



Positive Behaviour Policy

Balfour Primary School

Date

Date approved:

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Positive Behaviour Policy

Our Ethos

At Balfour Primary School we strongly believe in adults providing positive role models for our pupils. We have high expectations of the staff and pupils behaviours around school and we aim to promote a positive ethos around social responsibility.

We recognise that children develop their social skills alongside the main curriculum and support this by providing opportunities for children to successfully learn and play with each other.

Values and Houses

In the summer of 2021, the school community selected four values and four inspirational people to represent what the adults and children should demonstrate during their time at Balfour and reflect how we view our children as developing into young adults and citizens of the world. Staff will also uphold and model these values.

- We are Reflective
- We are Respectful
- We are Responsible
- We are Resilient

These values are at the heart of our school community in ensuring that we;

- Create a culture that makes everyone in the school community feel valued and respected.
- Support in maintaining high expectations of positive behaviours through a clear and consistent approach.
- Use reflective and restorative practice to resolve issues.

What our children can expect of staff in promoting positive behaviour

- We discuss behaviour expectations with the children in a manner which is appropriate to their stage of development.
- We aim for all children to know they will be treated fairly and consistently, and that they will be listened to.
- We teach all of our children to know that they can use the **Just Right** tower to inform staff of how they are feeling at different points during the day.
- We support our children, in instances where resolution is needed, to be reflective and to use restorative approaches to find positive solutions.
- We provide a Personal, Social, Health, Citizenship and Emotional (PSHCE) curriculum that will be used to develop self-awareness (as well as an awareness of others), self-reflection and self-esteem.
- We will always take all bullying, sexism, racism and homophobia very seriously. Children will be told when and how the issue will be dealt with. We will never tolerate bullying of any form. We define bullying as deliberately hurtful behaviour which results in an imbalance of power, is repeated over a period of time, and where it is difficult for those being bullied to defend themselves.

How we promote positive behaviours in the EYFS

In the EYFS all staff will use positive praise and rewards to reinforce and celebrate positive behaviour. Staff will model positive behaviour within the environment and use language that will promote our school's values.



Everyday routines will develop each child's understanding of boundaries, respect, expectations and consequences; developing their awareness of their own needs and the needs of others. This learning will also be embedded through a Personal, Social and Emotional curriculum that includes Social and Emotional Aspects of Learning (SEAL) activities, stories and songs.

In the EYFS, we want our children to know that:

- ✓ We will set clear and consistent boundaries.
- ✓ We will respond positively to achievement and effort.
- ✓ We will encourage independence.
- ✓ We will listen to our children and teach them to be good listeners.
- ✓ We will provide the children with opportunities to understand their own needs and those of others.
- ✓ We will teach our children to be safe and to play safely.
- ✓ We will encourage our children to be kind and respectful towards others.

How we promote positive behaviour at KS1

At KS1, our staff continue to build on the learning behaviours which have been developed in the EYFS. Our adults are strong role models for the children; through positive reinforcement and guidance, and by providing opportunities for learning behaviours to develop, such as sharing, turn-taking and reflective listening to one another, our children develop excellent learning behaviours. These in turn, help our children to stay focused and make the most of their learning time.

Positive reinforcement at KS1

- **Marbles in a jar** – Teachers at KS1 often use this strategy to support with team work and celebrating whole class achievements. It reinforces to the children that they are a team, and their choices and behaviour can impact others in a positive way.
- **Growing Learner Certificates**- Teachers celebrate weekly a child who is growing as a learner, in line with our Growth Climate aims.
- **Showing learning to a member of SLT**- Teachers celebrate learning or changes to attitudes in behaviour by sending the child to a member of the Senior Leadership Team to receive praise for their efforts.
- **'We are learning to...'**- Teachers recognise the child is demonstrating the learning behaviour that is being focused on for the week by moving their name onto the tree trunk.

How we promote positive behaviour in KS2

At KS2, we aim to build on the children's learning behaviours and continue to support them in making the right choices. Through well planned and structured lessons, we deliver a curriculum which engages and inspires our children to learn well and to explore their learning beyond the classroom.

