

MEADOWCROFT SCHOOL POLICY

Positive Behaviour Management Guidelines (Toolkit) Primary

MC05

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Owner Job Title	Principal



Meadowcroft School

Positive Behaviour Management Guidelines September 2022

Interventions

Meadowcroft School has the specific aim of addressing specific Behavioural, Emotional and Social difficulties experienced by the young people on roll. In order to do this the school has a variety of internal and external intervention methods that a young person can be referred to. These include but are not limited to:

- **Occupational Therapy**
- **Speech and Language Therapy**
- **Art Psychotherapy**
- **Psychology**
- **Lego Therapy**
- **Zones of Regulation**
- **1:1 Thrive**
- **1:1 Emotional Check ins**
- **1:1 Self-esteem work**
- **1:1 Healthy Relationships Intervention**
- **1:1 Anger Management**
- **1:1 STOP**
- **1:1 Cannabis/Alcohol Awareness**
- **1:1 Social Media Awareness**
- **1:1 Intervention for Identity**
- **Comic Strip Conversations**
- **Social Stories**
- **Referral to external agencies**
- **1:1 Social Media Awareness**

Please see your site specific BSC to make a referral for a CYP.

When a referral to any of these programmes/agencies is made it will be authorised by a member of the school's Senior Management Team and the parents/carers of the young people will be informed.

The school will liaise closely with any external agencies during their involvement to ensure that the best interests of the young person are always at the forefront of any action or decisions taken.

Points System

The points system is a behaviour management tool that is used throughout the day. It is a system of accrediting points according to outstanding, good, satisfactory and unsatisfactory behaviour, effort and social skills. For each lesson pupils can earn up to five points.

The breakdown of how pupils earn these points are as follows:

- two points for lesson engagement
- two points for behaviour
- one point for attitude to learning.

This means pupils are able to earn at least 1 point per lesson.

Points are recorded within the pupil's planner, each lesson the pupil will discuss with Class teacher or Teaching assistant how many points they should be awarded for that lesson.

Pupils will discuss their daily totals with their form tutors during tutorial sessions which are at the start and end of each school day. Within the school planner they will rate their day and think of the positives from the day.

Staff will discuss with pupils how well they have done and why and also try to identify any low scoring areas that can be improved.

Points will be saved towards an exchange item that has been previously agreed between the pupil, parents and teacher. Pupils will be able to choose the member of staff who will accompany them to exchange their points. This will give the pupil valuable 1:1 time with their chosen member of staff. When the item has been chosen and agreed, the form tutor will tell the pupil how many points they need to collect for the exchange and update the pupil on their progress towards it.

Rewards Overview

Meadowcroft School is committed to creating, maintaining and promoting an ethos of celebrating achievement. High standards of behaviour, effort and attendance will all be recognised daily, weekly, termly and annually. Assemblies will be used to celebrate the achievements of our young people each week. As our children are very young, we believe rewards should be instant, with every lesson/day being a new start.

End of term and annual assemblies will also be held to celebrate the progress and achievements of each individual pupil at Meadowcroft School. Parents/carers will be invited to attend the end of term and annual assemblies in order to extend the ethos of celebrating achievement to include the families of our young people.

Small prizes will be given to young people for some awards; however, the long term aim of the school is to make our young people value the achievement and progress they have made and want to succeed, rather than win a reward and/or prize.

Instant	
Points	Good behaviour &/or work in class &/or social times
Postcard of Praise	Significant Improvements &/or exemplary behaviour
Positive phone calls home	Significant improvements &/or exemplary behaviour
Class Star of the Day Certificate	Significant improvements &/or exemplary behaviour
Planner - points	Morning and afternoon reward time
Weekly	
Star of the Week – Certificate of Achievement	Reflection of positive behaviour/most improved through the week
Termly	
Subject Award	Significant improvements &/or exemplary progress
Class Award	Significant improvements &/or exemplary behaviour
Proud Cloud Award	Certificates personalised for individual achievements
AS EARNED	
Points exchange	Reflection of points earned

Reward Times

Within the Primary Phase we believe rewards should be instant, giving every pupil the opportunity to 'restart and put it right' throughout the day.

There are 2 reward times each day within the Primary Phase

Morning reward – 11.30-11.45

Afternoon reward – 1.50-2.10

During these rewards times the pupil will have access to a variety of activities including:

- Role play
- Craft
- Board games
- Football
- Outdoor play.

To 'make' reward time on a morning the pupil needs to make 10 points out of a possible 15.

To 'make' reward time on an afternoon the pupil needs to make 7 points out of a possible 10.

Those children who do not 'make' reward time will work with a member of staff to orally reflect why they may not have 'made' it and what we can do to turn it around.

After School Clubs

After school, clubs are offered on a Thursday night and is a voluntary reward club for CYP.

