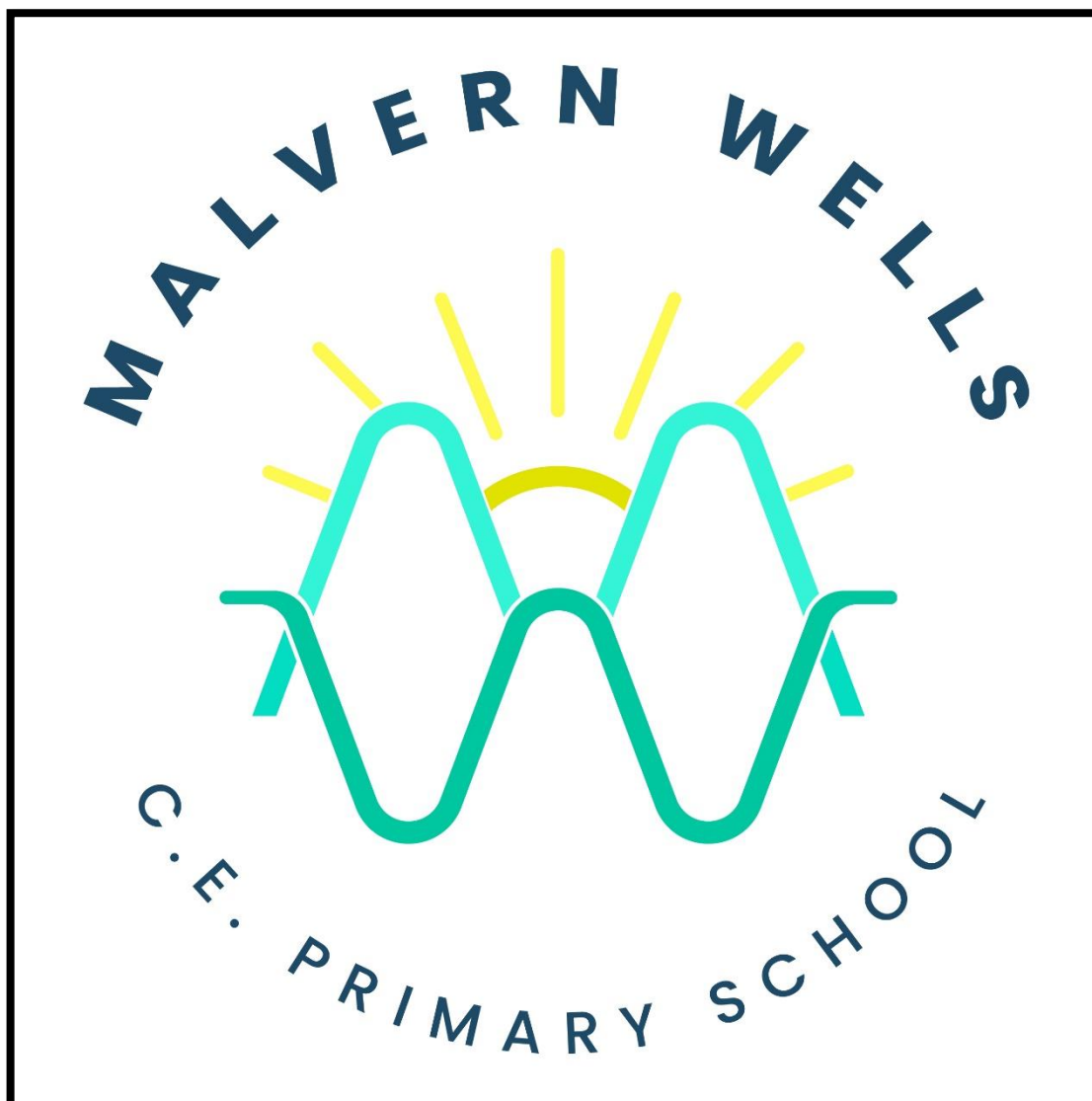


Malvern Wells CE Primary Behaviour and Relationship Policy



'Let Your Light Shine'

We aspire for everyone at Malvern Wells to be the BRIGHTEST version of themselves, equipped with the knowledge that they are unconditionally loved by God who sees their intrinsic value, free to take risks, make mistakes and grow in the safety of his forgiveness ready for the plans and purposes He has in store for their bright future.

