

# POSITIVE BEHAVIOUR POLICY IN BRIEF



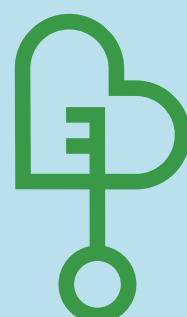
## OUR VALUES

Our positive behaviour approach supports our maxim:

- ELEVATING EXPECTATIONS
- and values:
- RESPECT
  - RESILIENCE
  - REACHING HIGH

## 'STEPS' APPROACH

Cambridgeshire Steps is a therapeutically thinking and trauma-informed approach grounded in evidence-based research, and founded on the ethos that "You can't teach children to behave better by making them feel worse. When children feel better, they behave better." Pam Leo. All MPA staff are fully trained in the Steps approach.



## PRO-SOCIAL BEHAVIOUR

Pro-social behaviour is positive, helpful and values social acceptance. Our aim is for all interactions to be pro-social. We model and expect this at all times and we are explicit about what it looks like.

## MOTIVATION & REWARD

pro-social behaviour is motivated by a desire to behave in a positive, helpful way. We foster this by actively seeking opportunities for all children to feel inherently good about their achievements and positive interactions.

We avoid motivating children through external motivators of threat of punishment, or withholding desirable objects or experiences until task completion. Rewards differ to this type of bribery, in that they are given in recognition of good behaviour already displayed.



*Sincere recognition of ... achievement is the most valuable reward available. Intrinsic rewards to good behaviour ... should be prioritised.*

Tom Bennett



## EXPECTATIONS

All staff expect, praise and correct a list of agreed expectations which include:

### CLASSROOMS:

- showing active listening;
- working quietly so as not to distract others;
- looking after each other's belongings;
- looking after school resources.

### PLAYGROUND:

- Play safely without being rough;
- Be respectful in how you talk and act;
- Be helpful and co-operative, making sure others are happy.

### CORRIDORS:

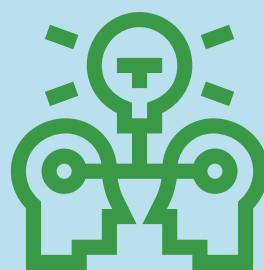
- Walk calmly and quietly;
- Show respect by holding doors open and greeting those you meet.

*Building positive relationships with students ... is the thoughtful remark at the door of the classroom, the additional compliment on a piece of work or the simple act of remembering: 'How was the visit to your cousin's house this weekend?' The effort is miniscule but the impact is huge.*

Paul Dix

## ANTI-SOCIAL BEHAVIOUR

We seek to understand the reasons behind any difficult or dangerous behaviours, so that we can respond to and address these effectively, whilst acting to protect other children and adults from the stressful effects these cause.



## CONSEQUENCES & RESTORATION

Consequences will be age appropriate and either educational (e.g., discussion about alternative choices; completion of tasks; tidying-up) or protective (e.g., seat reallocation; limited playground access; increased supervision; or, in extreme cases, suspension). We will also take a restorative approach designed to increase a child's feelings of empathy; re-building positive relationships and encouraging pro-social choices to be made in the future.

