



Live * Love * Learn

Pupil Premium Case Study: Positive Behaviour Strategy

Portrait including area(s) of need/barriers to learning

Child B was a 10 year old boy with low self-regard, often found school work pointless and was flagged up by the pass survey in 2018 for a multitude of reasons; an extremely low score on his general work ethic; preparedness for learning; attitudes to teachers; attitudes to attendance; and general feelings about school. He was often inattentive in class, a distraction to others and wasn't working to his potential. He was regularly involved in arguments in the playground and refused on numerous occasions to do as some TA's or support staff requested.

Provision over time

A positive behaviour support plan was put in place in Feb 2019 by Mrs Dowsett and Mrs Keast and child B started 1-1 work with our trained ELSA member of staff, Mrs Genco-Billington. Mrs Dowsett aimed to phone home or catch mum on pick-ups once every couple of weeks and positive behaviour reinforcement postcards were sent in addition when teachers/TAs noticed effort, enthusiasm, kindness etc. B's teacher created a safe, consistent and positive climate within the classroom, regularly citing *"I believe in you"* or *"I know you can do this"*. Growth mindset and the knowledge that mistakes were going to help child A to improve were key to the strategy. Lunch times could be especially challenging time for him and he often felt victimised. All staff involved with Pupil B made it explicit that they all cared, well-being AND belief in ability to achieve amazing things when he put his mind to it.

Outcome

By providing this consistent positive approach B's challenging behaviour reduced and his self-regard and self-confidence appeared to grow. B did still, on occasion, become withdrawn when challenged or disappointed but over time he became quicker to draw out of these moods and by the end of the year could discuss and verbalise his grievances. His hand was up far more in the classroom, he was more consistently requesting the higher-level challenges and was more engaged and determined to achieve in the small group or 1-1 sessions he attended with Mrs Keast. At one point towards the end of the year, when Mrs Dowsett asked him what had made him change his behaviour, he told her, "It was the look on my Mum's face," referring to her pride in his achievements.

B went from at risk of on achieving in any areas in his end of year SAT's to achieving expected in all areas and achieving greater depth in 2. He was awarded the Inspirational prize for his growth mindset and massive progress at prize day.

How the skills of staff have been developed to address needs

- Growth mindset
- Positive reinforcement
- Engaging positively with parents to encourage pride/confidence
- Data tracking