Let YOUR Light Shine by Letting His Light Shine through You!

Policy Author:	Jen Alford
Date of Policy:	September 2023
Date approved by Governors:	November 2023
Next annual review date:	November 2024

Vision:

Nurturing potential for a brighter future

Values:

COMMUNITY | COMMITMENT | COMPASSION | COURAGE

Malvern Wells CE School is committed to ensuring that every individual is nurtured to reach their very brightest potential through our safe and nurturing community. We will do this by generating an environment where exemplary behaviour is the heart of productive learning in our happy school. Everyone will be expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. We recognise that good behaviour is rooted in strong relationships and our vision and values are central to promoting relationships and setting the culture of our school.

We define culture at Malvern Wells as:

‘The way we do things around here... even when no one is looking.’

To model our values, we have 3 simple rules for all our children:

- Be kind
- Be respectful
- Be ready

Aims of the Policy:

- To create a culture where good habits of conduct are celebrated and modelled to provide a secure, safe, happy and fruitful learning environment
- To ensure good relationships are central to our practice
- To ensure all learners are treated fairly, consistently and with respect
- To ensure poor behaviour is not exemplified or given attention but to celebrated the behaviour we want to see repeated
- To build a community and a culture rooted in our values;

COMMUNITY | COMMITMENT | COMPASSION | COURAGE

Principles:

- All pupils are valued equally and have the right to learn.
- High standards of behaviour benefit and are the responsibility of everyone in our school community, helping teachers teach and pupils reach their brightest potential in all aspects of their development.
- We believe this is most likely realised where there are high expectations which are communicated, taught, regularly practiced and reinforced as consistently as possible and where there is a high degree of both challenge and support for all pupils.
- We recognise that behaviour is often communication of a need and that pupils in our care are a diverse group with a wide range of cultural, linguistic, cognitive and educational backgrounds as well as life histories and current circumstances, all of which give rise to differing needs, cognitive development and behavioural responses.
- We believe that behaviour that causes harm can provide learning opportunities and pupils who present challenging behaviours are not defined by them.
- We recognise that the intrinsic rewards of positive behaviour (being successful learners, developing and maintaining peaceful relationships etc) have long term advantages and should be prioritised and emphasised over extrinsic rewards (prizes unrelated to the behaviour) which nevertheless can be useful for steering pupils in the right direction

The Malvern Wells Way

Our approach can be described as consistent kindness combined with high expectations and firmness. It is characterised by a focus on relationship, repair, reasoning and teaching rather than punishment. It encourages practices that lead to the cultivation of resilience, self-esteem, self-respect, confidence as well as humility, empathy and compassion for others. This is because we believe behaviour provides learning opportunities for nurturing a brighter future.

What will our adults do every day to cultivate an effective culture for learning?

- Meet and greet every child by name every day.
- Refer to, teach and model our school rules and how they contribute to developing our values and culture
- Focus on building relationships and knowing each individual
- Ensuring each child has a sense of belonging with us

- Develop consistent routines and experiences that promote learning
- Plan engaging and challenging lessons and be ready to deliver them
- Be calm and develop a calm learning environment
- Follow our policy
- Make time to repair
- Never ignore poor behaviour
- Celebrate the behaviour we want to see repeated

Parents and Carers Parents and carers are expected to:

- Support their child in adhering to the school behaviour policy/pupil code of conduct
- Inform the school of any changes of circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with their child's class teacher promptly.
- Behave respectfully themselves when at, or around school, thus modelling expected behaviour for children.

Pupil Code of Conduct Pupils are expected to:

- Behave in an orderly and self-controlled manner
- Show respect to all members of staff and each other
- In class, allow other children the opportunity to engage fully and learn
- Move quietly and sensibly around school
- Treat the school buildings and school property with respect
- Always wear the correct school uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school, especially when in school uniform.

Bullying

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, we can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential. Bullying threatens the happiness and achievement of the whole school community. Everybody needs to work together to deal with it.

Bullying Definition

Bullying is behaviour by an individual or group, ***repeated over time***, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Children, young people and adults can all bully, be bullied or switch roles. They may be bystanders while others are bullied.