We believe that by KS2 the majority of our children have developed into articulate, independent and well-rounded learners. All staff work hard to inspire our children to achieve their very best and to make the most of all opportunities provided to them.

Positive reinforcement at KS2

- **Growing Learner Certificates** - Teachers celebrate weekly a child who is growing as a learner, in line with our Growth Climate aims.



- **Showing learning to a member of SLT**- Teachers celebrate learning or changes to attitudes in behaviour by sending the child to a member of the Senior Leadership Team to receive praise for their efforts.
- **'We are learning to...'**- Teachers recognise the child is demonstrating the learning behaviour that is being focused on for the week by moving their name onto the tree trunk.
- **Table points/Team points** – Teachers at KS2 often use this strategy to support with team work and celebrating whole class achievements. It reinforces to the children that they are a team, and their choices and behaviour can impact others in a positive way.

Personalised class behaviour goal

Each week the class teacher, in consultation with the children, will decide on a class behaviour goal. The goal should come from a low-level behaviour which the teacher and children feel needs to be improved. This could be listening on the carpet, putting hands up before answering, not talking whilst someone else is talking or anything which they feel would be appropriate for their class.

The teacher will write their goal onto the 'We are learning to...' trunk of the Growth Climate tree. The teacher will then reinforce this goal to the children throughout the week and children who are meeting the goal will have their name moved onto the trunk. The focus of the goal should be around positive reinforcement and children can be reminded that it is a whole class achievement.

Our strategy for supporting children who do not meet the learning goal

The majority of children at our school are respectful and follow the expectations and boundaries as set out by their class teacher. For those who need support with this, our steps are outlined below.

- The child will receive a verbal reminder around the behaviour that needs to be addressed: 'John, remember we are learning to listen when others are speaking.'
- If the behaviour continues, or other behaviour is shown that isn't supporting theirs and others learning, the teacher will give the child a warning: 'John, this is your warning that you need to listen when others are speaking.' Following the warning, the teacher will tick the child's name on their class list to show that for that session, they have received a warning.
- Should the behaviours continue, despite a verbal reminder and a warning, the child will be asked to take some reflection time in their year group buddy class. This should only be for 5 minutes and on return, a reparation conversation should take place. If a child has reflection time in another class, the parents/carers will be contacted to explain that this has taken place.
- If the behaviour persists beyond the reflection time in another class, a member of the Inclusion Team can be sought and the child can take some time out to discuss the behaviour and impact with a Learning Mentor.

Any children who receive a warning, followed by 5 minutes out, will need to be logged onto CPOMs. For children who repeatedly receive a warning or time out, staff should contact Sally Geard or Rachel Tuck to review their strategies. Over time, it may be decided that the child would be best supported through a Positive Support Plan (PSP- see below).

Staged behaviour management



	Verbal reminder	Warning ✓ Tick	5 min reflection Time buddy class	Inclusion team support	
Name	1 st Session		2 nd Session		1 st Session



How we will support children with special educational needs or disabilities

Some of our children in school may have additional needs where their behaviour and sensory needs are affected by difficulties with communication, understanding, social skills or emotional needs. We follow the Brighton & Hove's SEND Guide for Professionals document which lays out the graduated approach to support children effectively and as such we recognise that we need to differentiate support according to our children's SEMH needs.

There may be times or unexpected situations when a child may react in a way that is outside of the expectations for the majority of the children within school. Children who have specific needs that preclude them from accessing our Positive Behaviour Policy in the same way as the rest of the school are considered to be 'children beyond' (a term used by Jenny Mosley). Children with these needs may need a Positive Support Plan (PSP). The aims of a PSP are to ensure that there are consistent expectations and management of a child who falls outside of the schools Positive Behaviour Policy. It is important for the school to recognise the child's individual triggers, take into account factors affecting the child outside of the school environment, and bring together a team around the child. In some instances, a child may require the support of an Individual Needs Assistant or Learning Mentor to enable them to regulate their emotions and manage their behaviour.

