



Promoting Positive Behaviour Local Procedures

Aurora Meldreth Manor School

1) Meldreth Manor School, behaviour overview

The young people at Meldreth Manor School present with complex needs and severe learning disabilities, this is inclusive of their communication, understanding of safety, emotions, social and mental health needs. We acknowledge this through treating all behaviors as a form of self-expression and communication and seek to help our young people to find ways to develop independence in behavior and sensory regulation as well as find positive ways to work with others to advocate for themselves. The word "No" is a very difficult concept for our young people who often need to work through their own anxieties and sensory needs to be able to attend to the demands placed on them by others. We work proactively through the provision of bespoke routines, timetables, alternative learning, sensory routines, and negotiation to help young people manage their day and achieve in their learning.

1.1 School rules

Our school rules are embedded and taught to students through daily routines, social stories, and high expectations. Staff ensure that all students are supported to understand and follow these, which include:

- Trying new activities and doing your best in your learning.
- Kindness to others and sharing
- Make positive choices
- Celebrate differences in others and allow others to learn
- Ask for help when you need it and accept help when it is offered
- Develop life skills to become independent and regulate your emotions

1.2 Mobile phones

Our students do not have access to mobile phones on site and contact made with families, if required are made through class leaders.

Some of our students have access to iPads and other communication devices for leisure these are not used during school hours and are kept with taxi teams or care home staff.

2) Rewards

2.1 Total communication and immediate feedback

-We are a total communication school which means positive feedback given to our students is often immediate and in the form of praise to embed student understanding of positive learning and actions. They are often called "good choices" and will refer to the action that has been performed.

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2.2 The Character curriculum

The character curriculum is part of our daily learning and aims to recognise and support the development of individual personalities and productive members of the wider community. Students engage in different PSHE themed learning such as Anti bullying, safe use of technology, kindness, expressing opinions and vies and aspirational learning.

Earning rewards from the character curriculum

-Each learning opportunity is linked to an Aurora value (Caring, ambitious, collaborative, trusted, innovative) if a student demonstrated one of these values when working on a character curriculum tasks then they earn a values sticker which can be added to the house points system.

2.3 The House and student voice systems

Each class group is linked to one of 6 houses themed around places in our global environment (mountains, desert, jungle, arctic, rainforest, ocean). Individual students or classes can win points for their houses by competing in sports activities, curriculum themed challenges, personal achievement against IEP targets and outstanding progress. Aurora value themed stickers are used to collect house points when a house reaches 10 points, they can choose an afternoon their choice such as:

- Special lunch
- Outing of their choice (bowling, café etc.)
- activity such as film afternoon, sensory room

2.4 Student voice systems

Student voice is an important aspect of our daily curriculum, and it is important to us that students understand what motivates them and develop skills to advocate for themselves and others. Students who show a particular passion for a specific aspect of the school day are rewarded with responsibility and being able to have an impact on how the school is run and what they feel are the important issues. Students lead in their area for an academic year at a time and can be nominated by peers or staff members.

Student voice leads include:

- A food technician/ healthy schools
- Environmental and sustainability ambassador
- Tree ambassador/ green trees award/ Eco schools
- Wellbeing ambassador
- Antibullying ambassador
- House leads

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3) Sanctions

- We do not give sanctions to students for behaviour as we see the majority of behaviour as a form of communication from the student and aim to resolve this with proactive support and intervention.
- We use social story teaching and relationship building activities to help students understand the impact of their behaviour on the environment around them.
- We use sensory diets and other sensory regulation methods to help student learn to self-regulate and take responsibility for their behaviours.
- Students experience natural consequences for their behaviour such as time spent in crisis may mean they have missed out on activity or throwing an item does not mean it will be replaced for them to use again.

4) Supporting Positive Behaviour

- We are positive behaviour approach school and all students that require them have positive behaviour plans that are reviewed on a six -monthly basis or when required, this involves a multidisciplinary team and parents to ensure consistency for the child.
- We are a therapeutic school which means that we have sensory and learning programmes in place to support behaviour inclusive of movement breaks, sensory diets, sensory and quiet spaces, and bespoke learning timetables.
- Regular recording of behaviour enables staff to identify patterns and focus on strategizing for proactive interventions such as removing triggers, giving regulation time, and changing activities.