Specific types of bullying include:

Prejudice/Discriminatory based bullying-any type of direct physical or verbal bullying, indirect bullying or cyberbullying based on:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Cyber Bullying- Cyberbullying is bullying and harassment using technology. This includes trolling,mobbing, stalking, grooming or any form of abuse online.

‘There is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately’.

- We work with children in PSHE lessons and online safety lessons to ensure they know what is acceptable and what to do if they have concerns.
- We regularly speak to children to get their perspective about any concerns including use of safeguarding questionnaires.
- We have pupil leadership roles such as online safety ministers to reinforce messages
- We have developed a whole school approach to tackle bullying which triggers a quick response to any issues or potential issues.
- Where bullying outside of school is reported to staff, it will be investigated and acted on.

Procedure for dealing with an incident of bullying

What to look for:

Pupils who are bullied may show changes in behaviour, such as becoming shy or nervous, feigning illness, becoming aggressive, taking unusual absences or clinging to adults. There may be evidence of changes in work and concentration patterns. All members of the school community must be alert to the signs of bullying and act promptly and firmly against it.

What to do:

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Sometimes this can take a lot of investigation work as it is important to find out all the facts. Any concerns staff have or allegations of bullying that have been made are logged on CPOMs and followed up by senior leaders. Actions taken by senior leaders are recorded on CPOMs.

What will happen:

- A decision tree is to be followed to achieve a consistency of approach (Appendix 2)
- The victim will be interviewed by their Class Teacher, KS2 Lead or Senior leader on their own and asked to describe and an account of events which will be recorded.
- Once senior leaders are clear that a bullying offence has been committed, the bully and any others involved will be interviewed individually and a record of events will be recorded.
- Support and advice will be given as appropriate to all pupils involved.
- Details of the incident will be recorded on all the pupils' files on CPOMS.
- Parents of all pupils involved will be contacted and letters sent home. A meeting may be arranged if deemed appropriate by the senior leaders.

- A review will be undertaken after each incident logged as a bullying incident to determine whether or not a pattern can be identified and to evaluate the effectiveness of the approach adopted.
- Those involved in supporting the pupil will continue to monitor the situation and speak to the senior leaders if there are further concerns or if they feel that the victim or bully require further support.
- Any further support needed will be put in place such as nurture support from the Home School link.
- Staff list children who need to be carefully monitored in terms of needing extra care or for behaviour. The list is in the staff room. This information is only accessible to staff members.

Staff Training

- All staff receive appropriate training in the identification of and management of bullying.
- The school has a Decision Tree to support identification of bullying.
- Staff have had training on how to use CPOMS to record concerns
- Signposting to counselling can be offered – see Line Manager
- Posters are placed outside as reminders
- Children are to be introduced to Protective Behaviours.
- Awareness raising events are held
- Bullying leaflet is shared.

Behaviour Strategies

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

What should behaviour look like at Malvern Wells?

	Commitment / Community / Courage and Compassion			
In the classroom	Sit down and start work quickly. Listen carefully to everyone. Allow others to work by concentrating on your own.	Take pride in the presentation of your work. Always try your best. Ask for a challenge as soon as you are ready.	Work quietly with a partner, sharing equipment. Help others if they are stuck. Work together to keep your classroom tidy.	Take turns, speak politely to others, use a quiet voice. Always tell visitors what you are learning
In the Playground	Share and take turns. Treat others as you would like to be treated. Take care of your own and others belongings. Allow others to enjoy their quiet space	Keep your hands to yourself Be aware of the safety of others Accept consequences of your own actions Listen to adults when they speak to you	Include others Play with fair rules Share and take turns	See an adult if you need help Speak nicely to others Apologise if you accidentally bump someone Walk around other peoples games
In the dininghall	Wait your turn Be polite and friendly to the staff Give others personal space	Put rubbish in the bin Eat your food in the right places (not outside)	Line up sensibly in a single line Listen to the staff	Use manners (please and thank you) Wait your turn
Assembly	Listen to all speakers Sit down quickly and quietly in your class line Keep your hands to yourself	Be a good role model to other children Be proud to sing our song	Be a good audience	Let younger children go first Celebrate the achievements of other pupils with pride.
Around and about our school	Look after your own belongings Leave things the same way you found them	Be in a neat and tidy school uniform Listen to adults at all times Stay seated on a coach, wearing a seat belt	Look out for other children Stay together	Show your manners to everybody by saying 'please' and 'thank you' Speak politely to others

Recognition and rewards:

We recognise and celebrate children who exemplify our values and rules and show fantastic commitment to their learning in a variety of ways.

Public Praise and recognition:- for demonstrating exemplary behaviour which goes over and above expectation

House Points – to develop our value of community we encourage the children to work hard for each other, earning points that benefit the wider community as well as themselves. A house point can be given by any member of staff for any area of school life that we would want to see repeated; learning, outcomes, conduct etc On a weekly basis, the house who has the highest total from all members will receive an extra 5 minutes of play as a celebration of their commitment to each other.

Classroom specific rewards: - teachers will use a plethora of their own devices to celebrate great behaviour. Stickers, praise cards, house points, smiley thumbs are a selection of the ideas seen used.

Head Teacher Postcard: - children who really impress an adult may be asked to visit the head teacher to share and celebrate. As a result, the headteacher will send a card thanking them for their contribution which will be sent home with your child

Best Seats in the House: - Each Friday morning at 9am the whole community (extended to include families, governors and local area) will come together to celebrate 2 learners from each class within 2 awards:

Best Seat Award – something specific to them that has been seen that shows huge progress or growth e.g. resilience within a problem-solving activity.

Famous for being Fab – celebrating the behaviour we want to see repeated. Thanking our children who are relied upon to model our values.

This assembly will be a joyful celebration where everyone is encouraged to joyfully celebrate each other's successes.

Sanctions:

Happy and engaged learners reaching their brightest potential is always our aim at Malvern Wells. For most of our learners, a gentle reminder of expectations is all that is needed to remain aligned to expectations. Although, there are some occasions when children need a different approach, and the following strategies are: -

Steps	
1. Caution	Inside or outside the classroom: A clear, private verbal warning making the learners aware of their behaviour, the impact it is having, and the consequences should it continue. A choice must be given to the learner enabling them to choose to make the right decision
<p>2. Orange counters/Tokens</p> <p>1 = 5 minutes of play missed at next play in C4 during Orange club</p> <p>2 over a week = a whole play missed CT to inform parents</p> <p>3 over a week will trigger a message home and a meeting with CT and HT.</p>	<ul style="list-style-type: none"> • Non compliance • Intentional unkindness such as name calling, deliberate provoking or teasing with the purpose of upsetting another child. • Acting in an unsafe manner likely to result in injury to themselves or others. • Non completion of set work • Consistent low-level disruption disturbing the learning of others and themselves • Disrespect to adults e.g., answering back. • Class teacher receiving information from a lunchtime supervisor of orange behaviour on the playground or in the school hall.
2b. Red Card	<p>In more serious incidents children may be issued with an immediate red card. Parents will be text and asked to call school and receive feedback about the incident. Incidents including:-</p> <ul style="list-style-type: none"> • Fighting • All forms of bullying • Racist, sexist or homophobic comments • Inappropriate name calling • Using abusive/offensive language • Physically striking adults
3. Cool off	Following the visual cue of an orange/red counter/token, the child may need some time to regulate and return ready to meet expected standards. This can take place in a safe space outside the classroom e.g., pooch corner /think tank / sofa
4. Repair conversation –after orange time has been completed	<p>A 1:1 conversation with the adult who has taken on steps 1-3, usually involves several of the below questions:</p> <p>What happened there?</p> <p>What were you thinking at the time? What have you thought since?</p> <p>How did the scenario make others feel and affect them? How can we put things right?</p> <p>What needs to happen in the future?</p>