Positive Support Plan (PSP):

As a school we value the input from everyone who is involved in supporting the child. When creating a PSP it is vital to work as a team with the class teacher, parents/carers and any other support or outside agency in determining the best strategies to support the child.

Stages leading to a PSP being put in place:

- A child is regularly identified by the class teacher as falling outside of the schools Positive Behaviour Policy. Contact with parents is made and there are no changes to the behaviour being presented in school.
- Sally Geard, Rachel Tuck or a member of the inclusion team will review the CPOMs incidents taking place in the school environment and will work with the class teacher to adapt strategies which may positively impact the child's behaviour.
- If continued incidents occur, with CPOMs records being reviewed, Sally Geard or Rachel Tuck will call for a PSP strategy meeting and will invite all parties to the meeting. These include the class teacher, outside agencies (if involved) and parents/carers. A learning mentor may also be invited, should it be deemed appropriate.
- PSP strategy meeting held. All parties detail their experiences around the child and discuss any contributing factors to the behaviours being display. A PSP plan will be created and agreed. This will then be shared with all staff who have contact with the child. A review date to be set (this will depend on the nature of the behaviours being displayed and time to embed new strategies).
- A record of the meeting will be kept and uploaded to CPOMs. The record of the meeting may also be sent to parents/carers and outside agencies at their request.
- In addition to this, should the school or family feel that an outside agency might be required for input, they will be contacted by Rachel Tuck.

House Teams- Whole school community approach in promoting positive behaviour

We strongly believe in the whole school working as a team in providing a positive learning climate for our children to thrive in. We have created four new house teams, with representatives who we feel share our school ethos. All of our staff and children are allocated to a house team and are motivated to work together to achieve as a team.

The children can receive house points for:



- ✓ showing fantastic efforts in learning and achievement
- ✓ acting as a role model to others for positive behaviours
- ✓ being a supportive and encouraging member of Balfour’s community

Communication with parents/carers

At Balfour Primary School we firmly believe in having positive relationships with families. We recognise their importance in supporting the children as learners at our school and we ensure that we have honest and clear communication with parents/carers around their child’s behaviour.

The table within the section outlines when we make contact with families regarding their child’s behaviour. It is important to also stress that we welcome families contacting the school to discuss any concerns regarding their child’s behaviour and well-being.

Reporting and recording behaviour which fall outside of the learning goal

As a school, we ensure clear tracking of any behaviours which fall outside of class expectations and learning goals. These may include persistent calling out, talking when another person is talking or more serious behaviours. We log these behaviours onto a central system called CPOMs which can be accessed by all staff.

Below is a table for logging incidents onto CPOMs and when parent contact is made:

Behaviour displayed	Actions and recording
Low level behaviour	Verbal reminder CPOMs – <i>Low level behaviour: choose sub category</i>
Persistent low level disruption	✓ Tick warning If continues- 5 minutes reflection time in Buddy class. Parents informed of persistent behaviour. CPOMs – <i>Behaviour: persistence of low level behaviour</i>
Refusal to complete task or listen to adults	Teacher to seek inclusion team member for support. Parents informed of refusal. CPOMs – <i>Behaviour: defiance, distracting others</i>
Verbal behaviour – inappropriate, rude, name calling	Class teacher to alert parents. If persistent, class teacher to seek support from Inclusion Team. CPOMs – <i>Behaviour: aggressive language, inappropriate action, lying</i>
Mild aggression / physical behaviour e.g. pushing into a line	Class teacher to alert parents. Reflection time with inclusion team member. CPOMs – <i>Behaviour: physical</i>
Intentional physical behaviour towards another child (one perpetrator, one victim) <i>This can include hitting, kicking, punching, throwing items at another child, etc</i>	Child sent to inclusion team. Inclusion team to investigate circumstances around incident. Parents contacted. CPOMs – <i>Significant Behaviour: physical aggression towards child or adult</i>
Fighting (reciprocal physicality)	Child sent to inclusion team. Inclusion team to investigate circumstances around incident. Parents contacted CPOMs – <i>Significant Behaviour: physical aggression towards child or adult</i>
Aggressive swearing or threatening language at another child or adult	Child sent to inclusion team. Inclusion team to investigate circumstances around incident. Parents contacted CPOMs – <i>Significant Behaviour: swearing</i>
Repetition of any of the above behaviour-persistent behaviours.	Child sent to SLT Parents contacted Internal exclusion for half a day with a member of SLT or Learning Mentor CPOMs – <i>Significant Behaviour: choose category</i>
Aggressive swearing or physicality (including throwing a chair, etc) towards a member of staff results in immediate internal exclusion.	Child sent to SLT Parents contacted Internal exclusion for half a day with a member of inclusion team. CPOMs – <i>Significant Behaviour: choose category</i>



