve a situation and allow all to be calm and resolve issues
- The policy enables all staff within our Federation to support children
- Language used by adults is positive, clear and demonstrates our high expectations of all
- Children are never blamed or castigated, but unacceptable choices are pointed out and dealt with
- Every session is a new start with new opportunities to succeed
- The idea of being Captains of our own learning is to develop independence, determination and resilience
- Visual displays of our Choices for Learning policy help all children to access this

Visual aids:

Nar Valley Federation Choices for Learning posters (class rules) displayed in every room with Good choices. *These are created by each class at the beginning of their time together.* In the entrance hall of each school, there is a display featuring photos of all children and staff, on a boat, successfully journeying along the river of life. Each class has a boat, onto which children are moved when they are

consistently making great choices. Examples of choices that get you onto the boat are displayed around it.

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Each Team (Together everyone achieves more) (which is the same across the Federation) has a transparent tube with tokens in. Our Teams are names after the boats of significant explorers, adventurers and sports people; Beagle (Charles Darwin), Castorama (Ellen MacArthur), Britannia (Ben Ainslie) and Endurance (Ernest Shackleton).

Rewards:

Daily, Dojo points are awarded for good choices, electronically, then and there. Team points are given for examples of excellent teamwork, in the form of a physical counter, which is then posted by the child in the appropriate tube, along with their Team Captain, at an appropriate time eg at the beginning of break, lunch or just before the end of the day.

Each week we have a Celebration Assembly and Collective Worship
Certificates are given out as follows:

Weekly:

- Writer of the Week
- Mathematician of the Week
- Reader of the Week
- Shining Light certificate - for those who are always fantastically well-behaved

May not always be awarded:

- Discretion to award a 'Letting your Light Shine' certificate for someone who may not always be fantastically well-behaved, but has shown choices that need rewarding
- Pen Licence *(NB – not awarded for perfection of writing in children with a physical disability but awarded for recognition that that child is producing writing that is consistently their best style)*
- Tackling Add and Subtract / Tackling Tables award
- Captain's badge – for independent learning that demonstrates great learning to others
- Crew award - for teamwork
- Reading badges – see English policy

- Team points are announced by the Team Captains and added to the visual display token boxes – the winning Team gets to come to school in their own clothes and choose a Team treat on the last afternoon of the half-term. Staff are also part of a Team too.

- Our Values Ambassadors stand up and read out children and adults they have seen demonstrating our school values

In class:

- Class Dojo is used to award Team points. Every time a child gets a point, their Parent/Carer gets a message via the app to let them know. (This happens automatically without staff having to do anything)
- Any member of staff can make a phone call home to let the Parent/Carer know what great choices or learning behaviours their child has demonstrated.
- Lunchtime certificate
- Children in a class work together to earn termly class treat, by aiming for a points target. An appropriate target for the size of the class, that is proportionate to the number of children, is

identified by applying a formula as follows: 3 (rough average of points per child you might award a day) x 5 (days a week) x 12 (weeks a term) x N (number of children in the class) = termly target. The termly treat to work towards is chosen by the class (from a selection of treats appropriate for that class identified by the teacher) and links to our Curriculum Intent list of experiences we want children to have in our school.

At lunchtime:

- Lunchtime top table award – on a Friday, chosen by the Lunchtime team.
- Lunchtime sticker – for demonstrating our school values

Throughout school:

- Dojo points are given for good choices, only ever one at a time, by all members of staff
- All members of staff can suggest a child moves onto their class boat, in consultation with the class teacher

Language and vocabulary used:

Positive language that reinforces expectations of good choices 'Willows class are amazing at lining up, so I know I'm going to see a silent, straight line really quickly'
Reminder - Use of positive language – "One of our choices for learning is listening to the person who's talking – so do that, thanks"
Think Carefully - "You need to think carefully now, because I've reminded you to stop talking, if I have to ask again then you will need to take time out"

Time out – "You're continuing to talk, now you need to take time out" (children use a timer and consider the issue, writing / drawing / thinking as appropriate and then return to class to make better choices)

Consequence – "That poor choice is disappointing and so the consequence now is that you've chosen for me to need to call your family"

(Phone call – ensure catch Parent/Carer over the subsequent days to let them know something positive their child has done)

Strategies to avoid consequences:

If a child is particularly upset, angry or agitated by something, they are able to ask for time out (with a timer) to consider and draw/write down the issue. When they return, they put it on the teacher's desk and the teacher talks to them afterwards at a time of the teacher's choice. This should not be 'advertised' to children as an entitlement, but used judiciously by staff according to the situation, needs of the child etc.

