



Meadowbank Primary School

Positive Relationships & Early Help Approach

Parent and Family Leaflet

Meadowbank's Behaviour Policy

Our full approach document can be found in the Policy tab
on our school's website



At Meadowbank Primary School we are committed to achieving the best for all of our Meadowbank Family. Our success is evidenced in the fulfilment of our Mission **'Life Long Learners, Leaders of Change, Lasting Legacy'** and our vision that all will **'Flourish and Inspire.'**

Our job is to prepare children as navigators and explorers, to be able to spot the best path, to avoid dangers, to rely on companions to help them up when they fall and to return the favour, and most important of all, to welcome change and challenge for what it is, the ever-changing part of the landscape'

(Dr. Geoffrey James – September 2019)



Respect for all at Meadowbank

We are a family and within this every person is equally important.
We understand that we should never insult or cause offence to
any other person for any reason.

Particularly:-

- o Because of the colour of their skin
- o Because of nationality or accent
- o Because of religion
- o Because of their looks or what they wear
- o Because they are fat or thin, tall or small
- o Because of disability
- o Because they are male or female
- o Because of who they care for or love
- o Because of their family structure
- o Because of their ability or lack of ability
- o Because of their likes or dislikes
- o Because they are popular or unpopular
- o Because they are richer or poorer, older or younger

Through our ethos and curriculum, we celebrate our differences
recognising that we are all individuals with differences, but we are all
members of our Meadowbank family and can learn from each other.



'Our education system has to
prepare children for a world we
cannot imagine'
Dylan Wiliam 2013

Meadowbank's Expectations

At Meadowbank Primary School we are all:

Sucessful

We always try our best and believe in our abilities.

We help each other to do our best.

Hopeful

We are ready to learn and can problem solve.

We look after our school and the things in it.

Resourceful

We work hard to achieve our goals.

We listen to adults and are honest.

Caring

We ensure that everyone is safe and happy.

We are kind, gentle and share.



We live our Vision and Mission
every day in school



By living our Mission we achieve our Vision of ensuring that
everyone will **Flourish and Inspire**.

Children's Leadership Team - 2019

As Lifelong Learners

"You never stop learning. New knowledge and skills excite us and makes us want to find out more about all the things we don't even know."

As Leaders of Change

"We change things for the future so the world is a better place for everyone. We make a difference to improve lives for all."

A Lasting Legacy

"Being the best that we can be so that we are ready for our future. Making every moment special and trying our best. We are proud of our achievements and of each other."

L.E.A.F.

(Children being agents of their own resilience)

We empower and support children to lead on resolving minor disagreements they may have with their peers through our LEAF process. Adults teach and model strategies for using our L.E.A.F., which is a visual representation of our four-step approach to resolving friendship difficulties. We support children to talk about concerns confidently, enabling them to feel comfortable and happy with the resolution. Children are encouraged to express their feelings and to plan to change in a solution focused way. Some older children are confident to act as mediators for peers and then feedback to adults.



How Meadowbank's L.E.A.F. works

- L – Listen** – Each child says why they are feeling upset, being listened to with no interruptions.
- E – Effects** – Each child is given time to share what it would look like if things were better.
The group continue turns to talk until everyone has finished.
- A – Amends** – All decide what their best hope is for things to be better and make a plan on how to achieve it.
- F – Follow up** – The group agree a time to meet again to check on the success of the plan.

The significant majority of pupils do not need or look for recognition as a motivation for good behaviour, it happens through a developing understanding of right and wrong and the importance of building positive relationships alongside a desire to be a caring and valuable member of their school. This is found in all aspects of school life in a commitment to learning; supporting and helping others, effort, determination and their leadership of learning. This is enabled through a range of ways, including:

- Creating safety – physical / emotional
- Raising self – esteem by communicating a sense of importance
- Adults understanding and use of the Social Discipline Window – done with, not for or to
- Modelling desired behaviour and promoting mutual respect
- Rigorous routines consistently applied
- Listening to children and communicating that you have heard what they have said
- Giving children ownership of their school and learning e.g. the children lead their curriculum development and have opportunities to join a number of councils and or take up leadership roles
- Ensuring that pupils experience success through their efforts, which can be developed through the curriculum offer that they are provided, with regular empowering and emotional developmental curriculum activities

Pupils feel recognised as individual and unique people with skills, interests and experiences to offer as well as to learn. There is an emphasis on encouragement and motivating pupils by showing that adults are interested in them and care about their hopes and goals.



It is not what you give but the way that you give it that counts.'
(Paul Dix 2017)



Meadowbank's Graduated Response

When children do not meet school's expectations there is a stepped response built upon school's Solution Focused Coaching Practices

Informal

Informal reminder of expectations, you have seen child meet previously and would like to see again

Step 1

2nd reminder – a private reminder of their successes and the expectation that you need them to show

Step 2

Final 3rd reminder – 30 second support. 1-1 conversation

Step 3

Referral to partner class (recorded on CPOMS),



Further details of school's graduated response can be found in our full approach document – which is in the policy tab of school's website

S.T.O.P.

Bullying behaviour will not be accepted. In school we use STOP (**Several Times On Purpose**) to help children define whether an action is bullying. However all actions which make a child uncomfortable are not ignored and school recognises that bullying can be a single incident. We encourage children to state; 'Stop it please, I don't like it' as a clear indication that an action is unacceptable and talk to adults if this is not heeded. There are many systems within school to enable children to talk with adults if they should feel happy.



What to do if you are concerned about your child

If you are worried about your child in school please let us know by contacting their teacher through Class Dojo.

By working together, proactive in partnership. we can ensure that every child has a happy time in school where they can learn and grow successfully.



Documents Associated with this approach

DFE - Exclusion from maintained schools, academies and pupil referral units in England

ELT- exclusion Guidance, addendum to ELT School's Behaviour Policies

Meadowbank Primary School's Anti-Bullying Policy

These documents are available on the policy tab of school's website