Formal proceedings regarding pupil behaviour

Suspensions and Permanent Exclusions

Exclusion from Balfour Primary School is only ever resorted to when it is the final option, as we actively seek to be inclusive. Only the Headteacher (or the Deputy Headteacher in their absence) has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. (These will not be more than 15 days in any one term.) The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert suspensions into a permanent exclusion, if the circumstances warrant this.

The Headteacher and governing body must take account of their statutory duties in relation to special educational needs (SEND) when administering the suspension process. This includes having regard to the SEND Code of Practice. (Exclusion from maintained schools, Academies and pupil referral units in England, 2012, p.6)

If the Headteacher suspend a pupil, s/he informs the parents/carers immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. After a child has been suspended, the child and parents/carers are asked to attend a re-entry interview.

The Headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term. For all other suspensions the Headteacher must notify the local authority and governing body once a term.

The governing body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension appeals on behalf of the governors.

When an appeals panel meets to consider suspension, they consider the circumstances in which the pupil was suspended, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The Role of the Headteachers

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998 section 6.1 (Responsibility of Governing Body and Headteacher for discipline), to implement the school RRS Behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

There may be some instances where a child's behaviour is so extreme it may warrant immediate action including- contacting parents and possible suspension. This would include violence against another individual, deliberate damage to property, abusive language directed at staff or threatening behaviour.

Physical intervention

In acknowledgement of guidance issued from the DFE, all our school staff have a legal power to use reasonable force to control or restrain. The absolute priority is for staff to meet their duty of care towards their pupils, and to take the action necessary to keep pupils safe.



Physical intervention is only used when children are putting themselves, other children or staff in danger of harm, **but is only used as a last resort and by a member of staff who has received appropriate training i.e. Positive handling, when all other options have been exhausted.**

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

Parents will be informed of serious incidents involving the use of reasonable force.

How we ensure this policy meets our duty under the Prevent Strategy (Section 26 of the Counter-Terrorism and Security Act 2015).

The school recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard children through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically.

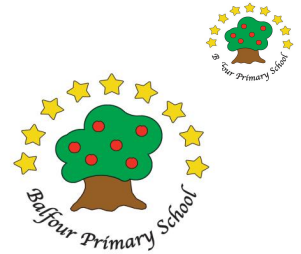
Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.'

Staff are trained to be vigilant for spotting signs of extremist views and behaviours and to always report anything which may suggest a pupil is expressing opinions which may cause concern. Staff to report these concerns to the Designated or Deputy Designated Person for Child Protection. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our pupils' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.



Appendix

- 1. Just Right**
- 2. Growth Climate**
- 3. Staged Behaviour Management tick list**
- 4. Positive Support Plan (PSP)**
- 5. House Teams**



Just Right: A system for supporting sensory and emotional regulation in children

The 'Just Right' approach is a programme created by SEN specialist teachers and health professionals in Brighton & Hove to help children learn to self-regulate their emotions and behaviour.

The system is built round a scaling system, with four colour 'zones' to help children understand and communicate the emotions they are experiencing and how they can go about positively managing them. It helps them understand what makes them feel 'just right' and when they are feeling this - for example, when they are calm and alert and able to respond positively to whatever is happening in their environment.














