



Nexus Education Schools Trust

Behaviour and Motivation Policy



John Keats
Primary School

Approved and signed by: Maurice East (Chair of LGB)

Date:

Last reviewed on: November 2025

Next review due by: November 2028

Purpose and Aims

At John Keats Primary School our behaviour policy is rooted in our core values, which underpin every aspect of our school community. These values define the qualities we aim to cultivate in every child and form the foundation for our approach to behaviour management. The values are central to our school ethos and guide the way we approach relationships, learning, and behaviour:

1. **Empathetic:** We nurture understanding, kindness, and the ability to connect with others' feelings and experiences.
2. **Inquirer:** We encourage curiosity and a lifelong love of learning, empowering children to ask questions and seek solutions.
3. **Thinker:** We foster critical and reflective thinking, enabling children to make thoughtful, ethical decisions.
4. **Risk-Taker:** We support children in embracing challenges and stepping outside their comfort zones with courage and determination.
5. **Resilient:** We help children develop the skills to persevere through difficulties, learn from setbacks, and adapt to change.
6. **Communicator:** We value open, respectful, and effective communication, equipping children to express themselves clearly and listen to others actively.

Principles

Our behaviour policy is also guided by broader intentions and approaches that reflect the unique needs of our students and the vision of our school. These principles are focused on ensuring all students feel valued, supported, and empowered to succeed:

- **Connection Over Correction:** Prioritising relationships and trust over punitive measures, fostering understanding and mutual respect.
- **Emotional Literacy:** Teaching all members of our community the skills to recognise, express, and regulate their emotions effectively.
- **Belonging:** Creating a culture of inclusion where every child feels a deep sense of connection, acceptance, and importance within the school community.
- **Positive Self-Esteem:** Building confidence by celebrating every child's strengths and achievements, helping them develop a strong sense of self-worth.
- **Proactive and Preventative Strategies:** Emphasising high-quality, evidence-based practices to prevent challenges before they arise, ensuring children feel supported and understood.

- **No One-Size-Fits-All Approach:** Recognising the diverse needs of students, particularly those with SEND and SEMH, and tailoring strategies to fit their unique circumstances.
- **Explicit Teaching of Social and Emotional Skills:** Equipping students with the skills to navigate relationships, manage emotions, and make positive choices.

Aims

Our behaviour policy seeks to achieve the following outcomes:

1. **Empower Every Child:** Helping all students become catalysts for positive change, contributing to their communities as compassionate and capable individuals.
2. **Foster Positive Relationships:** Building strong, respectful, and trusting relationships between students, staff, and families to create a thriving school community.
3. **Promote Emotional and Social Growth:** Supporting children's emotional development and teaching the skills needed for self-regulation and effective interpersonal interactions.
4. **Create a Culture of Belonging:** Ensuring all children feel safe, valued, and accepted, fostering a supportive and inclusive environment.
5. **Support Individual Needs:** Providing flexible, individualised approaches that address the diverse needs of all children, particularly those with SEND and SEMH needs.
6. **Build Resilience and Self-Regulation:** Helping students develop the capacity to overcome challenges, reflect on their behaviour, and regulate their emotions effectively.
7. **Promote Positive Self-Esteem:** Encouraging children to recognise their unique strengths and achievements, building confidence and pride in their progress.

How We Encourage Positive Behaviour

We believe that encouraging positive behaviour begins with building strong relationships, fostering a culture of belonging, and equipping students with the tools they need to succeed. Our approach prioritises proactive, preventative, and relational strategies to support all students, especially those with SEND and SEMH needs. Here are some of the ways we encourage and promote positive behaviour:

1. Building Strong Relationships

- **Connection as a Foundation:** Staff prioritise meaningful relationships with students, built on trust, respect, and empathy. Every child is seen, valued, and heard.
- **Key Adult Approach (Buddy System):** For children who benefit from additional support, designated key adults provide consistent care and guidance to build safety and connection.
- **Positive Role Modelling:** Staff model the behaviour, communication, and emotional regulation we wish to see in students, demonstrating respectful and constructive interactions.

2. Proactive Strategies

- **Creating Predictable Environments:** Clear routines, expectations, and visual supports help children feel safe and secure.
- **High-Quality Teaching of Behavioural Skills:** Social and emotional skills are explicitly taught as part of the curriculum, including empathy, conflict resolution, and self-regulation.
- **Celebrating Diversity:** Differences are embraced and celebrated, ensuring all children feel accepted and included.
- **Wellbeing Check-Ins:** Regular opportunities for students to share how they are feeling and what they need help in order to respond to their emotions proactively.

