



Mayesbrook Park School
Alternative Provision for young people in Barking and Dagenham

POSITIVE BEHAVIOUR POLICY

Approved by: C. Stygal

Last reviewed: March 2023

Next review due by: March 2024

POSITIVE BEHAVIOUR POLICY

Our principles

Mayesbrook Park School (MPS) is committed to creating an inclusive teaching and learning environment where the social, emotional, academic and personal needs of its students are addressed and where pupils are helped to achieve in an atmosphere of safety and mutual respect. By removing barriers to learning we aim to support reintegration back into mainstream school, training or employment. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour, and encourage others to do the same.

The Purpose of the Behaviour Policy

To provide a simple, practical code of conduct for staff, students, parents and carers which:

- Reinforces positive behaviour
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions or sanctions when necessary

Most behaviour will be managed in school, however behaviours posing a potential threat to the health and safety of staff, pupils and visitors may lead to tuition offsite.

Expectations

At MPS we believe all of our students can achieve. We encourage success by supporting them to meet the expectations of the MPS Student code of conduct.

The school expects students to follow the code of conduct:

- Follow the dress code
- Hand in your mobile phone and personal items
- Be in the right place at the right time
- Be open to learning
- Follow instructions
- Respect: Yourself, others and property.

The school expects all staff and external agencies to:

- Set work that is interesting, relevant and appropriate to students' abilities
- Maintain high expectations of students
- Recognise and reward positive behaviour
- Model appropriate behaviour (Appendix 1)
- Provide positive feedback about students' efforts and achievement
- Treat students with fairness and respect at all times
- Deal with behaviour effectively and report incidents through the referral system (Appendix 2)
- Meet pupils on the door to welcome them into lessons (Appendix 3)

The school expects parents and carers to:

Support the MPS policy on attendance and punctuality by notifying the school of any absences or lateness

- Notify MPS of any factors which may affect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings
- Be aware of and support the MPS Behaviour policy

Promoting Positive Behaviour Guidelines

Inappropriate behaviour is likely to occur:

- when students lack a sense of purpose and/or structure
- are presented with opportunities to misbehave
- are struggling to deal with external factors unrelated to school.

Certain measures can be employed to prevent these and other potentially damaging situations from arising.

Staff must aim to create a calm atmosphere that is conducive to work and learning by:

- Planning an adapted learning experience that is relevant to the students' academic and social needs;
- Offering varied tasks that are sufficiently challenging and achievable
- Demonstrating flexibility where planned activities fail to engage;
- Teaching with appropriate pace;
- Ensuring that there is a clear sense of progression, through teacher feedback.

During the lesson staff must:

- Set clear learning outcomes, attainable in the time available
- Model tasks clearly with explicit success criteria
- Encourage students by offering appropriate praise, help and explanations where necessary
- Monitor progress
- Correct errors in ways that emphasise the learning opportunities they present
- Give personal feedback to students on all progress made academically and socially
- Arrange appropriate support as required

The recognition of achievement is important.

Reward learning and effort by:

- Using spontaneous praise
- Informing staff and peers of progress in the students presence
- Asking the students to share their work with others
- Recording and reporting students achievements
- Displaying work prominently and attractively
- Awarding students in line with the MPS rewarding systems
- Providing extra-curricular activities
- Informing parents/carers of positive experiences and achievements
- Following the rewards ladder (Appendix 4)

Responses to poor behaviour

Staff must report incidents of negative behaviour using the MPS reporting system, see Appendix 2.

If students consistently display concerning behaviour then a positive report may be used to support the student. See Appendix 5

De-escalation

When managing concerning behaviour staff utilise a variety of de-escalation techniques. These can include: active listening, providing adequate personal space, humour (when appropriate), limiting the number of adults involved and open and non confrontational body language. De-escalation is 95% of our focus and approach when managing volatile situations.

