



Behaviour and Motivation Policy

Purpose of the policy:

To ensure that the school is a safe environment in which all members can learn, develop a sense of belonging and feel able to trust and talk openly with adults about their concerns. To set out the standards and expectations of behaviour across the school, so that all can understand them and maintain them in all aspects of school life.

To identify and support any children who may be at risk of developing a mental health problem.

To promote all pupil's emotional resilience and mental health.

Principles:

Fairness

Mutual respect and understanding

Forgiveness and a fresh start

High expectations to foster self esteem

Positive praise and encouragement

Not a `one size fits all` approach but recognising needs and differences

Key words to support our approach to behaviour management:

Consistency

Understanding

Empathy

Fairness

Commitment

Respect

Trust

Love

Resilience

Attachment

Well-being

Self-esteem

OVERALL AIMS OF THE SCHOOL.

The aims of the school are to enable ALL pupils:

- ✓ To improve on their previous best.
- ✓ To be happy in school and to find pleasure in learning.
- ✓ To live in an ethos of fairness, honesty and mutual respect among **all** members of the school community.
- ✓ To develop self -discipline and a positive self- image.
- ✓ To be prepared for the next stage in their academic career and for life.
- ✓ To be prepared to manage difficult events that may impact on their overall emotional and mental health.
- ✓ To be able to self-regulate their own behaviour and emotional responses

The development of good behaviour is based on the same principles as the development of good teaching – be clear about expectations, make appropriate demands according to the ability of the child, praise and encourage effort constantly, focus on the positive, (e.g. `Hands up quietly` rather than `Don` t shout out`), move on quickly after a misdemeanour or mistake.

Our focus and strategy for promoting good attitudes and behaviour is to expect all children to behave and work well and then to regularly praise effort and achievement

We all share the responsibility for ensuring that these principles are adhered to.

JOHN KEATS' VALUES:

- Communicators
- Risk Takers
- Inquirers
- Empathetic
- Thinkers
- Open-Minded

THE WAYS IN WHICH WE ENCOURAGE GOOD BEHAVIOUR:

We believe in rewarding good behaviour.

We do this by:

- Praise publicly or privately
- Behaviour Charts include 'Outstanding' or 'Out of this World' for children who exceed expectations
- 'Values' stickers are also given to children to wear and take home. Children who receive

Values Stickers have their names called out at the Monday assembly. Each term, children aim to fill their Values Certificate to receive a reward.

- Telling parents/carers about the good behaviour. Praise letters, texting or phoning parents/carers are some ways we do this.
- Giving responsible children key tasks, giving out team points, stickers or ticks.
- In class, celebrations linked to the topic are incorporated into teachers' planning at the end of each topic.
- All pupils who have been given Values Stickers have their names in weekly newsletter

UNACCEPTABLE BEHAVIOUR

When dealing with issues of poor behaviour we do not apply a "one size fits all" approach. Individual incidents may be dealt with in a way that the adult feels is most appropriate. To support these decisions and to ensure consistency of approach, we have agreed a range of appropriate strategies for general guidance.

Strategies may be applied as required using the following plan for guidance:

Step 1: Issues resolved in class, by teacher/child. Using the Behaviour Chart system for all years with a warning and then time spent reflecting if needed.

Step 2: Record book: If a serious incident has taken place, this is recorded in CPOMS and this communicated to parents.

Step 3: Social Stories and Report Cards are available to support pupils who have difficulty maintaining their behaviour.

Step 4: Involvement of Deputy Heads or Headteachers: If an adult believes the incident to be serious enough for Senior Management Team to be notified, they are to go straight to them and let them decide what the best course of action is that best suits that child. The expectation is that the pupil will return to class to make a fresh start once the incident has been dealt with and the child is calm.

PLEASE NOTE THAT A SERIOUS 'INCIDENT' IS DESCRIBED AS FOLLOWS:

Children who cause severe physical / verbal / psychological harm to others. This includes:

- Bullying – including homophobic bullying / religious bullying and intolerance
- Extortion
- Any violent action, including verbal / racist threats / using abusive language directed at another pupil
- Any violent action, including verbal / racist threats / abusive language, directed at a member of staff
- Stealing
- Using any object as a weapon

In these instances, the adult involved and either the Deputy Head or Headteachers will decide on a plan of action. Further support and strategies can be sought, if needed, from the Learning Mentor or Pastoral Manager in order to support the child.

At all times adults should examine other possible causes for the unwanted behaviour. Is the child bored? Do they feel their efforts are valued? Is the work not stretching them? Is it too hard? Do they fully understand the language if they are EAL? Are they hungry? Are they tired? Are there other issues from home? Sensitivity is needed and we are judging the **BEHAVIOUR** not the child. It is also worth reminding ourselves that staff must also model good behaviour at all times, especially when speaking to or reprimanding pupils.

Examples of unacceptable sanctions are:

- **Standing for long periods**
- **Being sent to stand outside the class and not being unsupervised**
- **Keeping hands on heads**
- **Standing on chairs**
- **Punishments that involve ridicule or humiliation in front of others**
- **Long-term or postponed punishments e.g. week-long exclusion from playtime**
- **Whole-class punishments when the behaviour of a few is at fault**

Restraint

If a child is in danger of hurting themselves or others and needs to be restrained, a member of the Senior Management team should be sought.

In deciding, what is a serious incident? Teachers should use their professional judgement and consider the:

- Pupil's behaviour and level of risk presented at the time of the incident;
- Degree of force used;
- Effect on the pupil or member of staff; and
- Child's age.

All incidents involving the use of reasonable force should be recorded in a detailed written report in accordance with school procedures (see Appendix 1). Immediately following any such incident, the member of staff concerned should inform a senior member of staff as well as providing a written report.

If it is felt appropriate the school will speak to parents about serious incidents involving, the use of force.

Exclusions Policy:

Significant instances of difficult behaviour may result in the child being excluded for a day, a number of days or ultimately permanently. The decision to exclude is made by the Headteacher.

When a child is excluded, parents will be informed by a phone call which will be followed up by a letter, informing parents of the reasons for the exclusion, length and return to school arrangements and support available.

When a child is permanently excluded, the Local Authority will be informed. The legislation for exclusions is summarised at the end of this policy.

The responsibility for reviewing exclusions lies with the governing body of John Donne School.

PLAYTIME ARRANGEMENTS

We expect the same high standards of behaviour at playtimes and lunchtimes. Good behaviour is rewarded by giving children the Values Stickers.

The play leaders will deal with any issues at playtime and the major incidents will be recorded in the 'incident book'. The original copy is given to the child to take home whilst the original is kept in the book as a record. Classroom staff will also be notified of this by the play leaders or support staff on duty.

WAYS IN WHICH WE IDENTIFY CHILDREN WITH POSSIBLE MENTAL HEALTH PROBLEMS

Behavioural difficulties do not necessarily mean that a child has a possible mental health problem or Special Educational Need. Consistent disruptive or withdrawn behaviours can, however, be an indication of an underlying problem, and where there are concerns about behaviour further assessments and observations will be carried out to determine whether there is an undiagnosed learning difficulty, difficulties with speech and language or mental health issue.

The school will use data so that changes in pupils' pattern of attainment, attendance and behaviour are noticed and can be acted upon.

Class teachers and supporting staff are well-placed to observe children day to day and if they have a concern about a child's behaviour and mental health, the pastoral team/inclusion team provide the structure through which staff can escalate the issue and take decisions about what to do next.

STRATEGIES TO PROMOTE POSITIVE MENTAL HEALTH

The school uses various strategies to promote positive mental health at a universal and targeted intervention level;

- Pastoral Manager provides support to the pupil's teacher including the promotion of positive behaviour management including using token systems, rewards and sanctions
- The PSHE curriculum
- Emotional literacy
- Philosophy for Children
- Social skill groups
- One to one non direct work with the Learning Mentor allowing children a safe space to express themselves
- The Learning Mentor leads nurture groups to address emerging social, emotional and behavioural difficulties
- Additional education support during lessons with the Learning Mentor and/or supporting staff (TA/HLTA)
- One to one therapeutic work with the pupil and school based play therapist
- Family based therapeutic work with the pupil, parent/carer and school based play therapist
- Pastoral Manager completes direct work with parents/carers to address behavioural issues and where appropriate will make referrals to parent training programs
- Pastoral Manager, supports parent/carers with wider family issues such as housing, immigration, food vouchers, emotional support promote emotional wellbeing.
- Referrals to external mental health specialists such as CAMHS will be completed through consultation with parents and only with their consent.

ZONES OF REGULATION

To promote positive mental health and self-regulation, John Keats uses Zones of Regulation.

The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

HOME SCHOOL LINKS.

As we continue to build positive relationships with our parents/carers, we will involve them as early as possible, including the child, to ensure that everyone's views and concerns can be part of the management of unwanted behaviour and enabling staff and parents to respond early to emerging mental health difficulties. Strategies to deal with unwanted behaviour and to promote social, emotional and mental health should be agreed with parents/carers and their child to ensure success. Furthermore, parents and carers will be given a copy of the behaviour policy at the start of each academic year. Constant positive contact between home and school is crucial, and staff can ask the Pastoral Manager to support them with this. Where involvement from an outside agency has been requested parent/carers will be involved directly in the referral process and consent will always be gained.

Statutory guidance on exclusions

Maintained schools and academies must have regard to [statutory guidance on exclusion](#) from the Department for Education. The requirements apply to all pupils, including those above and below compulsory school age.

Authorising and recording exclusions

Pupils can be [excluded permanently](#), or for one or more fixed periods up to a maximum of 45 days per academic year. Only the headteacher or acting headteacher can [authorise exclusions](#).

All exclusions, however short, must be formally recorded. '[Internal exclusion](#)', where pupils are removed from class but not the school site, does not count as a formal exclusion, so does not need to be recorded.

Deciding whether to exclude a pupil

A pupil should only be excluded when he/she has breached the school's [behaviour policy](#) seriously or persistently, and where allowing him/her to remain in school would seriously harm the education or welfare of the pupil or others in the school.

It is illegal to exclude a pupil for non-disciplinary reasons such as the actions of his/her parents or his/her academic ability.

When deciding whether to exclude a pupil, headteachers must consider the school's responsibilities under the [Equality Act 2010](#). Pupils with education, health and care plans or statements of special educational needs (SEN) are especially vulnerable to the impact of exclusion, and headteachers should avoid permanently excluding them. It is illegal to exclude a pupil simply because the school is not able to meet his/her needs, and excluding a pupil for behaviour that is due to his/her SEN [may constitute discrimination](#).

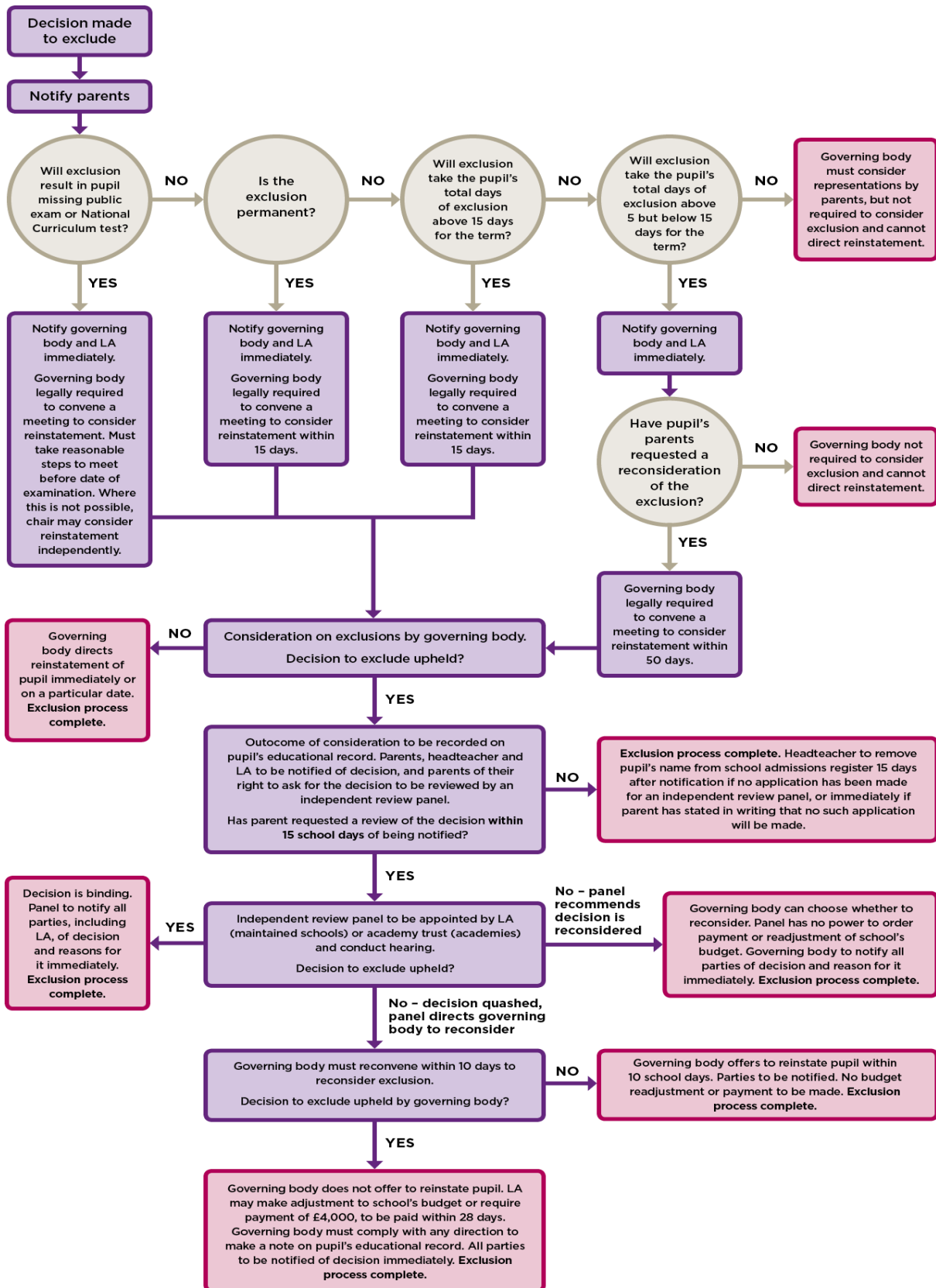
Notifying relevant parties of an exclusion

On excluding a pupil, the headteacher must immediately [notify parents of the period of the exclusion](#) and the reasons for it. He/she must also inform parents of their right to make representations about the exclusion to the governing body. The governing body must also be notified of certain exclusions.

The governing body's responsibilities in relation to exclusion

For fixed-period exclusions of more than five days the governing body must arrange suitable alternative full-time education, which must begin no later than the sixth day of the exclusion. For permanent exclusions, the pupil's 'home' local authority must provide alternative education.

Governing bodies are legally required to consider parents' representations about an exclusion, and in some cases must also consider whether an excluded pupil should be reinstated. If parents disagree with the decision not to reinstate their child, they can request that it be considered by an independent review panel.



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RECORD OF THE USE OF REASONABLE FORCE

Date of incident:	Time of Incident
Pupil Name:	Class:
Member(s) of staff involved:	
Adult witness(es) to incident:	
Pupil witnesses to incident:	
Outline of event leading to incident, including place where incident occurred, description of pupil's behaviour and steps taken to defuse the situation prior to physical intervention:	