3. Promoting Emotional Literacy

- **Teaching Self-Regulation:** Children are supported to identify and regulate their emotions through strategies such as mindfulness, breathing exercises, and calming techniques.
- **Zones of Regulation:** Zones of Regulation is a whole school approach to help all children understand their emotional states and develop appropriate strategies to manage them (Tool Kit)
- **Emotional Coaching:** Staff engage in conversations that validate children's feelings, helping them name and process emotions constructively.

4. Encouraging Positive Peer Relationships

- **Collaborative Activities:** Structured opportunities for teamwork and collaboration help children build positive peer relationships.
- **Restorative Practices:** When conflicts arise, restorative conversations encourage children to understand the impact of their actions, repair harm, and rebuild trust.
- **Morning Meetings and Peer Mentorship:** Activities like morning meetings provide a safe space for children to reflect and share, while peer mentors model positive behaviour and offer support.

5. Recognising and Celebrating Success

- **Strength-Based Feedback:** Feedback focuses on what children are doing well, reinforcing positive behaviour and building confidence.
- **Acknowledging Effort and Progress:** Children are celebrated for their growth, effort, and achievements, both big and small.
- **Classroom Behaviour Charts:** Every classroom has a behaviour chart that recognises and celebrates children who exceed expectations, offering visible recognition for positive contributions. This allows children to see if their behaviour is on track and steps they may need to follow to amend their behaviour.
- **ClassDojo:** Children can earn Dojo Points and exchange these for rewards.
- **Values Stickers:** Children earn stickers that align with the school's values, which they can proudly wear, take home, and share with their families. For pupils that display all our six values and complete their sticker charts, they will be invited to attend our Values Trip celebration.
- **Celebration in Assemblies:** Outstanding behaviour is celebrated publicly in assemblies, reinforcing the importance of positive choices.
- **Praise Letters and Calls/Texts Home:** Staff communicate with families regularly to share positive feedback, sending letters or making calls to celebrate children's achievements.
- **Responsible Leadership Roles:** Children who demonstrate responsible and consistent behaviour are given key tasks and responsibilities, such as class monitors, peer mentors, or school ambassadors.
- **Headteacher Stickers:** Children that demonstrate excellent behaviour, display a positive mindset towards learning or challenge themselves within the classroom will be asked to visit a member of SLT to receive a Headteacher sticker.

6. Creating a Culture of Belonging

- **Inclusive Practices:** All staff ensure every child feels like a valued member of the school community by recognising and meeting their individual needs.
- **Flexible Approaches:** Support plans are adapted to reflect the unique strengths and challenges of each child, particularly those with SEND and SEMH needs.
- **Positive Language and Framing:** Language is used intentionally to build self-esteem, encourage effort, and reinforce positive identity development.

7. Whole-Community Involvement

- **Engaging Families:** Families are key partners in promoting positive behaviour. We work collaboratively with parents and carers to create consistent approaches between home and school.

- **Staff Training and Support:** All staff receive regular training in relationship-based approaches, trauma-informed practice, and strategies for working with SEND and SEMH children.
- **Celebrating Community Achievements:** Positive behaviour is celebrated at the community level, fostering collective pride and ownership over the school culture.

Behaviours That Challenge

At John Keats we recognise that behaviours that challenge are a form of communication. These behaviours often reflect unmet needs, emotions, or difficulties that a child may not yet have the skills to express in other ways. Our approach to addressing such behaviours is rooted in empathy, understanding, and a commitment to supporting every child to thrive.

Understanding Behaviours That Challenge

1. **Behaviour as Communication:**
 - Challenging behaviours often arise from underlying factors such as frustration, anxiety, sensory overload, trauma, or unmet emotional or physical needs.
 - Our response focuses on understanding what the behaviour is communicating.
2. **Triggers and Root Causes:**
 - Triggers may include changes in routine, sensory sensitivities, social difficulties, unmet expectations, or external stressors.
 - Identifying and addressing these root causes is a critical step in helping children regulate and manage their behaviour.
3. **Individual Differences:**
 - We acknowledge that no two children are the same. The reasons behind challenging behaviours will differ, and so will the most effective strategies to support them.
 - Particular attention is given to children with SEND and SEMH needs, ensuring their individual circumstances and needs are considered.