Managing volatile situations

When a student's concerning behaviour can no longer be managed using the above de-escalation strategies, it will be necessary to take appropriate actions to prevent harm, risk or damage to the child, others or property. There are few situations in which physical intervention would be considered appropriate. Examples of such situations may include the following, Department for Education (DFE). Use of reasonable force – July 2013):

- When a student assaults a member of staff
- When a student assaults another student
- When students are fighting
- When a student is hurting him/her/their self or is in danger of hurting him/her/their self
- Damage to school property
- When a student is causing disorder which impacts on the good order of the class / Campus

Physical intervention must only be used for as short a period of time as possible to enable a safe environment to be re-established for all concerned. Before intervening physically, a member of staff must wherever practicable, tell the student who is

behaving inappropriately to stop and that there will be consequences if their behaviour continues. It is also advisable, where possible, to summon assistance from other colleagues. At all times it is important to remain calm and to continue to communicate verbally with the student, making it clear that physical contact will stop as soon as it ceases to be necessary. For further guidance, staff must refer to the following documents:

- DFE: Behaviour in schools guidance (September 2022)
- DFE: Use of reasonable force (July 2013)
- MPS: Safeguarding policy
- DFE: Keeping children safe in education 2022
- Up-to-date records of all incidents where physical intervention has been used will be formally recorded in the bound book and stored by the Head of Campus. Immediately following any such incident, members of staff concerned must inform the Head of Campus and provide an Incident Report.

MPC trial - Spring term 2023 onwards

Mayesbrook Park Campus is trialling an adaptation from the existing raffle ticket reward system. This is based on rewarding students with SkillsBuilder focused raffle tickets - these raffle tickets are now linked to the 8 essential skills we deliver via our Skillsbuilder programme.

At the end of every half term SkillsBuilder certificates will be awarded to students who have:

- Been awarded a ticket for all of the 8 essential skills.
- Students will also be awarded for the top 3 highest amount of tickets accrued over each half term.

Appendix 1

Modelling Appropriate Behaviour - Guide for staff

Examples of the behaviours that model good behaviour include:

- We will have positive regard for the young person at all times (eg; positive language to be used at all times with no derogatory comments, sarcasm, shaming and no threats to be used, as these can escalate a situation)
- We will not shout at pupils; shouting is inflammatory and will not serve to calm a situation down nor to support a calm learning environment.
- We will not use phones and other personal devices when in student spaces; these should only be used in offices and staff areas etc
- We will not chew gum in front of pupils
- We will follow the staff dress code
- We will be mindful on the use of touch
- We will use scripted language to ensure clarity of a positive message

Appendix 2

Behaviour Referral System

The purpose of detentions is to restore the relationship with the young person therefore allowing for positive interactions in the future. For restorative detentions to work the teacher must ensure that they visit the pupils in detention to put the relationship right.

Reflective period:

- If a student's behaviour is concerning during the school day a period of reflection may be directed. During this time they will have the opportunity to reflect on their behaviour with a member of staff. The student will then be expected to engage in a restorative conversation prior to them returning to class.

Late Detentions:

- Late detentions will be given to students who arrive late to school.
- At 2.50, Students who arrive late will go to their lessons to complete the work missed.
- The late mark will be recorded on SIMS and include the minutes late.

Behaviour Detention:

These detentions are issued by teachers and other staff during the course of the day for concerning behaviour. The procedures for these detentions are as follows:

- The teacher/staff member issuing the detention will have a restorative conversation with the young person. These conversations are supported by SLT when appropriate.
- Once the relationship has been restored the teacher may dismiss the young person
- A young person can be held for a maximum of 40 minutes until 3.30pm.
- If a relationship cannot be restored then the member of staff should request support from SLT with the restorative conversation, this can take place preferably on the day but if not, it must happen as soon as the young person is ready to engage
- The detention should be recorded on SIMS

Appendix 3

Procedures for Meet and Greet

It is important to meet and greet students at every stage of the day to ensure that they feel welcome and get into good routines. The more high expectations can be reinforced at every stage of the day, the more they become part of everyday practice.

