



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

Behaviour for Learning Primary

Approved by:

Jeremy Hallum

Last reviewed on:

August 2023

Next review due by:

August 2025

MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP

This policy is applied at MTW alongside our school’s vision, mission and values. Alongside the principles of High Performance Learning; VAA and A.C.P. characteristics.

Please read this policy alongside:

Anti-Bullying Policy, Inclusion Policy, Malpractice and Plagiarism Policy, Safeguarding Policy, E-Safety Policy, Parent & Student Cybersecurity Guide, Filtering Policy, Acceptable Use Policy, Bring Your Own Device Policy, Curriculum Policy, Data Protection Guidance, Code of Conduct, Audio Video Conferencing Security Guide for Teachers, Student Password Policy, Remote Learning & Safeguarding Policy, Guidance for Safer Working Practice, IT Online Security Guidance for Parents, Safeguarding and Inclusion Guidance during Remote Learning, Mobile Phone Policy, Social Media Policy, Curriculum Policy and Learning & Teaching Policy

‘The truth is that there is no alternative to the hard work of building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.’ (Paul Dix)

Introduction

Good behaviour and positive relationships are necessary conditions for effective teaching and learning. They are also essential skills for the long-term wellbeing and safety of the whole community and beyond. Our policy seeks to develop confident, reflective students who have a positive ethos, respect for their environment and everything and everyone in it. Rewards and sanctions are used constructively to restore behaviours and encourage better choices.

Our core beliefs:

Behavior can change because it is a choice:

- Positive, targeted praise is more likely to change behavior than blaming and punishing
- Reinforcing good behavior promotes self-esteem
- Celebrate success and good choices
- A reward system that is fair and consistently applied, mindful of British Values

Accessibility

Our school values of ‘kindness and respect’ underpin how adults have impact on children’s successes through positive behaviour management. However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behavior plans, which may include carefully targeted sanctions and rewards to reinforce desired behavior and choices.

The following appendices set out the systems and strategies we use specific to age range.

MTW Teacher Essentials

MTW Behaviour Intentions	Visible Adult Consistencies	Above and Beyond Recognition	Regular Routines
<ul style="list-style-type: none"> • Every Child Deserves a Champion • Build Relationships 	<ul style="list-style-type: none"> • Daily, meet and greet at doors/on playground. • Catching them doing it ‘right’ 	<p>All the below should link to house points:</p> <ul style="list-style-type: none"> • Class recognition boards (FS) • Year group celebration boards 	<ul style="list-style-type: none"> • Classroom routines • Following teaching and learning essentials

<ul style="list-style-type: none"> • Be Respectful • Be Kind 	<ul style="list-style-type: none"> • All teachers use the language of: <ul style="list-style-type: none"> ○ Good Choice ○ Wrong Choice ○ Consequence of your choice 	<ul style="list-style-type: none"> • E-GEM of the week for every class (x4) • SLT Praise/Breakfast with the Head of School • PRE Social Media Posts 	<ul style="list-style-type: none"> • Praise praise praise (verbal and non-verbal) • Peer Praise opportunities • Certifications, house points, GEM of the week
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FS/ KS1

During induction period, children are introduced to the 'Recognition Tree' (great choices, ready to learn, make better choices) Appendix 2, a visual representation of praise and positive behaviour. Positive reinforcement will teach children to be proud of their learning achievements as well as enabling them to recognise their own positive behaviours and of their peers. During the first few weeks of school this approach is continually reinforced. Where sanctions are used children are reminded their choice has a consequence.

KS2

During induction, period our high expectations are reinforced and teachers repeatedly use the language of good choice and wrong choice. In order to succeed, students should be praised and enjoy their own positive behavior in school and society. Positive reinforcement will teach children to be proud of their learning achievements as well as enabling them to recognize their own positive behaviors and of their peers.

Our behaviour pathways for FS1-Year 1

Please see Appendix 1

Our behaviour pathway for Year 2 to 6

Actions	Pathway point to begin
Low Level Disruption e.g., shouting out, ignoring basic instructions etc.	Point 1.
Unsafe Behaviour	Point 3.
Physical/Verbal Abuse	Point 4.

