



Behaviour for Learning Policy - January 2019

At Malvern Way, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Status - Statutory

Introduction

We are a 'Caring Learning Community' and it is a primary aim of our school that every member feels happy, valued and respected and that each person is treated fairly and well. The school's 'Behaviour for Learning policy' is therefore designed to support the way in which all members of the school can work together in a positive way and promote positive attitudes to learning and relationships.

The school has a number of rules but our policy is not primarily concerned with rule enforcement. These rules provide a framework to allow everyone to work together in an effective and considerate way.

Aims:

- to provide a happy and safe environment in which all can learn and flourish
- to establish and maintain a consistent and positive approach to developing appropriate learning behaviours
- to actively encourage good behaviour rather than merely deterring anti-social behaviour
- to foster a culture within the school of respect and consideration for others
- to work with all members of our school community to promote and maintain our positive ethos
- to praise and reward positive attitudes to learning, good work and appropriate behaviour
- to adopt a zero tolerance approach to bullying, or discriminatory behaviour by adults or children and deal with such incidents promptly and robustly

Staff Responsibility

All staff at Malvern Way School have an important part to play in the preparation of our children for life beyond school by providing them with a good model of positive citizenship. Our staff strive to create a positive and friendly environment where children are valued and nurtured. Our aim is to spend more time noticing the positive behaviour displayed rather than focusing on the low level behaviour that may occur.

We believe that teaching behaviour for learning is as important as other subjects such as maths and English. We proactively use our curriculum to reinforce positive learning behaviours using our Growth Mindset beliefs, 6C characters and promoting good choices. At Malvern Way we accept our children will make mistakes in many aspects of school life and staff use these as a learning opportunity. We focus our language on positive phrasing – telling the children what they should rather than shouldn't do.

As a staff we understand the importance of consistent practice and ensure we are working within the school values and policies. Staff ensure any children needing support in meeting our behaviour expectations have appropriate strategies and that these are effectively communicated to all relevant people.

How we use our curriculum to promote positive learning behaviours

- Our PSHE curriculum includes opportunities for children to consider themes such as friendships, relationships etc...
- School assemblies reinforce themes linked to Growth Mindset, positive learning behaviours and values such as kindness and friendship
- Participation in local and national events such as Anti-bullying, Safety week, joint school council initiatives
- Story books are used to explore and consider themes such as difference and diversity
- Opportunities for children to contribute toward the development of the school e.g. school council, eco warriors and Arts council
- Opportunities for Learning Outside the classroom which includes collaborative working and taking risks
- Protective behaviour principles e.g. helping hand.

What we expect from our children

Although we have high expectations for behaviour, we understand that our children are very young and still learning how to conduct themselves in a range of new situations. In order to support the children we have developed a set of 'Golden Rules' for the children to follow:

Be gentle

Be kind and helpful

Be honest

Listen to each other

Work hard

Look after the school environment and property

We actively seek to empower our children and instil in them the belief that they are able to resolve difficulties and conflicts on their own. Before intervening in an incident, staff will ask the children what they have done to resolve the situation themselves – offering to support them if necessary.

What happens when things go wrong

“You can’t teach a child to behave better by making them feel worse. When children feel better, they behave better.” Pam Leo

At Malvern Way School the majority of our children display kind and considerate behaviour most of the time. However as we are dealing with children exploring relationships and boundaries incidents of unwanted behaviour can and do occur. In order to resolve these we use the principles of **Restorative Practice** to ensure that everyone affected by a particular incident can play a part in repairing the harm and find the right way forward. This is empowering for the victim and ensures the perpetrator is accountable for their behaviour. Staff at Malvern Way will:

- take all incidents seriously and provide strategies for children to share a concern (e.g. in a Worry Box, Helping Hand)
- listen to the accounts of all children before making any judgements
- apply appropriate consequences as soon as possible after an incident has occurred
- support children to understand that their actions have consequences
- allow each child to start afresh once each incident has been dealt with effectively
- seek support from colleagues, Headteacher, SLT or INCO (Inclusion Leader) as necessary
- attend training which equips us to recognise bullying, racism, and discrimination, and follow school policy and procedures with regard to behaviour management
- maintain appropriate records e.g. using the SIMs behaviour log

For further information see the Anti Bullying policy.

In addition, the Headteacher supported by the Senior Leadership Team will

- be responsible for ensuring this policy is implemented effectively by all staff
- ensure and monitor supervision of all areas including the playground in such a way as to keep children safe
- support and help all children whether victim, perpetrator or bystander of any incident to change or modify their behaviour in a positive way
- monitor the behaviour of individuals, classes and the whole school and report to the Governors as appropriate
- provide training as appropriate for the whole staff or individuals
- provide additional support, resources or make referrals to appropriate agencies for individual children as appropriate (including for transitions)
- meet with parents where a child’s behaviour is causing significant concern
- carry out their statutory duties in the event of fixed term or permanent exclusion in line with the HCC Exclusion Guidance supplement September 2017 and the legal duties under the Equality Act 2010.

The Governing Body will

- monitor the effectiveness of the policy
- receive and discuss anonymised summary reports written by the Headteacher
- ensure the school is carrying out its statutory duties as noted above
- access appropriate training

Rewards and consequences

We praise and reward children for good behaviour in a variety of ways as described in the quick guide (**Appendix 1**) which accompanies this policy. We also employ a number of consequences to encourage children to uphold the school values, and to ensure a safe and positive learning environment. We believe that rewards are most effective if they follow immediately upon the desired behaviour. We give rewards for keeping the golden rules, citizenship and aspects of learning and effort.

