

MBIS Positive Behaviour Policy

Rationale

MBIS Mission Statement

'Learning for Life...'

MBIS provides students with the knowledge, skills and understanding that will empower them to be well-rounded, successful members of an ever changing, culturally diverse world community.

At MBIS we are committed to providing a happy, positive learning environment where children, teenagers and adults are:

- Y Successful independent and collaborative learners*
- Y Confident, cooperative team players and responsible leaders*
- Y Flexible, resourceful and resilient*
- Y Reflective, honest and trustworthy*
- Y Responsible, caring global citizens*

This Positive Behaviour Policy aims to guide every aspect of policy and practice at MBIS in order to maximise the learning for all and to fulfill the school's vision and ethos.

'Learning to Learn' – The MBIS Personal Learning Goals

The school recognises five key Personal Learning Goals to develop student's learning and character; the qualities, skills and attributes that will enable them to develop in accordance with the MBIS mission statement:

Resilience - *'We keep trying, even when things are difficult!'*

- Y Concentrating really well*
- Y Learning from mistakes*
- Y Having a 'can do' attitude*
- Y Keeping at tasks even when they become difficult*

Resourcefulness - *'We find other ways of doing things'*

- Y Knowing what to do when things are unclear*
- Y Asking good questions*
- Y Using different learning styles*
- Y Finding and using tools, materials and resources*
- Y Taking risks*
- Y Finding other ways of doing things well*

Reflectiveness - *'We think about what we say and do'*

- Y Connecting what we have been learning to other experiences
- Y Knowing what is the 'right thing to do'
- Y Planning what to do next
- Y Using time well
- Y Keeping safe

Relationships - *'We cooperate well with others'*

- Y Communicating well
- Y Working as part of a team
- Y Taking a lead
- Y Being honest and trustworthy
- Y Helping others
- Y Knowing ourselves

Respect - *'We value others and the world in which we live'*

- Y Valuing different views, beliefs and cultures
- Y Caring for the environment
- Y Respecting others' bodies and personal space
- Y Demonstrating appropriate behaviour and manners
- Y Respecting our own and others' possessions

As a school we believe that it is through the promotion of positive behaviour that these Personal Learning Goals will be most effectively achieved. Equally, the school recognises that, on occasion, sanctions may be required as a consequence of poor behaviour.

School Systems for Promoting Positive Behaviour

The **MBIS Personal Learning Goals** form the fabric of the school, a learning and behaviour profile for all students and adults. As such, they are very much the language of the school. They are regularly discussed and referred to in assemblies, in lessons and in the playground. Teachers plan activities with the Personal Learning Goals in mind, encouraging students to develop and reflect on their progress in these skills. A Personal Learning Goals display - 'Cleo the Cat' - features in every class base. This forms a focal point for discussion, evaluation and aspiration.



The school operates **5 Golden Rules** - a code of conduct generated by the MBIS Personal Goals. At the start of each school year, the Class Teacher/Form Tutor will discuss, explore and develop the Golden Rules in language appropriate to the age group.

We always work hard and don't give up

RESILIENCE

We find other ways of doing things well

RESOURCEFULNESS

We try to do the right thing all the time

REFLECTIVENESS

We work and play together well

RELATIONSHIPS

We care about others and our school

RESPECT

The Code of Conduct is displayed in each class base and used as a reference point by all adults and students.

At MBIS we recognise, reward and reinforce good attitude and behaviour in a variety of ways:

- Y **Verbal praise** is given to students whenever possible
- Y **Weekly Assemblies** for the whole school afford opportunities to illustrate, explore, expand and discuss the Personal Goals in meaningful, memorable ways. Regular **Achievement Assemblies** celebrate the learning, attitudinal and behaviour successes of students from each class, through personal commendations from their teachers and the award of a certificate. Weekly celebrations of success e.g. 'Star of the Week' and 'Principal's Award'. Throughout the year, all students receive an achievement award for some aspect of personal success.
- Y **Circle Time/PSHE Sessions** each week allow for structured class discussion of personal and social matters, with reference to desirable behaviours and best choices.
- Y **The MBIS House Points** system fosters a sense of team spirit, cooperation and friendly competition. Each student is allocated to a House. House points are awarded each week for good work, behaviour or attitude.
- Y **Classroom Reward Systems** are varied, engaging and age-appropriate across the school to support the principles of the policy.



- Y **Principal Stickers** are awarded to students who have demonstrated good work, behaviour or choices and are sent to the Principal to show/talk about their achievements.
- Y **Home-School Communication** ensures that parents are informed about the successes of the school via the weekly Newsletter from the HoP, and their own student's achievements (Home- School Book; e-mail from teacher).
- Y **Reports** celebrate student's positive attitude and behaviour.
- Y **Class Dojo** is a digital based learning journal to share student achievements and learning, using a variety of media.
- Y **Classroom Behaviour Displays** – provide a visual reference point for the students: designed to encourage them to remain in the 'good behaviour' zone. The names of all students are re-set at the start of each day to represent a 'fresh start'.
- Y **The School Council and Annual Student Surveys** allow all students direct input to shaping school activities and to development of the Positive Behaviour Policy.