Activities included on Thursday night are football, trampoline, computer games club and drama clubs. Parents and pupils are informed on the Monday prior if pupils will be staying behind on either night and transport is arranged.

Negative Consequences

There are behaviours that the school does not accept as appropriate and in order to assist pupils in improving their behaviour and understanding of acceptable behaviour we operate a 'points deduction' and 'put it right' system on a weekly basis. The following is a sample of inappropriate actions that will result in deductions from a pupils' weekly total.

Points Fines	
Intentionally causing harm to others	100
Disrupting the learning of others	5
Theft	50
Intentionally causing harm to CYP	100
Leaving school without permission	50
Inappropriate sexualised language	30
Lesson Refusal	5
Swearing to cause offence	20
Swearing to intimidate	20

This is a sample of the fines and a full list is available on the Negative Behaviour Policy Map on Sleuth.

The school may also decide to search the young person's property in line with the school's search policy. If serious concerns are raised over the items hidden then the police may be contacted

Swearing and inappropriate language

As part of the schools continued drive for improvement, it has been identified a new approach to tackling Swearing and inappropriate language must be adopted across all sites. It is vital as a school that we prepare our CYP for the 'real world' upon leaving Meadowcroft. Once in the 'real world' CYP will need to be able to speak appropriately in a variety of places and as such it is an area that requires special attention and first impressions matter.

Firstly, in previous years Swearing has been sleuthed as just, 'Swearing'. This generalised term does not account for some poor language that is part of the complex needs of some of our CYP and or any stress factors that could be contributing to the situation. With this in mind, 'Swearing' has been reclassified to the following, 'Swearing to cause offence', 'Swearing in conversation', 'Swearing to cause shock' and 'Swearing to intimidate'. Alongside the reclassifications, the points lost for swearing has now increased from 10 to 20 points. Alongside the reclassification, the school are now operating a three-strike points deduction system. The three strikes allow pupils a chance to reflect and modify their use of poor language, if all three warning strikes are used, then on the fourth occasion the CYP is issued with a points deduction and it is recorded via sleuth.

In addition to this, Sleuth data from previous years has been analysed and a key list of CYP who regularly swear and use inappropriate language has been drawn up. Because of this, the CYP identified will now attend a once weekly intervention session in order to help address their use of poor language. The intervention will run for a term and resources will be provided for the CYP to complete and reflect on their poor choices when using language.

Put It Right

Pupils will be encouraged to take up opportunities to make up any lost points for the week by choosing to 'Put it Right'. Pupils can earn up points by completing 'Put it Right' sessions and completing work set by the teacher. There are opportunities throughout a lesson/day to 'put it right'.

Damage

The school has consulted with local police and have agreed that if a young person causes damage over the value of £200 in a single incident or an accumulation of £500 or more over a twelve week period then criminal prosecution will be considered by the school.

The school may also ask parents to contribute to large damage bills caused by deliberate actions.

If a young person chooses to damage property that does not belong to the school then the decision as to whether or not the police will be involved will fall to the owner of the property, who will be supported by the school in their decision.

Pupil Personal Possessions

There is a requirement for our responsible person to appoint one or more 'competent person' with sufficient training and experience or knowledge to assist in the management of pupil safety within our schools.

Competent appointed colleagues are to complete the Screen and Search procedure as outlined within the following Policy Documents:

Screening, Searching and Confiscation Policy
Personal Pupil Possession Policy

Jumpstart Plans

Persistent repetition of the same negative choices would suggest that the consequences in place above, and have therefore have been used, are ineffective for that particular behaviour with that particular pupil. In this case a Jumpstart Plan addressing the individual and the persistent negative choices will be produced that will override the school wide strategy, for the area of persistent repetition only.

It is the responsibility of the pupil's personal tutor the choices made and, when required, refer this persistent repetition to the Senior Leadership Team.

This Jumpstart agreement will be made in agreement with the pupil, a member of SLT, class teacher, BSC and parent. Once the Jumpstart Plan is written and agreed the member of SLT will ensure that copies of the Plan are placed on the young person's file and shared with all staff. Parents will also be informed. If a young person will be helped to achieve their target through the use of a report card then this will be included within the Plan.

The Jumpstart Plan will be a temporary solution and will be agreed to as a way of helping the pupil work towards adhering to the whole school behaviour strategy. To ensure this happens a review of each Jumpstart agreement should take place fortnightly. The outcomes of these reviews should then be disseminated to all staff as the original Jumpstart Plan was. It is not intended that these plans will be withdrawn after the first review but rather that small amendments moving the individual gradually towards adhering to the school wide behaviour strategy will be made, dependent upon the individual's progress and the discussions within the review. Pupils placed on a Jumpstart Plan will review their progress regularly with their tutor during tutorials at school.

Exclusions

External exclusions are made by the Headteacher on the grounds of Health and Safety only.
Internal exclusions can be made by any member of SLT.