Responding to Behaviours That Challenge

When behaviours that challenge occur, our response is calm, supportive, and focused on helping the child regain control. Key practices include:

1. **Staying Calm and Regulated:**
 - Adults model calmness and emotional regulation, de-escalating situations through their tone, body language, and words.
2. **Acknowledging Emotions:**
 - Validate the child's feelings without condoning harmful behaviour. For example: "I can see that you're feeling really frustrated right now. Let's see how we can work through this together."
3. **De-Escalation Strategies:**
 - Use strategies such as reducing demands, offering time to calm down, or providing quiet spaces to help the child regain control.
 - Avoid punitive language or actions that may escalate the situation further.
4. **Restorative Conversations:**
 - Once the child is calm, restorative conversations are used to help them reflect on their behaviour, understand its impact, and develop strategies for next time.
 - These conversations focus on repairing relationships and restoring a sense of belonging. This may mean the member of staff dealing with the behaviour, if not the class team, may need to cover the Teacher/TA in order for them to facilitate this conversation.
5. **Steps to Support everyone:**
 - See Appendix: Behaviours that Challenge our School Values

Support for Individual Needs

Some children may require additional or tailored support to address their behaviours. This may include:

1. **Personalised Support Plans:**
 - Behaviour support plans are developed collaboratively with staff, parents, and external professionals to provide tailored strategies.
 - These plans outline specific triggers, strategies for support, and preferred de-escalation techniques.
2. **Flexibility and Adaptability:**
 - Strategies and responses are adapted to suit the child's individual needs and circumstances. For example, sensory supports, additional breaks, or flexible timetables may be introduced.
3. **ABC Charts:**

- ABC Charts help monitor challenging behaviours and can act as a tool to identify potential triggers.

4. Report Cards:

- For children that continue to struggle with their behaviour, a Report Card may be used. This is in collaboration with the pupil, parents, Class Teacher and a member of SLT. Pupils on Report Cards will have regular check-ins with the class teacher throughout the day and report to a member of the SLT at the end of the day.

5. Access to Specialist Support:

- For children with complex needs, additional support may be provided through the SEND team, pastoral staff, or external professionals such as educational psychologists or therapists.

Repairing and Rebuilding

After an incident of challenging behaviour, we focus on restoring relationships and fostering a sense of accountability and growth. Key practices include:

1. Restorative Practices:

- Facilitate conversations that help children understand the impact of their actions and find ways to make amends.
- Encourage children to take responsibility in a way that is appropriate to their developmental level.

2. Reflection and Learning:

- Support children in reflecting on what triggered the behaviour and what they can do differently in the future.
- Emphasise that mistakes are opportunities to learn and grow, reinforcing a positive mind-set.

3. Reconnection:

- Ensure that relationships with peers and staff are repaired, and the child is welcomed back into the learning environment with a fresh start.

Partnerships with Families and Professionals

We work closely with families and external professionals to provide holistic support for children who display behaviours that challenge them. This includes:

- Regular communication with parents and carers to share insights, strategies, and progress.
- Involving external professionals such as educational psychologists, speech and language therapists, or CAMHS to provide additional expertise.
- Seeking the support or making a referral to Place2be, a children's mental health charity that provides mental health support in schools to children, families and staff.
- Collaboratively developing action plans to ensure consistency between home and school.

Serious Incidents

While our emphasis is on proactive and preventative strategies, we recognise that serious incidents may occasionally occur. These require immediate attention, a thorough response, and consistent procedures to ensure the safety and wellbeing of everyone involved.

Serious incidents include, but are not limited to, the following behaviours:

Examples of Serious Incidents

- 1. Bullying, Including Against Protected Characteristics:**
 - Any form of bullying, including physical, verbal, or online, that targets another individual based on race, gender, disability, sexual orientation, religion, or other protected characteristics, will not be tolerated.
 - We take a zero-tolerance approach to discrimination and work proactively to educate students on respect, diversity, and inclusion.
- 2. Extortion or Coercion:**
 - Actions involving the intimidation or coercion of another pupil to obtain money, possessions, or services are taken very seriously.
- 3. Violence and Threats:**
 - Physical or verbal violence, including racist or sexist threats or other forms of abusive language, directed at another pupil or member of staff.
 - This includes threatening or intimidating behaviour that causes harm or fear.
- 4. Stealing:**
 - Theft of property belonging to another pupil, member of staff, or the school itself.
- 5. Using Objects or Weapons:**
 - Any behaviour involving the use of objects or weapons to harm, threaten, or intimidate others.

6. **Abusive Language:**

- The use of offensive, derogatory, or harmful language, whether verbal or written, directed toward others.

Our Approach to Serious Incidents

Our response to serious incidents balances safeguarding, accountability, and education. The aim is to address harm, prevent recurrence, and support everyone involved in moving forward constructively.

