

MALTON COMMUNITY PRIMARY SCHOOL  
BEHAVIOUR FOR LEARNING POLICY  
2020.21

*This policy should be read in conjunction with MCPS Behaviour Principles agreed by the Governing body, and the RPI policy.*

**Rationale:**

As a school, we believe that it is important that all members of our school community feel respected and valued and are treated fairly and consistently. This policy is designed to support the way in which all members of our school community work so that they can demonstrate:

- a nurturing, caring, respectful environment which challenges, motivates and stimulates each individual
- a clear and consistent approach to the use of rewards and consequences throughout school

**Aims:**

- To provide a calm, respectful and inclusive learning environment within school where all can make progress and achievements are valued
- To develop in children a sense of self-worth, an acceptance of responsibility for their own actions and an understanding of their impact on others
- To have a consistent approach to behaviour management with the flexibility to include differentiated guidelines for pupils with special educational needs.

**A consistent approach to behaviour management**

For a positive behaviour system to be successful it is vital that there is consistency in the approach. This policy sets out that approach and all staff are expected to uphold the principles within. Our core values are respect, collaboration, enquiry and determination and these are prominently displayed, regularly referred to and consistently rewarded.

- All classrooms have a prominent display of the school's Values and learner characteristics. They are regularly referred to so that pupils understand the learning expectations in school.
- Reward systems are consistently applied across the whole school (see Appendix A)
- Staff facilitate high quality listening using the **1-2-3-4** method (see Appendix B)
- Staff treat pupils with respect and expect to be treated with respect
- Staff are generous and explicit with praise, especially for 'over and above' behaviour.
- Wherever possible we deal with issues on the day that they occur and allow time for the appropriate reparation to happen
- Staff allow time for emotions, especially anger, to dissipate before dealing with the issues.
- Staff listen to what is being said by all pupils involved and treat each incident without prejudice
- Pupils can choose to take "calm-down" or "reflection" time when they are clearly becoming anxious – this is considered a sensible choice
- Discussions refer clearly to the pupil's behaviour and labels are not aimed at the pupil themselves

**The role of the Adults in the Classroom**

Our staff develop positive relationships with pupils based upon mutual respect, consistency and fairness. At Malton Community Primary School we believe that most classroom behavioural issues can be prevented if the class teacher:

- Builds excellent, warm and nurturing relationships with children
- Offers appropriate praise and encouragement
- Develops a good climate for learning, where children are interested, engaged and curious.
- Uses well established and consistent routines
- Is well organised and communicates clearly with other adults
- Has high expectations of all pupils

We work hard to ensure that each teacher in our school has well developed strategies for positively managing inappropriate behaviour within their classroom. These are applied consistently and fairly at all times. These strategies may include one or more of the following;

- Use of proximity praise – praising the children immediately nearest the child displaying the unwanted behaviour
- Tactically ignoring the behaviour
- Non-verbal signs and gestures
- Provide genuine choices that offer a ‘win – win’ alternative
- Use of positive humour
- Connecting emotionally with children
- Diversionary strategies
- scripted responses (for example 30 second intervention)
- Offering calm down or reflection time.

If inappropriate behaviour continues, it may be necessary to sanction a pupil, for example removing some social time to complete work or discuss inappropriate behaviour. This is the class teacher’s responsibility.

Very occasionally, it may be necessary for a pupil to be asked to leave the classroom for a short period of time. Examples of this would be dangerous behaviour or persistently disrupting the learning of others. In this case a member of the senior leadership team will be notified and offer support. Where possible, the class teacher will then meet with the child to discuss the incident (including sanctions and support strategies). When a child is asked to leave a room, this will be recorded on CPOMS and the parent will be notified by the class teacher. Where the teacher identifies a pattern of incidents, a meeting will be held with parents to identify additional support and prevent exclusion.

