



John Donne Primary School

Behaviour and Motivation Policy

Rationale and purpose of policy

The intention of this policy is to:

- Provide consistency, clarity and transparency to staff, pupils, parents, carers and governors and about what to expect from John Donne's approach to managing, rewarding and sanctioning behaviour
- Ensure that behaviour in and around the school facilitates learning for all
- Promote all pupil's emotional resilience and mental wellbeing

Behaviour Expectations

We believe that everyone learns best when they feel valued and cared for, and this is therefore at the heart of our approach to promoting and managing behaviour. Our behaviour policy is based on these key principles:

- Fairness
- Mutual respect and understanding
- Forgiveness and a fresh start
- High expectations to foster self-esteem
- Positive praise and encouragement
- Having an inclusive and proactive approach that recognises needs and differences i.e. not a 'one size fits all'

Building trusting and positive relationships is fundamental to managing most pupils' behaviour and enables them to feel safe and ready to learn. The language adults use to manage behaviour is important. We expect adults to model respectful and positive ways of addressing each other and pupils, recognising that we are all important role models, whose behaviour should reflect and promote our school values and ethos. As a staff community, we ensure that throughout the academic year, staff receive training, development and support with the best way to manage and promote positive behaviour as well as strategies to de-escalate dysregulated or unacceptable behaviour.

We also expect all members of our school community to behave respectfully when moving in and around the school, these include:

- Responding to adults and peers when greeted
- Being polite and respectful e.g. holding doors open for others
- Walking on the left hand side of the stairs or corridors
- Not entering the school building during break or lunchtime (unless you have adult permission)
- Being responsible for putting coats and bags on pegs

John Donne Core Values

Our six core values guide all that we do at John Donne. They express how we work together to make sure that everyone achieves their best academically, emotionally and socially. Our core values are:

- Kindness
- Respect
- Resilience
- Community
- Collaboration
- Aspiration

Ways in which we encourage good behaviour

Adults spend the majority of behaviour management energy setting the conditions for pupils to succeed. We believe in five key principles to encourage and develop good behaviour:

- Be clear about expectations
- Make appropriate demands according to the age and ability of the child
- Praise and encourage learning behaviours rather than outcomes
- Focus on the positive e.g. 'walk to your tables quietly' rather than 'don't make noise'
- Move on quickly after an episode of low-level behaviour or disruption

Staff use the language of our core values throughout the day to praise behaviour. We encourage and acknowledge all pupils who follow the school's expectations for behaviour and those that demonstrate powerful and effective learning behaviours. We do this by:

- Praising children publicly or privately using non-verbal and verbal strategies
- Positive and constructive feedback on learning - either through verbal or written feedback
- Our traffic light system includes a silver and gold section for pupils who are showing good behaviours for learning
- We award merits to children who exceed expectations with their positive attitude to learning or each other
- We share examples of good behaviour with parents and carers in conversations at the start/end of the day, texts and phone calls
- Nominating two children every week to receive a DIAMOND (usually awarded for showing our core values e.g. kindness to others) or GOLDEN (usually awarded for excellent learning) ticket and sending them to the Headteacher or Deputy Headteacher with the reason why they were nominated. Adults should award **one** ticket per child rather than give a group/whole class a ticket. One child is chosen at random to be the DIAMOND or GOLDEN ticket winner of the week and their name and picture goes into the weekly newsletter - all other pupils who have been given DIAMOND or GOLDEN tickets have their names printed in the newsletter also.

Teachers may also use reward systems such as marble jars or table points as individual class rewards and these are used and celebrated as the adults see fit.

Parents and Carers and Home School Links

Building strong parent partnerships are incredibly important to us at John Donne. We want to continue to work together with parents and families to promote positive behaviour both in and out of school. We look for every opportunity to celebrate success at John Donne and will strive to share positive news with families as well as contact you as soon as possible when we feel we need your support when dealing with unwanted behaviour. We want to ensure that everyone's views and concerns can be part of the management of unwanted behaviour so that we can all work together to respond quickly and effectively to any emerging difficulties or needs, including mental health. We have a duty to consider whether misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer harm and may have to consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Unacceptable Behaviour

We believe that pupils need to learn that there are consequences to their actions, and that they often do have a choice about how they respond to difficult or challenging situations. In order for consequences to be effective they will never be used in anger or to humiliate, belittle or frighten. We divide unacceptable behaviour into three stages:

Stage 1 - low level incidents	Stage 2 - incidents of challenging behaviour	Stage 3 - extreme or serious incidents
<ol style="list-style-type: none"> 1) The pupil is given a verbal warning that names the unacceptable behaviour 2) If the behaviour continues, the pupil is given a second warning and their name moved to yellow on the class traffic light system 3) If the behaviour continues, the child's name will move to red and they will complete a Reflection sheet in the parallel class, or other suitable space (in EYFS, the thinking chair is used instead) <p>When the pupil returns to the classroom, an adult will need to check that it has been completed appropriately and talk through the reflection sheet. The child's name is moved to green and it is a fresh start. Adults will actively look to praise the child doing the right thing as soon as possible.</p> <p>If a child completes two or more reflection sheets for low level incidents in one week, the class teacher will speak with the parent or carer to discuss the incidents and how they can work together to avoid these in the future. This is recorded on the back of the Reflection sheet.</p>	<p>These will usually (but not always) require the Phase Lead or SLT involvement</p> <p>Incidents of stage 2 behaviour, and the follow up actions and consequence, will be recorded on the school system (CPOMS - categorised as 'Behaviour - Stage 2') and as appropriate, the parent or carer informed.</p> <p>Stage 2 consequences could include: loss of some break/lunchtime; completing a reflection sheet; letter of apology; additional learning e.g. e-safety during some of their break/lunch, helping to repair or mend an item or piece of school property if it has been damaged or broken</p>	<p>These will require headteacher involvement and positive handling/restraint may be required. A pupil's behaviour outside school can be the reason for the following consequences.</p> <p>Stage 3 consequences could include: internal suspension, suspension, permanent exclusion</p> <p>Unacceptable behaviour at Stage 3 is very serious and very few pupils will ever reach this stage. For the vast majority of pupils, Stage 3 consequences may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then internal suspensions, suspensions and permanent exclusions are sometimes a necessary sanction to ensure the creation of a calm, safe and supportive learning environment for other pupils and staff.</p>
<p>Examples: disruptive chatting; disruptive shouting out; time wasting, interrupting others; not sharing; thoughtless 'rough' play; running in the classroom or corridor; not following appropriate instructions</p>	<p>Examples: swearing; racist, sexist, homophobic or discriminative language or remarks, including online; physical fighting; stealing; dangerous behaviour, including online, damaging property; bullying; abusive language towards pupils or staff, including online</p>	<p>Examples: Repeated behaviour of previous stages; significant physical harm to self or others; behaviours that are a danger to self or others including when using social media or other online platforms</p>

Examples of unacceptable sanctions are:

- Standing for long periods
- Being sent to stand outside the class unsupervised
- Punishments that involve ridicule or humiliation e.g. standing on chairs, hands on heads
- Long-term or postponed punishments e.g. week-long exclusion from playtime
- Whole class punishments when the behaviour of a few is at fault
- Being withdrawn from a curriculum subject as a consequence of poor behaviour in another subject (unless agreed with parent/carer and SLT)

Internal suspension - the child will work in the parallel or other year group completing work set by their own teacher for a fixed period of time.

Suspension - This is when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'. Work will be set for the pupil. A suspension can also be for parts of the school day; for example, if a pupil's behaviour is disruptive at lunchtime, they can be suspended from the school premises for the duration of the lunchtime period. Following a suspension, the school will put in place a reintegration strategy to help the pupil reintegrate successfully back to school.

Permanent exclusion - This is when a pupil is removed from the school permanently and taken off the school roll. This may be because:

- In response to a serious breach, or persistent breaches, of the school's behaviour and motivation policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as other pupils or staff

When headteachers permanently exclude a pupil they must notify parents or carers and the Local Authority. In addition, the headteacher will notify the Local Committee of:

- Any permanent exclusion or suspension which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension which would result in the pupil missing National Curriculum tests

Playtime and Lunchtime procedures

We expect the same high standards of behaviour during playtime and lunchtime. The play leaders and adults on duty promote positive play behaviours by organising and supporting children to engage in the activities that are on offer, including quieter activities such as reading and board games. These activities promote our core values and help the children in learning to take turns, share and play together. Where required, adults use the same traffic light system as described above to manage low-level behaviour in the playground which may include completing a playground Reflection sheet if necessary.

Any unacceptable behaviour that reflects behaviours similar in nature to Stage 2 or Stage 3 behaviours will be managed and dealt with in the same way as described in the table above.

Completing Learning

Pupils may sometimes stay behind in class for a period of time at play or lunchtime to complete learning. This may be because they want to, or may be because their behaviour in the classroom has meant they have not completed what was expected. This should be a rare occurrence but may sometimes be necessary. This is not a consequence for poor behaviour, but designed to teach pupils that their learning time in school is highly valuable and should not be wasted.

SEND

This policy acknowledges the school's legal duties under the Equality Act 2010. The Behaviour and Motivation Policy is therefore flexible to accommodate pupils who have identified special needs. Some pupils will need more structured and personalised support to help them learn what is appropriate in terms of behaviour.

Mental Health and Behaviour

We recognise that there can be a link between mental health and behaviour. Children who struggle with their mental health can experience a range of emotional and behavioural problems that are outside the normal range for their stage of development. We recognise that school plays a key role in developing resilience in pupils and supporting and educating them in maintaining good mental health. We do this at a universal and targeted level which includes:

- Whole School Mental Wellbeing events
- Support to staff/pupils/families from Pastoral Manager, including personalised behaviour plans
- The PSHE curriculum
- Direct one to one or small group work with a Learning Mentor or Pastoral Manager
- Referrals to external mental health specialists such as Early Help, Educational Psychologist or CAMHS (through consultation and consent from parents and carers)

Bullying and Child-On-Child-Abuse

Bullying of any form is unacceptable. Bullying can be defined as 'behaviour by an individual or group, repeated over time that intentionally hurts another individual either physically or emotionally' (DfE "Preventing and Tackling Bullying", July 2017). The school has an Anti-Bullying Policy which outlines what John Donne Primary School will do to prevent and tackle all forms of bullying. Staff are aware that children can abuse other children (referred to as child-on-child-abuse), and that it can happen both inside and

outside of school and online, and the important role they have to play, alongside parents and carers, in preventing and responding, where they believe a child may be at risk from it.

Searching Pupils

Only the headteacher and specifically authorised staff (a member of the Senior Leadership Team) can search pupils. The authorised member of staff conducting a search must be the same sex as the pupil, and there must be another member of staff present to witness unless;

- The person doing the search believes there is a risk that serious harm will be caused if the search isn't urgently carried out and
- In the time available, it is not reasonably practical to use a staff member who is of the same sex as the pupil or for a witness to be present

Authorised members of staff can seize any banned items or an item considered harmful or detrimental to school discipline.

Positive Handling

All members of school staff have the legal power to use reasonable force. In schools, positive handling is used for two main purposes - to prevent pupils from hurting themselves or from hurting others. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and it is advised that a member of the Senior Leadership Team should be sought also. All incidents involving the use of reasonable force should be recorded immediately following any such incident (see Appendix B). It is felt appropriate the school will speak to the parents or carers about serious incidents involving use of force.