Verbal praise and approval are valued rewards and can be accompanied by a physical gesture e.g. thumbs up if the child responds well to this. This can be reinforced by other staff as children love to receive praise from others as well as their teacher.

We believe that by providing a positive learning environment and drawing attention to children who are modelling appropriate behaviour we will reduce low level disruption. Where children need to make adjustments to their behaviour we ensure consequences are applied calmly, firmly and consistently and in a timely manner. Important features of reprimands include a focus on the misbehaviour rather than the child, a message about what the child should do in the future, consequences appropriate to the behaviour and the opportunity to praise to encourage more positive behaviour.

Children who have been identified as having longer term behavioural needs, will have additional individual support e.g. Pastoral Support Plans (PSPs), target sheets, individual reward charts etc. External agencies are involved at an appropriate stage through the Headteacher and/or the Inclusion Leader

Recording

The school uses SIMs to record individual incidences of serious/ongoing misconduct including any physical or discriminatory behaviour. It also uses SIMs to track the incidents in regard to individuals where ongoing behaviour concerns have been raised. This is to enable the school to identifying patterns e.g. in timing so appropriate strategies can be put in place.

Parents will **always** be informed if a behaviour incident is recorded on SIMs or if SIMs is being used as a tool to track and monitor behaviour.

Teachers use a ticklist to record rewards given and consequences applied. These are regularly monitored by the Headteacher.

Exclusions

Fixed term and permanent **exclusions** in primary schools are rare events, however there may be some instances where a child's behaviour is so extreme or sustained that it may warrant action including a fixed term or permanent exclusion. The school has adopted HCC Exclusion Guidance supplement September 2017 and would refer to this guidance in any decision to exclude a child from the school.

If the Headteacher excludes a child, the parents/carers are informed immediately. Only the Headteacher has the authority to exclude a child from school.

Signed Headteacher

Signed Chair of Governors

Date

Appendix 1

Rewards

Our most useful and valued form of reward is recognition from a school adult. This praise can be either verbal or non-verbal. We believe that by acknowledging the good behaviour and learning using this praise the majority of the children will follow our Golden Rules, removing the need for consequences. Malvern Way promotes the use of positive discipline and alongside frequent praise we use a number of systems to acknowledge children's efforts

- Team points – are awarded by any member of staff to recognise either good effort in learning or good behaviour. Children are awarded 1 team point and occasionally 2 in recognition of something exceptional. These points are added up each week and the winning team is announced in assembly. Children are responsible for placing their own team point counter in the box in their classroom or communal areas of the school.
- Praise Pads – these are awarded to a child to recognise that an adult has been particularly pleased with either behaviour or learning -the note is sent home with the child.
- 6Cs – the staff and children have identified the following learning behaviours; making good **choices**, **challenging** ourselves, being **curious**, **concentrating** on our learning, **collaborating** with our peers and being **confident** in our ideas and to have a go at new things. In the Early Years, choosy chimp, challenge cheetah and curious cat puppets are introduced. In KS1 these are reinforced and concentration crocodile, collaboration cockatoo & confident caterpillar are added. In Key Stage 1 children attend a weekly assembly children where they may be nominated by their peers to receive a certificate for displaying one of these behaviours. A reason is always given.
- Badge Assembly - each week 2 children from each class are awarded a badge, by their class teacher or TA. This is awarded in an assembly where the teacher gives the reason for the award. The child keeps the badge for one week and returns it the following. Badges are awarded for one of the following:
 - Being a good listener
 - Taking care of the environment
 - Being polite
 - Being a good friend
 - Being independent
 - Being kind and thoughtful
- Headteacher's Award – school staff send a child to the Headteacher (or Deputy) to receive an award for their efforts.
- Golden time cooking – for children consistently upholding the school rules and values, there is the opportunity to attend a cooking session with the Deputy Head.

The school newsletter is used to celebrate and communicate the rewards to the parents.

Consequences

When applying a consequence staff are trusted to apply a sanction they consider most appropriate for the child. When considering a sanction staff will consider e.g. prior behaviour of the child, mitigating circumstances (e.g. changes at home), impact on others etc...

At Malvern Way we believe that consequences are most effective when applied in a timely manner, match the nature of the incident and involve the child in decision making. Examples of consequences we use are:

Damage to property	Completing a job in own time e.g. litter picking, job in the classroom, fixing or replacing damaged item
Using unkind words to a peer	Child would be expected to complete acts of kindness to peer that has been upset
Physically hurting someone else	Removal from class/playground for set duration. Child would be expected to complete act of kindness toward upset peer/staff. Parent/Carer informed
Ignoring adult requests	Loss of responsibility, discussion with year group leader
Disrupting learning	Free time used to complete unfinished work

Ongoing behaviour concerns

Where staff need support with a child's behaviour they should seek help in the first instance from the year leader, followed by the Key Stage leader, INCO, Deputy and then Headteacher. At lunchtime, MSAs should refer in the first instance to the Senior MSA to resolve serious issues.

Next steps

The school understands that there may be occasions when our policy is not meeting the needs of an individual and a different course of action needs to be considered. This will always be done in partnership with staff, SLT and parents/carers.