### **Social time**

At Malton Community Primary school, we believe that the times children spend out of the classroom (such as break times and lunch times) provide important learning opportunities to develop social skills, collaborative play and problem-solving strategies. We endeavour to offer a range of clubs and activities on a lunchtime throughout the school year and we also have a ‘Reflection Refuge’ which is a calm, nurturing space where children can play games, read or draw. In serious situations, it may be necessary for a child to miss some or all of their social time as a sanction for inappropriate behaviour. This will be supervised by a member of the senior leadership team in a separate space.

### **Parents as partners**

All staff in our school understand the importance of working in partnership with parents to best support all pupils. Parents are encouraged to liaise with the class teacher regularly to discuss the achievements of their child and to share pertinent information. Research shows that parents play a vital part in supporting behaviour for learning through ensuring children have enough sleep, eat well, arrive on time and are ready to learn. We expect parents to support us with this.

### **The governing body**

Our governors work very closely with the Head teacher to ensure that our school meets its legal obligations. They will ensure that policies are updated at regular intervals to reflect the ethos and vision of our school.

### **The role of the Head teacher**

Our Head teacher ensures that the school policy complies with its legal requirements and that it is implemented consistently and fairly across the whole school.

The Head teacher ensures that pupil achievements of reward milestones are recorded and parents informed of their child’s successes. Likewise data is collected to analyse incidents of negative behaviour. The Head teacher oversees the recording of all serious incidents, including any incident of bullying, as legally required to do so.

Serious acts of misbehaviour, repeated and/or very serious acts of anti-social behaviour require a more comprehensive sanction. It is the sole responsibility of the Head teacher to decide if an incident merits a fixed term exclusion or permanent exclusion. In making this decision, the Head teacher may liaise with the governing body and local education authority.

### **Legal Duties**

The school acknowledges its legal duties under the Equality Act 2010 and those in respect of safeguarding and supporting pupils with Special Educational Needs. There may be some instances in which pupils with special educational needs require an additional and different approach to behaviour management and this should be taken into consideration by staff when administering rewards and sanctions. The leadership team and SENCo should be consulted if this is required and specific adjustments to policy recorded on CPOMS.

### **Malicious Allegations**

Action will be taken against pupils who are found to have made malicious allegations against school staff. In the rare event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it. The Police will be asked to consider whether any action might be appropriate against the person responsible if they are not a pupil at the school.

## Appendix A

### REWARDS

#### Praise

At MCPS, we recognise the importance of praise as a key motivational tool. All staff work hard to build positive relationships and use praise to support and encourage pupils. We are aware that praise is most effective when it is specific, timely and linked to processes or problem solving.

#### House Points

House points will be rewarded for good behaviour, good choices, good manners, and working hard. These will be recorded on Class Dojo.

Children who uphold our school values will be rewarded with one house point per day. Additional house points may be given by the class teacher for going 'over and above'.

House points will count towards a collective team total in the house competition and be recorded individually to enable children to access individual rewards.

Class teachers are responsible for logging individual house points daily and ensuring that house points are awarded fairly and consistently. Class totals and House totals are calculated using Class Dojo App. These will inform the weekly whole school house point updates that are revealed during celebration assembly.

Certificates will be issued for the following milestones:

Bronze = 50hp

Silver = 100hp

Gold = 150hp

Headteacher's Award = 200hp

Governor's Award = 250+

Class teachers are responsible for filling in certificates and ensuring that these are shared during Celebration Assembly. We will be moving to an electronic system for sending certificates in the spring term.

Children will be given opportunities throughout the year to use individual personal house points from our Learn and Earn Swap Shop.

#### Praise Postcards

These are given to children who show exceptional behaviour and go 'over and above'.

#### Learner Characteristic Certificates

These are awarded for special effort in the learning areas and are given out in assembly.

#### Silver plates

At the end of each term, two children from each class will be awarded a silver plate for excellent effort, behaviour or personal achievement. The plates will be recalled just before the end of the following term.