4.1 Learning activities that support Positive Behaviour

Work experience in school and community

Much of our work in the curriculum is around helping our young people to see their value in the global community and preparing them for adult life. Our students need real life experience to understand what it means to help and work for others, the value of money and using money for transactions, the cost of living with independence and developing skills for work. Students have various opportunities to gain work experience through volunteering in the community at our local community farm, litter picking and working with careers company Talentino. Within school student can engage in work- based learning through gardening, stock checking, doing laundry and recycling activities as well as learning to take of their own classrooms and personal equipment.

It is important that students' contributions to work are recognised and rewarded to give them a similar experience to earning money and all the opportunities to then make choices to save, spend and learn the value of things. We do this in the following way:

- Students work with their class lead to complete an application and CV to take on a job, within that an agreement to a certain number of hours (similar to D of E) is made.
- Students and class lead record tasks and hours, for each hour completed the student earns a skills achievement certificate, such as a level 1 skills certificate for one hour of work experience completed.

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Rewards are achieved for each certificate as follows:

Level 1-4 – Earn a house point for each hour completed.

Level 5 -Earn an activity of their choice such as trip to café, activity etc.

Level 6 -9- Earn a house point for each level completed.

Level 10- Earn an activity of their choice such as a trip to a café, activity, take away etc.

After level 10 the work experience should be reviewed and a new or more complex activity tried, which would reset to earning a new set of certificates.

Enterprise and volunteering

Students engage in enterprise and volunteering opportunities at post 14 level and will earn house points for helping and supporting others around school and in the community.

For enterprise opportunities students or student groups must produce a business plan and earn the value of money through borrowing from school finance and then paying any money back, keeping any profits made to keep the enterprise going. Students can run staff lunches as long as contribution asked does not go above a £1.

Duke of Edinburgh and accreditations

All students have access to these throughout their time at Meldreth Manor School and earn certificates which go into an achievement record presented to them at the school prom when they leave along with a memory and work- book.

External awards and inter school competitions.

All students can compete in our inter school disability sports competitions termly and earn medals and certificates for this. All horse-riding activities are accredited in levels and students can compete nationally on a yearly basis. Students can also engage in other competitions promoted by their teachers and can also receive attendance and achievement awards from the local authority.

5) Physical Intervention

-We use PRICE intervention strategies which promotes putting in proactive strategies to prevent students reaching a crisis. In the event of a crisis students are encouraged to learn self-regulation through outdoors activities, sensory interventions, and social stories. Staff take a hands-off approach and give students space to calm, in the event of a risk to harm to others, criminal damage to property and a risk to the individual personal safety PRICE techniques can be used. Risk assessments and details on individual PBS plans are in place for this.

6) Parents/Carers

-Behaviour is recorded and reported daily to parents using daily diaries completed by class teams.

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-In the event of a crisis an engage report is completed and shared with parents, carers and social care teams using a phone call or email, if a review of a BSP is needed as a result parents, carers are invited to contribute.

-The children's home team see all reports from engage relating to children living with them, school take responsibility to reporting to these parents, carers if the behaviour happens in school time.

7) The Behaviour Curriculum

-The school has a rolling 3-year PSHE curriculum for year 2-9 students and post 14 and post 16 students this covers teaching of topics relating to behaviour and changes in behaviour such as puberty, social skills, mental health, online relationships, the law, and citizenship.

-Teaching self- regulation and behaviour expectations forms part of the daily curriculum and emphasis is put on fostering students' communication skills, wellbeing and understanding of their emotions in recognition that this leads to improved behaviours. These can form individual learning plans and timetables as well as group strategies and team building through activities like forest school, PE and AQA unit awards.

7.1 Emotional Coaching

A recognised behaviour support technique that uses five steps of acknowledging a child's behaviour helping them to work through their feelings over time to reach a way of self- regulating that is socially acceptable and develops independence. The aim is to:

- Co-regulation to self-regulation
- Reduce anxiety.
- Understand that all emotions are valid and ok to have.
- Recognise the difference between feeling an emotion and carrying out an action (anger and aggression)

8) Specialist staff

-We have a full time behaviour specialist who leads on PBS interventions and behaviour strategies for individuals and small groups.

- All our staff receive PBS and PRICE training and many of our class leaders are specialists in delivering communication, social stories and interventions.

-Our occupational therapist is sensory integration trained which enables the delivery and implementation of sensory diets throughout the curriculum to help with behaviour regulation.

-Our forest school leads help to embed outdoor self- regulation strategies across the school through student assessment and specialist programmes of self-esteem building.