School Systems for Dealing with Negative Behaviour

When students fail to manage their own behaviour, a clear and consistent process of sanctions apply which give students the opportunity to reflect on and adjust their behavior -to make the right choices:

Level 1

If a student is disruptive/uncooperative, a verbal warning will be given and the student will be told which golden rule they are breaking and what the expected behaviour is.

Level 2

If the student continues to be disruptive/uncooperative, a second verbal warning is issued. Again, the student is encouraged to make the right choice. The student will be informed of the consequence of continued misbehaviour.

Level 3

If the student continues to be disruptive/uncooperative, his/her name is placed on the appropriate section of the classroom behaviour display. Once more, the student will be positively redirected to make the right choice. The student will be informed of the consequence of continued misbehaviour. Correct behaviour for the remainder of the session will mean the student's name is moved back up the classroom behaviour display.

On the playground, the staff member will complete a behavioural incident form that will be shared with the HoP, and the class teacher will be informed at the end of the break session.

Level 4

Continued misbehaviour will result in the student being moved to a different location within the classroom, away from other students. This will normally last no more than 15 minutes. The student will be informed of the consequence of continued misbehaviour. The student's name will be moved down the classroom behaviour display and remain there for the rest of the day.

On the playground, the student will be required to spend the rest of the break standing next to the adult. The behaviour will be recorded on a behavioural concern form and the student's behaviour will be reported to the Teacher as soon as possible/before the next break time.

Note: *The Teacher will assess the situation - in the context of recent behaviour - and may send the student to the AHoP or HoP.*

Level 5

If the time-out has no effect on the student's behaviour, he/she will be escorted by an adult to the AHoP/HoP. The student's behaviour will be explored, in the context of school expectations and making correct choices. The student will then be required to complete a Behaviour Reflection Sheet. (*Appendix 1*). For the youngest students, the AHoP/HoP will complete the sheet with the student in simple language. The student will then return to class and apologise to the Teacher. The Reflection Sheet will be kept on file in the central MBIS Behaviour Record (kept by the AHoP/HoP) with a copy passed to the Teacher.

The Teacher will inform the parents verbally, or by e-mail.

Level 6

If the student continues to make poor choices, he/she will be escorted by an adult to the AHoP/HoP. According to the behaviour, the student may be removed from the class for an extended part of the day. The AHoP/HoP will telephone the parents. They may request that the student is to be immediately collected by the parents. The incident will be recorded and filed in the MBIS Behaviour Record. If further escalation is required the Principal will be informed.

Particular behaviours will mean that a student is immediately placed at Level 6:

- Y Fighting
- Y Endangering the safety of others
- Y Deliberate damage to property
- Y Unacceptable swearing
- Y Racist/sexist comments
- Y Threatening or physically hurting another student or an adult
- Y **Bullying (see MBIS Anti-Bullying Policy)**

The student and parents will be advised of the consequences of continued misbehaviour ie. formal procedures.

Formal Procedures

Stage 1 – On Report

- A meeting is arranged with the student, the student's parents, the Teacher and HoP. The student's behaviour and strategies for improvement will be discussed. A *behaviour contract* will be developed. The student will then be put on a weekly report, for a minimum of 2 weeks and a maximum of 8 weeks, depending on the nature of the behaviour. It will be reviewed every 2 weeks.

The SENCo will be informed and the involvement of any outside agencies will be considered. With no improvement, the next stage will be applied.

Stage 2 - Fixed Term Suspension (when escalated to Principal)

The Board of Directors will be informed by the Principal. The Principal will communicate to the parents that the student will remain at home for a period not exceeding 5 days.

If - upon return to school - the student's behaviour improves, he/she will revert to Stage 1 procedures for a minimum of 4 weeks. If behaviour does not improve, the student will move to Stage 3,

Stage 3 - Removal from school

The Board of Directors will be informed by the Principal. The Principal will communicate to the parents that the student may no longer remain at MBIS. Should the parent wish to appeal, they may write directly to the Chair of the Board. A response to the parents will be provided within 2 days.

If the appeal is successful, the student will remain on a behaviour contract/on report for a minimum of 8 weeks.

In **exceptional circumstances**, permanent exclusion may be considered for a first or 'one-off' offence, which may include:

- Y Serious actual or threatened violence against another student or adult
- Y Sexual abuse or assault
- Y Supplying an illegal drug
- Y Carrying a dangerous weapon
- Y Serious deliberate damage to school property

Behaviour on School Buses

As in school, students who travel on the school bus are expected to display high standards of behaviour. A code of conduct is signed by students/parents. The Bus Monitors must report all negative incidents to the Bus Coordinator as soon as possible and then pass this information to the HoP. Students who fail to follow the expected rules of the bus will have their place withdrawn.