The four colour zones are:

- **Green** is 'just right' - calm, alert and focused
- **Orange** is 'fizzy' - bubbling, not calm, anxious, possibly hyper-alert
- **Blue** is 'sad/tired' - under-stimulated, tired, bored, not alert, possibly feeling ill
- **Red** is 'crisis' - unable to cope, exhibiting challenging behaviours, wanting to run away, shutting down from the outside world, not able to listen to adults.

The colour coding replaces the need to use a lot of complex words to describe emotions. We find that children are able to point to their zone and this supports staff in recognising what they need to do to support the child.

For children who are identified by the class teacher and inclusion team as benefiting from a Just Right tower, we ensure that the child is fully aware as to how to use this to help them communicate. Discussions are also held with the child to support them in recognising their triggers and to identify what helps them to return to green zone. These are then personalised for each child.

Below is an example of a personalised Just Right Tower. It clearly shows the different zones and what supports a child in regulating their emotions and behaviour.

 Angry	 Colouring In
 Very Upset	 Have a drink
 Annoyed	 Fiddle toy
 Upset	 Play putty
 Calm and Happy	 Playtime
	 Computer
 Tired	 Sit in a beanbag
 Sad	 Ask a grown up for help



Growth Learning Climate at Balfour

Rationale

- ✓ A differentiated approach to learning behaviours.
- ✓ Creating a climate where children recognise learning behaviours.
- ✓ Ensure that expectations for learning are age appropriate.
- ✓ Ensuring that terminology and language used with children is age appropriate.
- ✓ Growth learning behaviours interwoven into lessons - providing opportunities for children to demonstrate these.

Ethos

At Balfour Primary School we believe in a culture of Growth Learning. By supporting our children to recognise different attributes associated with learning, we can change their thinking around the learners that they can become.

As a school we have linked our four values and growth learning attributes to make them a daily focus of lessons and a consistent language and dialogue between staff and children. We expect our staff to be strong role models of growth learning and to share how they continue to learn new things and use these growth behaviours, even as adults!

Developmental Growth Learning Climate

We recognise that there are developmental stages linked to learning behaviours. We reflect these by the language we use at each key stage phase and through the reflective questions presented to the children.

EYFS	KS1	Lower KS2	Upper KS2
How did I do?	I can think about what I did well in my learning	I can reflect on how I can improve	I am Reflective
Keep trying!	I can keep trying even when I find things tricky	I can show determination to succeed	I am Resilient
Ask questions	I can ask questions about what we are learning	I can ask relevant questions to gain a deeper understanding about my learning	I am a Critical thinker
Say what I think	I can express my view	I can discuss and debate my opinions and those of other people	I can Reason
How am I feeling? How do others feel?	I can reflect on how I feel and how my words and actions make others feel	I can successfully work collaboratively with others	I am Self-aware (Just Right)
Ask my adults for help	I listen carefully to my adults so that I can try tasks on my own	I can work well independently and take responsibility for my learning	I am Independent /Responsible
Show my adults my best learning	I can put in 100% effort to my learning	I can recognise what helps me to learn well	I can Achieve



	so that I achieve my best		
Be friendly and helpful	I am starting to understand what it means to be respectful and why it is important	I can show respect to people and property around the school	I am Respectful

Use of Growth Learning Climate in the classroom

Every classroom displays a Balfour Primary School Growth Learning Climate tree. The tree represents the growth of our children as learners.

We allow all teachers to personalise their Growth Learning Climate to meet the needs of their children as learners. We ask that the teacher, in discussion with their class, decide upon learning behaviours to focus on for each term. The learning behaviours that are selected as a focus will be discussed with the children to ensure that they are aware of their growth learning focus and how these can be demonstrated.

An example could be: Y4 class- I can reflect on how I can improve.

‘We have decided on this learning behaviour because we have noticed that some of the children are reluctant to self-edit and improve. This is leading to work being rushed, with a ‘finish and done’ attitude and we would like to develop a more reflective approach.

