



## Making Education a Priority (MEaP)

### Promoting Positive Behaviour and Personal Development Policy

#### KEY PRINCIPLES

A fundamental principle is connection not correction. Instead of reprimands or punishments we use solution focused interventions that include key principles of restorative justice, self-reflection and a focus on building and repairing relationships to ensure continued success. We look at the reasons behind the behaviour seeing behaviour as communication. We foster relationships of unconditional positive regard and care where young people can learn that they are valued and valuable to break cycles of poor interactions or poor behaviour.

Praise is key; praise that is individual and accurate within relationships of trust. We have an individualised equitable version of equality – treating everyone the same is not always promoting equality. We promote rewards and accurate feedback to our students and their parent/carers for both academic progress and personal development including learning appropriate and success-oriented behaviour.

#### BEHAVIOUR EXPECTATIONS

The following behaviour expectations have been developed in order to support positive learning and personal development at MEaP Academy Twilight School. The behaviour expectations outline the behaviours that should be demonstrated by the students on a session-to-session basis. For each expectation, we appreciate there will be times where students make mistakes and get it wrong. In these instances, where appropriate, students have the opportunity to correct their behaviours before a sanction or consequence is implemented.

Expectation	Opportunity to correct	Action if not complied with	Consequence/follow up	Staff responsible
1. Students will arrive on time.	Be on time for next session	Lateness recorded on session report. Text or phone parent/carer	After 2 sessions in a week or 3 times in two weeks. Attendance monitoring and tracking. Mentor led intervention	learning mentor/student ambassadors AA overview

			Parental phone call or meeting.	
2. Students will remain in the classroom (unless given permission) for the duration of the lesson	Establish need for time-out as part of support plan/ability group	Students receive a red or amber depending on severity.	3 or more reds/ambers in a week results in learning mentor/student ambassador interventions, phone calls home to parent/carers	Teaching staff in liaison with learning mentors/Student Ambassadors
3. Activities set during the lesson will be completed to the best of each student's ability	Establish need for time-out as part of ILP	Class teacher to monitor progress, requesting learning mentor /student ambassadors help and if necessary further assessments around need through ILP and considerations of SEN.  Overt refusal to work for no good reason results in temporary suspension	Noted on session diaries/reports. Parental contact. learning mentor/student ambassadors interventions, phone calls home to parent/carers	Teaching staff/ learning mentor/student ambassadors
4. Respecting Twilight school environment All litter to be placed in the bin. The building and its environment should be respected/ no damage to property	Students asked to pick up rubbish	Refusal results in restorative activity whether picking up litter after session.	Parent/carers informed of noncompliance.  Work on restorative activity for example curriculum work on environmentalism and social responsibility in own time	Learning mentors/ student Ambassadors/teaching staff
5. Respect others: staff and students. Including refraining from verbal abuse or oppressive behaviour	Dynamic assessment undertaken- if student stops early enough opportunity for apology.	Work on restoring and repairing relationships as soon as possible. Work elsewhere or in Isolation may be	Working in separate room with Student Ambassadors extreme cases- placement withdrawal.	All staff. JN to oversee.

6. Students will refrain from using inappropriate or foul language	Any inappropriate language is to be challenged: alternatives provided and/or a reminder that the inappropriate term is not suitable for use in school.	If poor language persists learning mentor speaks with the student (if necessary away from others) and steps forward agreed.	Parents requested to speak with child about appropriateness of language.  For regular concerns regarding language, intervention programme and individual targets to be set.	learning mentor/student ambassadors
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**Restorative approaches we will utilise the following principles**

Develop - emotional literacy, conflict resolution skills, truth recognition, accountability, responsibility  
 Improve - behaviour, attendance, learning, teaching  
 Increase - empathy, happiness, positive life skills.

**Interventions can include: 5 steps/stages**

- ❖ Parental contact/Parental involvement
- ❖ Work in separate room with Tutor/Director/Learning mentor intervention
- ❖ Intervention programme
- ❖ Temporary Suspensions (normally for two consecutive sessions).
- ❖ Permanent Suspension

**TEMPORARY SUSPENSIONS**

We aim to use temporary suspensions only as a last resort and as sparingly as possible. It is not to be used as a punishment or sanction but because the child remaining in school would be detrimental – for example in terms of safety and impact on the learning environment. We seek to reintegrate students back into sessions as soon as possible- often after two sessions. Following a temporary suspension there will be a reintegration meeting. This may involve parent/carers (and for more serious or repeat incidents parent/carers will be invited). This will be an opportunity for the student to reflect on what he or she did and crucially work on a solution. In some cases, restorative work may be set for a number of sessions to ensure appropriate learning has taken place.

**ROLES AND RESPONSIBILITIES**

All adults in MEaP Academy Twilight School have an important responsibility to model high standards of behaviour (as set out in, but not limited to, the Code of Conduct), both in their dealings with the students and with each other, as their example will have an important influence on the students.

- encourage relationships based on care, respect, unconditional positive regard and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, sexual orientation, ability and disability;
- show appreciation of the efforts and contributions of all;
- display the highest standards of conduct, including the modelling of punctuality, consistency and fair and equitable boundaries.

## **REWARDS AND INCENTIVES**

Underpinning our whole behaviour policy is a culture of conveying high expectations combined with positive feedback, praise, rewards and incentives for doing well. Overall, the greatest reward will be having positive behaviour and work recognised and celebrated- this will include quiet words of acknowledgement, positive phone calls home, certificates of achievement and other ways of recognising achievement. In addition to all of these we have a system of daily reports to give some systematic rewards and feed into longer term incentives.

## **SESSION DIARIES/REPORTS**

In order to give accurate feedback to students (as well as parent/carers as well as to determine rewards and incentives session diaries are filled in for each session and break and copies shared with students and parent/carers on a fortnightly weekly basis.

This policy was adopted by the Board of Management on 26<sup>th</sup> February 2019.

Signed: \_\_\_\_\_  
(Chairperson of Board of Management)

Signed: \_\_\_\_\_  
(Principal)

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date of next review: \_\_\_\_\_