1. **Immediate Safety Measures:**

- In cases where there is an immediate risk to safety, staff will take swift action to de-escalate the situation and ensure the safety of all parties. (see appendix – positive handling)
- This may include separating individuals, contacting senior staff, and, in extreme cases, involving external agencies (e.g., police).

2. **Recording and Reporting:**

- All serious incidents are recorded in detail, including the events leading up to the incident, the actions taken, and the outcomes.
- Parents or carers of all parties involved are informed promptly.

3. **Investigating the Incident:**

- A thorough investigation is conducted to understand the full context of the incident, including the perspectives of all parties involved.
- Where appropriate, external agencies such as safeguarding teams or the local authority may be consulted.

4. **Restorative Practices:**

- Where possible and appropriate, restorative practices are used to address the harm caused, repair relationships, and help individuals take responsibility for their actions.
- This may involve facilitated conversations, apologies, and agreed-upon actions to rebuild trust.

5. **Consequences and Support:**

- Proportionate consequences are applied, guided by the principles of fairness, accountability, and individual needs.
- These may include loss of privileges, temporary exclusion, or in extreme cases, permanent exclusion (in line with statutory guidance).
- Support is also provided to the individuals involved, including counselling, mentoring, or tailored interventions to address the underlying causes of the behaviour.

6. **Education and Prevention:**

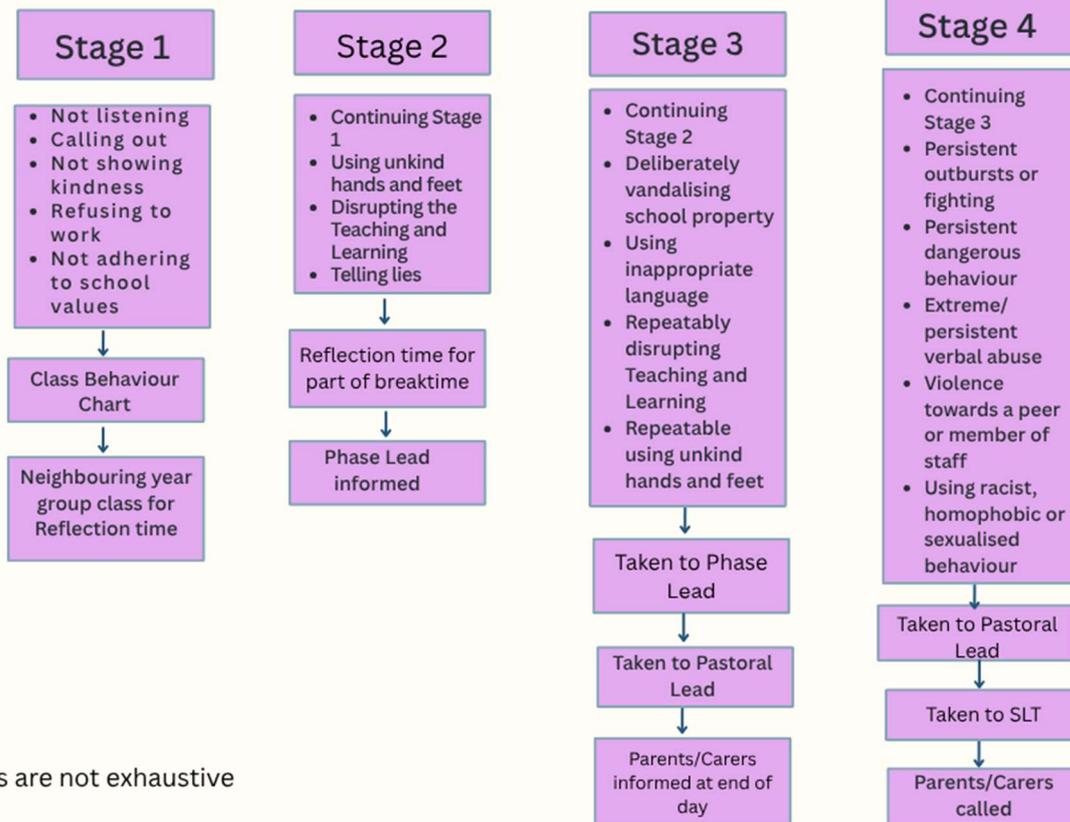
- Following serious incidents, we work to educate the wider school community to prevent similar behaviours.

- This may involve whole-school assemblies, targeted workshops, or adjustments to the curriculum to reinforce positive behaviour and inclusion.

Exclusions Policy:

The school works within the local authorities' guidelines for exclusion. The NEST policy for exclusion available [here](#).

BEHAVIOURS THAT CHALLENGE OUR SCHOOL VALUES



*Lists are not exhaustive