We can show this learning behaviour by using our green pens to independently self-edit our writing or to go over calculations in maths to check for any errors. We can use our writing target cards to check that we are reaching our targets.’

Displaying the Growth Learning Climate in class

As part of recognising learning as developmental and to avoid cognitive overload, we have asked year groups to select a specific amount of growth learning behaviours to focus on each term.

EYFS- To display two growth learning behaviours per half term

KS1- To display three growth learning behaviours per term

KS2- To display four growth learning behaviours per term

Celebrating our Growing Learners

Celebrating our children for their efforts and achievements is very important to us as a school. We want to ensure that the children are recognised for displaying growth learning behaviours and they may be rewarded with a Growth Learner sticker. In addition to this, we hold weekly Growth Learner assemblies where selected children will be recognised for demonstrating excellent growth learning behaviours with a certificate.



Positive Support Plan

Purpose

At Balfour Primary School we use Positive Support Plans (PSP) to support children whose behaviour may sometimes fall outside of the whole school classroom management strategies.

We recognise that some of our children in school may have additional needs where their behaviour and sensory needs are affected by difficulties with the school environment, communication, social skills or emotional needs. We recognise that there is sometimes a need to differentiate support according to a child needs. We use different levels and waves of intervention and ensure that expectations are tailored and appropriate, and then are monitored regularly for effectiveness.

Considerations

As a school we value the input from everyone who is involved in supporting the child. When creating a PSP it is vital to work as a team with the class teacher, parents/carers and any other support or outside agency in determining the best strategies to support the child.

At a PSP meeting we will:

- Discuss any incidents which have taken place in school.
- Discuss the known behaviours which need to be supported.
- Discuss any known triggers around the identified behaviours.
- Discuss any similarities or differences identified from home or school.
- Discuss any health conditions or known diagnosis which may impact or be related to the behaviours shown.
- Discuss any possible outside agencies who may be able to support the school, the child or the family.
- Discuss strategies which have been successful and those which have been tried and deemed unsuccessful.

A record of the meeting will be kept and uploaded to CPOMs. The record of the meeting may also be sent to parents/carers and outside agencies at their request.



Positive Support Plan Meeting

Name:

Class:

Date:

Attendees:

School information	
Incidents/ Behaviours	
Triggers	
Current support	
Strategies working	

Home information	
Incidents/ Behaviours	
Triggers	
Strategies working	
Health- diet/sleep Known conditions	



Outside agency information	
Observations	
Support	
Suggested strategies	
Further comments	

Any further information

Actions

Review date:



HOUSE MARCUS

"Just look at what we can do when we work together."



- > He was signed to Manchester United when he was still at primary school!
- > He was the youngest player to score in a European competition.
- > He helped to raise over £20 million for a food waste charity and lobbied government to provide more Free School Meals (he used to receive them himself).
- > He supports his family by having his brothers as his agents.



HOUSE GRETA

"You are never too small to make a difference."



- > She is a Swedish activist known for her work against climate change.
- > She led her first protest outside Parliament when she was only 15 years old.
- > She has spoken to political leaders in many countries
- > Her speeches have been made into a book
- > She was named TIME Magazine's Person of the Year in 2019





HOUSE BOYAN

"There's no better feeling than having an idea and seeing it become reality, emerging in the physical world."




- > He was diving in the Mediterranean Sea when he was 16 and he saw more plastic than fish so he started a project at school about ocean plastic pollution and why it's so hard to clean up.
- > He is CEO of The Ocean Cleanup, the organisation he founded in 2013.
- > He was crowned 2014 Champion of the Earth by the United Nations
- > He hopes to clean up half of the Great Pacific Garbage Patch in five years



HOUSE MALALA

"Let us pick up our books and pens. They are our most powerful weapons."



- > She is a human right advocate and fights for girls' rights.
- > She bravely documented life under Taliban rule, helping the world to understand what it was like.
- > She is the youngest ever person to have received a Nobel Peace Prize (17 years old)!
- > The United Nations named 12th July as "World Malala Day."