Students with Specific Behavioural Challenges

Some students find managing their own behaviour more difficult than others for a wide range of reasons. An individualised approach to positive behaviour management operates at MBIS. In such cases, the SENCo works with the student, the parents and the Teachers to develop a shared understanding of the student's situation and the most appropriate support strategies. This may involve an Individual Behaviour Plan, with clear targets and a regular review of progress.

Rights and Responsibilities

If students are to achieve their personal best and to become responsible and confident members of the community they need to feel safe and secure in an ordered environment. Creating such an environment is the responsibility of all members of the school community through recognising that they all have responsibilities and rights:

Rights of Students

- Y To be able to learn to the best of their ability
- Y To be treated with consideration and respect
- Y To be listened to by adults in school
- Y To know what is expected
- Y To feel safe
- Y To expect the school to take appropriate action against any incidents of bullying or threatening behaviour
- Y To be treated fairly

Responsibilities of Students:

- Y To treat others and the environment with consideration and respect
- Y To listen when others are speaking
- Y To follow instructions from teachers and other members of staff
- Y To take responsibility for their own actions and reflect upon the choices made
- Y To ask for help when needed
- Y To do their best
- Y To let others learn
- Y To observe school rules
- Y To be ready for lessons and to have the equipment that they need
- Y To dress in accordance with the school uniform policy

Rights of Parents

- Y To know that their children are safe
- Y To be sure that their children are treated fairly and with respect
- Y To know that their children are given the opportunity to learn at school
- Y To be able to raise concerns with staff and to be informed about their children's progress

Responsibilities of Parents

- Y Sign and adhere to the home-school agreement
- Y To support school rules and guidelines
- Y To ensure that students arrive at school on time and attend school regularly
- Y To ensure that their children are in the correct school uniform and have the equipment that they need at school, eg. PE. kit
- Y To tell the school if they have any concerns about their student or of anything that may affect their behaviour at school

Rights of Staff

- Y To be treated with respect by pupils, parents and colleagues
- Y To be able to teach without unnecessary interruption

Responsibilities of Staff

- Y To create a safe and stimulating environment in which pupils are motivated to learn
- Y To have high expectations of student's behaviour and ensure their classes behave and work to the best of their ability
- Y To ensure consistency across the MBIS team in supporting and applying the school policy in and around the school
- Y To be a good role model in all dealings with students and adults
- Y To tackle the behaviour and not the student
- Y To treat pupils with consistency and respect at all times, without regard to race, gender or ability;
- Y To record student's behaviour - positive and negative - and communicate with parents through appropriate channels
- Y To sign and adhere to the code of conduct for staff

Role of the Principal

- Y To implement the school behaviour policy consistently across the school
- Y To ensure the health, safety and welfare of all students in the school
- Y To set the standards of behaviour, and support staff in their implementation of the policy
- Y To keep records of all reported serious incidents of misbehaviour including bullying and racism
- Y Hold the responsibility for giving fixed-term exclusions to individual students for serious acts of misbehavior, or for repeated acts of serious misbehaviour

8. Equality and Diversity

Please refer to the MBIS Statement on Equality, and Racial and Cultural Diversity

9. Monitoring and Evaluation

- Y The Senior Leadership Team regularly monitor and review the effectiveness of the Teaching for Learning Policy in collaboration with the Teachers.
- Y The Senior Leadership Team and the Board of Directors review implementation of the policy annually.
- Y The Vice Principal monitors all Class Behaviour Books, Bus Behaviour Books and the Playground Behaviour Book each week. He/she will discuss repeat names with the Class Teachers and the Principal, as appropriate.
- Y At regular Phase Meetings, the Teachers discuss matters of recorded/observed student behaviour.
- Y An annual student questionnaire contains questions designed to elicit student's views on behaviour in school.
- Y The Principal monitors the effectiveness of this policy on a regular basis, reporting to the Board of Directors. He/she makes recommendations for further improvements as necessary.
- Y The Board of Directors reviews this policy every two years. The Board may review the policy earlier based on relevant changes in the UK, or if the Board receives recommendations on how the policy might be improved.

Amended August 2023

Date of start of policy: October 2014

This policy was reviewed November 2019 and on a biennial basis thereafter

Appendix 1

Behaviour Reflection

Name _____

Class _____

Date _____

Think about your behaviour...

Which Golden Rule have you broken?	
<i>We always work hard and don't give up</i> RESILIENCE	
<i>We find other ways of doing things well</i> RESOURCEFULNESS	
<i>We do the right thing all the time</i> REFLECTIVENESS	
<i>We work and play together well</i> RELATIONSHIPS	
<i>We care about others and our school</i> RESPECT	

What did you do?	
How do others feel because of what you did?	
What should you have done instead?	
What can you do to make it right?	