Welcome at school gate

- The first interaction should always be a positive meet and greet i.e. Good morning! How are you?
- Students should be asked to hand in all personal items.
- Students should be informed that they are about to be wanded and the reasons why. They should also be reminded that their bags may be searched for prohibited items.
- This should then be conducted in a light-hearted way and where possible by someone they know. Staff that are carrying out wandings should have been trained in the process. Students should be informed of each stage as you proceed.
- Lateness should be challenged at this stage.
- If a student arrives late they will join their lesson at the discretion of the member of staff teaching the lesson. If it is not convenient for them to join the lesson the member of staff should provide a task for them to complete under the supervision of a member of staff.

Confiscation of prohibited items

- The school recognises that we have a duty of care to all of our students; in all cases, the need to safeguard all students attending our campuses by confiscating harmful, illegal or disruptive items. There is also a requirement to safeguard the needs and wellbeing of students suspected of possessing these items. We will confiscate any item that is harmful or detrimental to the student and/or order of the school.

Lesson change over and end of break

- Teachers will greet students at the door at the beginning of the lesson.
- Teachers should aim to make a positive comment to individual pupils as they arrive and enter the room
- Before dismissing a class, the teacher should remind them of their next lesson

End of day

- All staff should be available for student dismissal. Staff rota in place to support the process.
- Staff to attend detentions if they have issued one and hold restorative conversations with pupils.
- All staff to attend briefing at 3.15pm in the staff room



Appendix 4

REWARDS LADDER

FANTASTIC THINGS YOU DO	REWARD		
DAILY	DAILY		
SUBJECT OUTSTANDING CLASS WORK Raffle Ticket – Progress, Good work, effort, self-discipline and attitude to learning	Raffle ticket placed in the box in reception half termly prize – JD Voucher £20		
	Postcards, Positive phone calls home and Raffle Ticket		
	Positive achievement points Bronze 1, Silver 3, Gold 5, Platinum 10		
	Achievement Point Collection termly	Raffle Tickets	Award
	BRONZE	20	Certificate
	SILVER	75	Certificate and Lucky Dip
	GOLD	100	Certificate and Voucher
PLATINUM	200	Certificate and Voucher £10	
WEEKLY	WEEKLY		
Teacher star of the week	Raffle tickets issued by each teacher placed in the box in reception for termly prize draw (Voucher) Name placed on the STAR of the week board		
REWARDS ASSEMBLY CYCLE HALF TERMLY	REWARDS ASSEMBLY CYCLE HALF TERMLY		
SELF DISCIPLINE - Nominated by staff	Self-Discipline Certificate and Voucher		
RAFFLE TICKET DRAW	Voucher £20		
95% ATTENDANCE	Attendance Certificate		
	Top five attendees - Pizza Lunch		
SUBJECT TOP STUDENT PROGRESS CHAMPIONS for each subject	Progress Champion Certificate Rewards Trip		
YEARLY	YEARLY		
PROGRESS STAR PER SUBJECT	Voucher		
ATTENDANCE STAR	Voucher		
STAR OF THE YEAR KS3 AND KS4	Voucher		

Appendix 5

Name:	Group:	Date:
Reason for report: Focus on good behaviour		

	Positive Behaviours
Language	No inappropriate language,
Class work and revision	Work Quietly in class, complete homework/revision
Contribute	ONLY contribute Sensibly to Class Discussion

Add a tick or cross in the box below

Period	Lang	Work	CONT	Staff Comment	Student Reflection
1					/5
Staff:					
2					/5
Staff:					
Break	Engaged Positively: Yes/No				/1
3					/5
Staff:					
Lunch	Engaged Positively: Yes/No				/1
4					/5
Staff:					
5					/5
Staff:					

End of Day Positive Behaviours (Maximum out of 22)
Signed: