

John Donne School **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.

GOLDEN RULES:

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property – We don`'t waste or damage things

We show respect to each other in all that we say and do

THE WAYS IN WHICH WE ENCOURAGE GOOD BEHAVIOUR

We believe in rewarding good behaviour.

We do this by:

- ☺ Praise publicly or privately
- ☺ The traffic light system includes silver and gold for pupils who are trying hard
- ☺ `Merits` awarded when children `exceed an adult`s expectation` with their positive attitude to learning or to each other. `Merit` stickers are also given to children to wear and take home. Children with 5, 10 or 15 merits have their names called out at the Friday assembly. Each term, children are awarded a merit certificate in a merit assembly.
- ☺ 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.
- ☺ `Tokens of Choice` are awarded at playtime, and exchanged for a prize from the Headteachers.

- ☺ In class, celebrations linked to the topic are incorporated into teachers' planning at the end of each topic.
- ☺ Nominating two children every week to receive a DIAMOND or GOLDEN TICKET and sending them to the designated Golden Ticket box holder (SLT member) with a description of why they were nominated. One child gets chosen at random to be "Head teacher's star of the week" and their picture gets put into the newsletter. All other pupils who have been given golden tickets have their names called out at the Monday assembly.

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 traffic light system for Years 1-6 with a warning, yellow card and red card resulting in a child being taken to their partner class or the 4/5Ws station to complete the 4/5Ws and returned to class upon completion. The 5Ws sheets are to be given to a member of the Inclusion team, to be monitor every week.

Step 2: Record book: If a serious incident has taken place, this is recorded in the 'record book'. One copy is given to the child to take home whilst the original is kept in the book as a record. The parent/carer is asked to let the school office know that they have received it.

Step 3: Challenge cards are available to support pupils who have difficulty maintaining their behaviour.

Step 3: 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 (see also Bullying Policy)
- 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 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 being unsupervised (The 5 Ws should be used in this case)**
- **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
- the 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 and provide a written report.

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

PLAYTIME ARRANGEMENTS

We expect the same high standards of behaviour at playtimes and lunchtimes. Good behaviour is rewarded by giving children a "token of choice" which can be exchanged for a small prize from the Headteachers.

The play leaders will deal with any issues at playtime and the major incidents will be recorded in a record book and parents/carers will be notified. Classroom staff will also be notified of this. Children are also shown a yellow warning card and later given a red card representing that the child is not allowed to join in with a certain activity for the next day. Classroom staff will again be informed.

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 difficult, 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 etc
- Referrals to external mental health specialists such as CAMHS will be completed through consultation with parents and only with their consent.

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.

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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:	