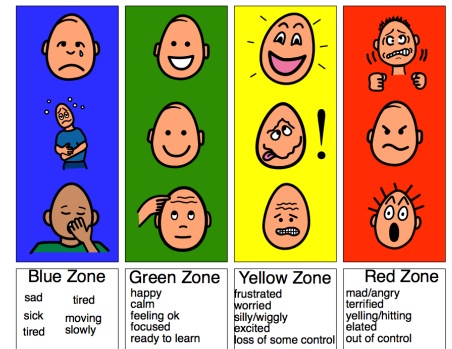
1. Reminder to self-regulate and make good choices.
2. Final warning to self-regulate and make good choices.
3. Time out in partner class (recorded on Phoenix under correct category and 1 demerit issued)
4. Time out in HoKS class (recorded on Phoenix under correct category and 1 demerit issued)
5. If these actions have no impact:
 - a) Pupil (Year 2+ only) is taken to Head of FS (if not teaching) or Deputy Head Teacher (if Head of FS is teaching) (recorded on Phoenix under correct category and 1 demerit issued)
 - b) Parents contacted and asked to collect their child. Date set for team around the child meeting within 24 hours (TAC)
 - c) TAC meeting takes place with key staff/parent and restorative plans agreed and signed by all present (uploaded onto Phoenix and Incident Log and Chronology of events started)

- d) Review meetings are scheduled to update restorative plans and progress is closely monitored
- e) Internal Exclusion (Primary) (recorded on Phoenix under correct category and 1 demerit issued)
- f) Short Fixed Term Exclusion (1-2 days) (exclusion letter must be created prior to exclusion, approved and stamped by the Principal and uploaded onto Phoenix. KHDA will be informed of exclusion)
- g) Longer Fixed Term Exclusion (3 days) (exclusion letter must be created prior to exclusion, approved and stamped by the Principal and uploaded onto Phoenix. KHDA will be informed of exclusion)
- h) Three Fixed Term Exclusion will result in blocking re-enrolment for the following year and this will be communicated with parents.
- i) In the case of illegal behaviour a Permanent Exclusion will be implemented in partnership with KHDA

Self Regulation and Choices

Self-regulation is the **ability to monitor and manage your energy states, emotions, thoughts, and behaviors** in ways that are acceptable and produce positive results such as well-being, loving relationships, and learning. Children in the foundation stage and Year 1 should have the opportunity to talk about and express how they feel throughout the day. Although assessment of well-being and involvement will be monitored through adult-child assessment in Foundation Stage and Year 1 it is paramount that children are given the opportunity and it is modelled and encouraged for children to self regulate through visual aids

The Zones of Regulation



APPENDIX 1- FS and Year 1 Self –Regulation Chart

FS and Year 1 Self-Regulation Process				
Regulation 1	Regulation 2	Regulation 3	Regulation 4	Regulation 5
Low-Level Disruption	Low-Level Disruption	Low-Level Disruption	Unsafe Behaviour	Physical Abuse
Action	Action	Action	Action	Action
Talk to the child using Blank Level Questioning in a quiet and calm area. 'What has happened?'	Ask the child how they are feeling using 'self-regulation' mirror and picture areas, do not ask the child to look at you (in some cultures this can be perceived as rude).	Visiting a buddy class for self-regulation time. Explain to the child why they are going there and how long they are there for (use visual egg timer).	Visiting HoKS room. Explain to the child why they are going there and how long they are there for (use visual egg timer). Seek additional advice from the counsellor or inclusion team if relevant.	Visiting Deputy Head of Primary's room. Explain to the child why they are going there

APPENDIX 2- FS & KS1 Learning Tree

MTW LEARNING TREE

	Great Choices	Ready to learn	Make better choices
A			
B			
C			
D			
E			
F			
G			
H			
I			
J			
K			
L			

APPENDIX 3- Primary Reward Systems

Reward	How and Why Received	When Celebrated
House Points	Awarded as deserved for attitudes to learning outcomes of learning, kindness and respect.	<ol style="list-style-type: none"> 1. Recorded on Phoenix at any point 2. Team points calculated every Friday and announced. 3. End of term reward for winning house
E-GEM of the Lesson	In each lesson for a student who demonstrate positive behaviour /learning choices in line with MTW Values (curiosity, confidence, creativity, kindness, or respect) or HPL ACP/VAA	<p>Daily during lessons and sent to parents directly.</p> <p>Leads into Jewels of Kindness at the end of each week.</p>
E-Jewel of Kindness	<p>One student from each class selected each week based on E-GEMS/House Points.</p> <ul style="list-style-type: none"> • Curiosity • Confidence • Creativity • Kindness • Respect 	On a Friday in the Parent Newsletter students will be celebrated.