Sanctions:

Children's families are rung.

Physical behaviour – in Reception/Y1/ new children to school – we explain that at our school we do not hurt each other and the child is spoken to by a teacher. If this continues, they are spoken to by member of the leadership team. After that (staff use their judgement as to how many reminders children need according to age and stage) there is no tolerance of physical behaviour and it results in a phone call home to both sets of parents (both the Parents/Carers of the child who has been hurt

and the child who has carried out the physical behaviour) and missing their whole playground time (break and lunch) until they can prove they are ready to make good choices everywhere in school through excellent classroom behaviours. Children must be supervised to have some fresh air away from everyone else. More than one incident of such behaviour results in a meeting with parents to look at consequences at home. If such behaviour continues then a Behaviour Support Plan is written with a member of the SLT and Parents/Carers and monitored daily/weekly as appropriate. Notification of this plan and its content is emailed to all staff and the plan is accessible on the Google drive. The child must spend lunchtimes inside, earning minutes of lunchtime back for the lunchtime at the end of the week by making good choices during the lunchtimes they are in.

Staff use the language of choice – "Who has chosen for you to need to stay in?" – to help the child understand and accept that no matter what someone else does, they have the choice and control over their own behaviours. We clearly state that we like the child but we do not like the behaviour they are choosing at the moment.

These behaviours are recorded on a behaviour record on *Arbor.*

More serious physical incidences are considered individually and result in the child being kept off the playground for a week or longer than a week, consequences at home and missing something specific and fairly immediate, such as a trip, visit, sporting activity they have been chosen for etc. The Behaviour Support plan is written as above.
Repetition of such behaviour will result in a suspension. Following a suspension, a reintegration meeting is carried out to ensure a positive start to school and the child is kept off the playground for the week, earning minutes back for the last lunchtime of the week for demonstrating the right choices.

Once a suspension has been received, or before, when the behaviour support plan is reviewed, support/referrals/additional restrictions can be put in place in order to ensure appropriate behaviour. Should a number of suspensions be necessary and should a behaviour plan not be deemed to be having the desired effect, then solutions such as a managed move to another school may be sought or expulsion will be enacted. Should a piece of behaviour meet criteria for immediate exclusion (expulsion) then this will be carried out at the discretion of the Executive Headteacher, Head of School and wider Trust (Academy Group Executive Principal).

Flow chart

Low level behaviours – Severity Level 2 or 1 (See Arbor):

Reminder
↓
Think Carefully
↓
Consequence
↓
Phone call home to Parents/Carers – *record on Arbor under the call log.*

If Severity Level 2 or 1 behaviour continued over a number of days:

Reminder
↓
Think Carefully
↓
Consequence
↓

Phone call home to Parents/Carers – *record on Arbor under the call log*

Be kept off the playground at break and lunch with an SLT member for one day

(If behaviour repeated:)

Be kept off the playground with a SLT member at break and lunch for a week and lose class responsibilities until can prove they can make the right choices (there is then the chance to earn time back on the playground by end of week for the right choices during the week)

Meeting with families – consequence at home

SLT member to implement a Behaviour Support plan – children kept off the playground until they can earn minutes back through the right choices

Severity Level 3 4 or 5

- Phone call to family
- Be removed from the playground for a week and lose class responsibilities until they can prove they can make the right choices
- A consequence at home put in place

If behaviours continue:

Internal exclusion - as well as consequence at home

If behaviours continue:

After school detention

If behaviours continue:

A suspension after all other options have been exhausted – Executive Headteacher

The Headteacher, staff and Governing Body review this policy annually and will do so in Autumn 2026 at the first meeting after the review date.