<p>5. Natural/logical consequence</p>	<p>We want to make children aware of the natural or logical consequence that occur because of their behaviour choices. For instance: If a child persistently chats, disrupts and avoids learning activities within lesson time we will ask them to complete it in their own time. If this occurs at the end of the day, we will send the activity home to be completed.</p>
<p>6. Communication with Parents</p>	<p>If a child has 2 incidents in a week that require a counter, reflection and repair time, the parents will be informed by the class teacher. If a child has 3 or more incidents within a week requiring reflection and repair conversations, then a meeting with parents, class teacher and Head teacher will be arranged.</p> <p>A child who regularly has 3 or more incidents a week will have weekly monitoring meetings during a lunchtime (with teacher, Head, parent and (if age-appropriate) the child. This may lead to a PSP</p> <p>As a very last resort, a serious breach of behaviour may lead to fixed term exclusion.</p>

Extra support

In some cases, extra support may be needed. This support could be through:

- Behaviour modification support (parents are invited to discuss this with the KS Lead or Headteacher)
- Sticker Chart
- Behaviour Support Mentor TA
- Input from our Home School Link
- Individual Education Plan (IEP)
- Behaviour Management Plan
- Individual Handling and De-escalation Policy
- Pastoral Support Plan (PSP)
- Part-time timetable planned and agreed with parents through the PSP plan
- Educational Psychologist support
- Missed playtime (Pupil must remain with an adult)
- Restriction of playtime zones

Where a child is displaying an unacceptable behaviour – listed in the sanctions (see list above) they may receive an:

- Internal Exclusion (working in another class or with a different adult with work provided by the classteacher). Parents will be informed if to take place for a full session.
- Exclusion (remaining at home with work provided by the class teacher). This will only be in place following a meeting with the parent.
- Permanent exclusion (where the total of exclusions total over 45 days in any academic year) Exclusions should be used by the Headteacher as a last resort and the importance of maintaining continuous education for all pupils is of paramount importance.

Positive Handling.

Where there is the need for positive handling the Positive Handling Policy should be followed and only those trained adults should undertake any form of Positive Handling, following all the training given unless to delay will cause harm to the child or to others.

If a pupil needs to be regularly 'positively handled' then an individual Behaviour Plan should be produced and shared with parents.

Special Space.

Some pupils require a quiet, special space where they can de-escalate and calm down. This should be incorporated in their Behaviour Management Plan and preferably designed with them. They should have a small basket of items they may wish to use whilst de-escalating: fidget ball, special reading book, pen and paper, lego, dinosaur etc.

They should be monitored by an adult at all times.

Behaviour of all staff.

This behaviour policy applies not only to children but also to the adults in our school as the children have a right to see high standards of behaviour displayed by all with whom they come into contact.

Please also refer to the Staff Conduct Policy

Parent/Carer Behaviour

First and foremost, school is a safe place where children come to learn. With this in mind, parents and carers are expected to behave in a way that would support these aims. Parents and carers are welcome in school and are encouraged to speak to staff about any concerns. Specifically, we request that parents and carers:

- Speak to staff in a calm, non-aggressive manner without raising their voice.
- If possible, speak to staff members in a private environment away from other parents and children.
- Never approach another parent's child and speak to them about their behaviour, speak to a member of school staff.

If a parent, carer or other adult does behave in a way that is deemed inappropriate, the school will take further action, initially this will be a warning to the adult. Staff are to report any such incidents to the LT.

Please note: If a parent would like to speak to their child's teacher then they are encouraged to make an appointment via the school office or via the school Dojo or message book system.

Pastoral Support Plans (PSP)

For a child whose behaviour results in more than four messages and conversations home (4 weeks of 3 or more incidents), a Pastoral Support Plan will be established. This will allow a member of the school's SLT to establish formal fortnightly meetings with the child's parent or carers to discuss the child's behaviour, celebrate improvements in a timely manner and discuss the possibility of engaging outside agency support if available.

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Head Teacher or Standards Leader. Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults

Racial Incidents

Racial incidents are recorded on our Malvern Wells format (kept in Mrs Alford's office) and reported in line with Government guidance.

Exclusions

Fixed Term Exclusions

Malvern Wells CE Primary School Primary believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their brightest potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil

or others in the school, the Head Teacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents will meet the Head Teacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The staff and governors at Malvern Wells CE Primary School agree with this stance and all policies and procedures are in place to support inclusion of all learners. Permanent exclusion should only occur when risk assessment indicates that, to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Suspensions and Exclusions
- Supporting pupils with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice.