

St Mary's CEVA Primary Academy



Behaviour & Motivation Policy

1 Aims and expectations

Our Policy has been created in line with “Valuing All God’s Children”, “Fruits of the Spirit: Character Education” and the “Church of England’s Vision for Education: Deeply Christian, Serving the Common Good”. Staff and governors have been made aware of these documents which form the foundation for the school’s ethos, decision-making process and policy design. This policy fully acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with SEND. This policy is shared in writing with the whole school community annually.

1.1 To ensure all children have their needs met in accordance with their personal learning journey.

1.2 Rationalise the key values and ethos of the school, following the example set by the Church of England and the teachings of Christ into our everyday practice.

1.3 Deepen the understanding of behaviour and behaviour management of practitioners and parents within the School.

1.4 Comply with legal obligations

1.5 Lesson content and approach are differentiated to offer meaningful challenge and the success of the children is celebrated in order to nurture their expectation and drive. Learning and teaching is both the principal behaviour management tool and the goal and purpose of behaviour management.

1.6 To ensure that children take ownership of their behaviour and have the opportunity to be supportively coached on their behaviour by their class teacher and relevant support staff as part of their educational journey.

1.7 The School recognises what may be the route of behaviour and seeks to support it’s students following physiological theories such as Maslow’s hierarchy of need, the triune brain approach, Neuro Chemistry, Attachment theory and stress (appendix 1).

1.8 To ensure that all find school a welcoming and safe place

The school has three school rules that we expect all to follow:

- Follow the Key Values (Friendship, Aspirations, Forgiveness, Justice and Hope)
- Look, Listen and Learn
- Be Kind

These rules are underpinned by our school motto of “Do everything in Love” (1 Cor 16:14)

2 Rewards and Sanctions

2.1 General Rewards & Sanctions

Every child will be rewarded and sanctioned via Class Dojo on a daily basis at an expected ratio of 9 positives to 1 negative.

Children will be rewarded via 7 different categories: Helping Others, Good Learning Behaviour, Progress in Learning, Participating, Persistence, Reading at Home and Learning at Home; all with a weighted value of +1 dojo. Class Teachers will also have an option of adding a further 2 categories depending on their class needs, they can have a weighted value of up to +2 dojos.

Children will be sanctioned via 4 different categories: Disturbing Others, Off Task, Shouting out & Hurting Others, all with a weighted value of -1 dojo. Class Teachers will also have the option of adding a further two categories depending on their class needs, they can have a weighted value of up to -2 dojos.

Every week the class teacher will provide the children with their + dojo score. This will be recorded in their MAJ passport. This also gives the pupil and teacher to discuss any relevant behavioural goals for the coming week.

Should a child receive at least 5 negative dojos in a session (AM/PM) and is continuously disrupting the learning of others, the teacher will complete a RDB/Green (Repetitive Disruptive Behaviour) form (Appendix 2) and the child will be sent to either the Deputy Head Teacher, Learning Mentor or Head Teacher's room for the remainder of that session (until the end of the morning or end of the day) with work to complete.

Dojo bubbles will be reset at the end of each week

Dojo Scores and percentages will be shared at parent's evenings.

Dojo percentages will be monitored per class by behavioural lead every 2 weeks to identify any staff training need or any potential behavioural issues.

2.2 Further Reward

Children will be rewarded on completion of + dojo milestones (250 dojos, 500 dojos, 750 dojos, 1000 dojos, 1500 dojos, 2000 dojos) with the chance to choose a reward from the Head Teacher's office and a certificate. An email/letter of recognition will also be sent to parents.

A child per class will be rewarded as Star of the Week.

Children will be recognised termly for fantastic achievements – Head Teacher's value award, Nelson Mandela award (for displaying the schools key values), the Yousafzai award (improving to the school community), the Dahl award (most improved and fantastic effort in English) and the Turing award (most improved and fantastic effort in Maths). These awards will be delivered in a celebration assembly in December and April. At the end of the year Ambassador Awards (Amazing, Sports & Art) will be presented to children who have demonstrated fantastic attitude and ability in each class alongside the Dahl, Turing, Yousafzai and Mandela awards for that term.

At the end of the year children with 100% attendance will be recognised and rewarded.

Throughout the year children with a particular interest and who have demonstrated a positive attitude will be awarded status in the following areas: Digital Leader, School Council, Music Leader, Sports Leader, School Translator and Play Leader.

A record of these rewards will be kept in the child's MAJ passport.

2.3 Further Sanction

Should a child be removed from class via an RDB form they will complete their work for the remainder of that session.

Should a child be repeatedly be given RDB forms the following procedures will apply (this is reset half termly)

Occasion	Immediate Action	Further Action
1	Child removed from class for rest of session (AM/PM)	Child to complete Empathy sheet with Wellbeing Team before return to class
2	Child removed from class for rest of session (AM/PM)	Child to complete Empathy sheet with Wellbeing Team and Class Teacher to try and resolve issue.
3	Child removed from class for rest of session (AM/PM)	Parent to meet with Head Teacher Child to complete empathy sheet with wellbeing team and Class Teacher. Child to be placed on behavioural report card. Class Teacher to be offered CPD from SLT/Behavioural lead regarding child and their behavioural presentation.
4	Child removed from class for rest of day and following day on internal exclusion	Parent to meet with Head Teacher to be notified that child is at risk of exclusion. Child's educational programme to be reassessed in order to support the child.
5 (an all other occasions)	Child will be excluded for the rest of the day and following day will be in internal exclusion.	Child and parent will meet with Head Teacher. Child's educational programme will be closely monitored.

following this)		
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A child may be excluded instantly in cases of severe behavioural incidents (Significant and harmful behaviour toward a child, significant and harmful behaviour to a member of staff, significant and harmful behaviour toward themselves, significant damage to property, bullying, significant disruptive behaviour and serious discriminatory behaviour).

Should behaviour not improve the School may consider a permanent exclusion (see section 8).

2.4 Specific Support

It is recognised that some children may require additional behaviour support alongside the school's general rewards and sanctions. This can be for a number of different reasons and will be tailored to the child and applied with the best interests of the child in mind. The need for additional support can be highlighted by Staff, Parents, External Services and most importantly the child themselves, and if applied, it is the duty of the School to notify parents and monitor the provision.

2.5 FAITH Days

Three times a year the School will hold FAITH days which are designed to uphold the School's community ethos and reward the children for all of their achievements during the previous term. All children are welcome to attend the FAITH days.

The FAITH days will be held in December, April and July.

Term	Date and Event	Description
1	December	Christmas Party
2	April	Community Day
3	July	Summer Social/Teddy Bear's Picnic

3 The role of Staff

3.1 It is the responsibility of staff to ensure that the school expected behaviours are followed, treating everyone fairly and enforcing these expectations consistently.

3.2 Staff recognise themselves as role models to all of our children and conduct themselves in a fitting manner to this role.

3.3 Staff are responsible for following the School's chosen behaviour system applying it fairly and consistently.

3.4 The Class Teacher is responsible for the delivering of earned rewards.

3.5 The Class Teacher will liaise with the Safeguarding Team should they have concerns over the behaviour presentation of a child.

3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

3.7 The Behavioural Lead is responsible for recording Behavioural incidents on SIMS

3.8 Staff must recognise that the clues to a successful resolution to behavioural challenges are to be found in the child and it is vitally important that we are attentive to changes and alert for opportunities when they are presented to the child.

Knowledge of the child includes:

- Context and personal history
- Triggers and vulnerabilities
- Motivators

- Specific behavioural support systems (should the child have one)

3.9 Staff should effectively promote anti-discriminatory practices and report directly to a DSL if there is any evidence of discriminatory behaviour

4 The role of the head teacher

4.1 It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school

4.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The head teacher has the responsibility for fixed-term exclusions for individual children for serious acts of misbehaviour. For repeated or very serious acts of unacceptable behaviour, the head teacher may permanently exclude a child. The Chair of the School Governors will be consulted.

5 The role of parents

5.1 The school works collaboratively in partnership with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We explain the school expectations of behaviour and the rewards and sanctions to parents as part of welcoming them.

5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If after contacting the class teacher the concern remains, parents should contact the head teacher. If these discussions cannot resolve the problem, the parents are directed to follow the complaint policy and procedures.

5.5 Parents are responsible for the care of children during the first 10 days of any exclusion.

6. The role of the child

6.1 The Child is expected to adhere to the ethos of the School and actively contribute to a positive school environment.

6.2 Follow and subscribe to the rules and guidance set out in their MAJ passport.

6.3 Take ownership of their behaviour, understanding and managing their own difficulties and triggers.

6.4 If necessary, identify solutions and ways in which the School can support them with their behaviour.

7 The role of governors

7.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

7.2 The head teacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

8.1 Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

8.2 If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents in writing that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

8.3 The head teacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. For exclusions of 5 days or under the school will provide work but the care of the child is the responsibility of parents. For exclusions over 5 days the school or local authority are responsible in line with guidelines.

8.4 The Head Teacher and Governing body may decide to offer a reduced timetable in order to support children with complex behavioural presentations. In this case, it is the responsibility of the Head Teacher to inform the parents and the local authority, informing both parties on the arrangement of the reduced timetable and how the child will be supported when in School.

8.5 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

8.6 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

8.7 When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and, along with other agencies, whether the pupil should be reinstated.

8.8 If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

8.9 Upon return to the school after an exclusion the excluded child and parents/carers will meet with the Head Teacher or his/her deputy to discuss the exclusion and the expected behaviours upon return to school, set out in a Behavioural Support Plan. The School may require the child and parents/carers to sign an agreement concerning behaviour and agreeing to follow the school rules and behaviour expectations of the school. Refusal to sign may result in a further exclusion. This process is carried out in compliance with the LA guidance.

9. Complex Behaviour Management & Support

9.1 At times, in order to support children who are displaying complex behavioural needs, it may be necessary to physically escort a child to a safe place in order to calm. This decision will be made by a member of the SLT on the basis of protecting the child, other children and staff or extensive damage to property.

9.2 If a child has to be physically handled, it will be recorded in the Positive Handling Log and parents will be informed immediately.

9.3 Following the first instance of physical handling, The Head Teacher is responsible for making sure that the child has a Behaviour Support Plan put in place, which states what will happen should this child need this level of intervention again. This plan will be shared with parents.

10 Monitoring

10.1 The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

10.2 The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

10.3 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

11 Discriminatory Behaviours

11.1 All staff and pupils to follow the Cultural Competence Policy in regard to discriminatory behaviour.

12 Review

12.1 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date: September 2020

Signed:

Appendix 1

Maslow's Hierarchy of need

In order to function at their best as learners our children (as well as everyone else) must have had a number of key needs met. Abraham Maslow defined this progression as a hierarchy, demonstrating how the needs of one level must be met in order to progress to the next and all levels need to be resolved in order to self-actualise, the highest function of the hierarchy. We equate this self-actualisation with learning (our highest goal) and in order to be successfully self-actualised, all anxieties relating to the lower levels must have been addressed. We use awareness of the hierarchy of needs to inform our judgment when we are supporting a dysregulated child.

1. **Physiological needs:** These are the basic needs for warmth, food, drink, sleep etc. Many children become dysregulated when hungry, cold, tired etc. and, lacking the tools to address their needs, this dysregulation is communicated through their behaviour. Many behavioural upsets can be avoided by ensuring that the children have food and drink available and the room is at appropriate temperature.
2. **Safety needs:** For social reasons many children have a hyper-vigilant presentation. These children spend a great deal of time at high levels of stimulation, scanning for perceived threats (see later references to cortisol) and find it extremely difficult to sustain their attention on activities. To overcome this we invest heavily in developing secure relationships with our students.
3. **Social needs:** everybody has a need to feel cherished and we are aware that the process of learning is more effective in a socially nurturing context. We are encouraged to persevere in the face of challenge by positive feedback from friends and carers and the appetite for learning is greatly sharpened when our achievements are celebrated (balancing the 'caring' and the 'daring' in our approach i.e. learning challenge offered in a context of social and emotional security). We try to ensure that the children's positive outlook on learning is maintained in the positive values of our PSHE provision and the affirmative messages we send through all of our communication modes. We seek to ensure that every child is cherished and is confidently certain that they are cherished. We nurture positive relationships between the children and use a wide range of celebrations so that every child's achievements receive due recognition at their own level.
4. **Self-esteem needs:** We all achieve more when we feel good about ourselves. We personalise learning to allow every child to be meaningfully challenged and to experience the successes that will develop confident, risk-taking learners. We aim to provide positive experiences in order to nurture good self esteem.
5. **Self-Actualisation:** Self-actualisation to us means the point at which a child or young person is optimally equipped to engage with learning. It is the freedom from discomfort and anxiety which enables them to give their full cognitive focus to the task. They feel secure and confident in their environment.

Triune brain

We draw on the concept of the triune brain to assist us in our understanding of the child's 'availability' to learn. This basic representation allows us to appreciate changes to the child's capacity to engage with higher-level cognitive activities and consequently to offer learning challenge at points when the child is best equipped to engage. Being aware of the dominant aspect of brain function at a given time enables us to provide a context which promotes prefrontal learning and assist the child in overcoming the distress associated with lower-order function.

Reptilian brain: when a child is in a state of high stress they are functioning with the lowest order of the brain, the reptilian brain. The reptilian brain is concerned with survival, fight, flight or freeze. At this point they are completely unable to engage with cognitive functions, to problem-solve or to use language either receptively or expressively. At this point it is crucial that we interpret the behavioural conversation to understand that the child is in distress and take steps to resolve.

Limbic brain: The limbic region of the brain is primarily concerned with the emotions. When the limbic is dominant in the child's presentation they are not able to concern themselves with the fine detail of organising thinking and planning learning but with the overall engagements, positive or negative of the context in which they find themselves. This is not

optimal for learning although it can prove a very valuable tool in anchoring learning experiences i.e. linking a cognitive process (a learning task) with a significant emotional reward helps to anchor that learning. We all remember where we were and what we were doing at times of significant emotional impact and, on encountering a similar situation, draw on that memory to inform our new engagement.

The prefrontal cortex: The prefrontal cortex is the region concerned with complex tasks and learning and it is to our advantage to ensure that this aspect of brain is engaged as much as possible. It is here that evaluations and decisions are made on a moment-by-moment basis and this level of function is required for meaningful learning. Our process for supporting children when they are experiencing distress and dysregulation is focused on bringing the child from a reptilian state of mind to prefrontal state of mind. We tailor to the individual child and try to develop with them techniques that will ultimately enable them to resolve their own upsets. As the child returns to prefrontal functioning the use of a 'think' sheet can be helpful to re-engage language processing aspect of the brain's function (although with a caveat that reflecting on the cause of the distress may trigger another incident).

Neuro-Chemistry

The chemicals serotonin, dopamine and oxytocin are produced naturally in the brain and are released in response to positive stimuli, rewarding the person for positive experiences. In this way the person automatically reinforces behaviours that are beneficial to, or enjoyable to themselves. By rewarding the child for 'behaviours that we like' (i.e. behaviours that promote opportunities) with extrinsic motivators we can trigger the release of these chemicals, encouraging the child to repeat the behaviours that prompted the reward. A curriculum based on fun and challenging experiences triggers the release of oxytocin which counter-acts the effects of cortisol (see below). In this way we can develop positive patterns of behaviour which of themselves may not be particularly motivating for the child initially but which will later develop intrinsic value to them.

Adrenaline and cortisol are also produced naturally in the brain and are released in response to stress. These generate the fight, flight or freeze impulse and are a significant barrier to cognitive engagement and therefore inhibit learning. They are absolutely necessary for survival, enabling us to react instantly to threats and dangers. However, sustained exposure to high levels of cortisol has an erosive quality on the brain and over a lengthy period of time can impair the capacity to learn. These chemicals also have auto-addictive properties and can prompt the child to seek high-stimulus, high-stress social exchanges in order to maintain the flow of cortisol and adrenaline. In this way negative behaviour cycles self-perpetuate and it is crucial to be aware of stress triggers and the child's stress-state in assisting them to break the cycle. When confronted by a child displaying this kind of behaviour we do not offer opposition or conflict which will sustain the high stress state but instead create opportunities for the child to self-regulate.

Attachment

In the earliest months and years of the child's life (and there is much evidence ante-natally) the child forms bonds of attachment with their most important carers, usually parents. Through these bonds all of the child's needs are met and they begin to develop a concept of relationship with others. When these bonds are disrupted due to separation, abuse or the presence of significant medical impairment, an attachment disorder may arise. The resultant presentation is similar to that of post traumatic stress disorder. The child is unable to rely on the consistency of a positive relationship, secure that all basic needs will be met. This has significant and far-reaching implications for the child's development and requires some specific methodology to overcome. In later years the child struggles to extricate themselves from the history of their disrupted relationship and struggles to accept love and build trust with others they encounter. They develop an expectation that relationships are unreliable and will break easily and are prompted to challenge and strain relationships as a consequence. They are likely to have low self-esteem and to be reluctant to accept praise.

The behavioural implications of such a presentation can cause an enormous barrier to achievement for that child. They may appear to be acting in a deliberate, pre-frontal manner in choosing conflict and aggression over warmth and engagement. The professional who is working with the child needs to carry an awareness of this process, working to develop the self-worth of the individual and the constant reassurance of the consistency of their love. In challenging a behaviour that is 'not what we like' (i.e. that closes down opportunities) the child must be utterly assured that it is the behaviour that we do not like and that we very much do like them as a person.

Stress

It is helpful to carry awareness of the stress continuum as we work with the children throughout the day. As humans we require an element of stress to motivate and energise ourselves and this is a prerequisite to any learning task. Under-

arousal is a state of passivity and relaxation when the brain and body are slow-moving and less receptive to precise stimuli. Overstimulation is a stress state when the person is preoccupied with self-preservation and even fear. Between the two there is a range of stimulation during which we are alert, capable and organised for learning. For many of our children this can be an extremely narrow range, occasionally seeming to veer from under-arousal to overstimulation and back with very little opportunity for functional learning. Learning tasks must be pitched precisely in the zone of proximal learning to have sufficient challenge to motivate but with good guarantee of successful achievement. Excessive challenge will guarantee failure leading to frustration and distress. Our curriculum is designed and children's progress within it precisely monitored, to ensure that this appropriate level of challenge is offered at all times.

Appendix 2

St Mary's CEVA Primary Academy

Repetitive Disruptive Behaviour Report



Please complete this section of the form

Child's Name	
Class Teacher	
Adult making report	
Date	
Time	
Current Lesson	
Current Dojo score for session	
Description of Behaviours displayed	
Work to complete	

Sent to Head Teacher/Deputy Head Teacher/ Learning Mentor – Name	
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This section is to be completed by the Head Teacher/ Deputy Head Teacher/ Learning Mentor

Empathy form completed - date	
Seen by Behaviour Lead	
Report Number this Half Term	
Report Number this Academic Year	

St Mary’s CEVA Primary Academy

Empathy Sheet



To be completed by the child with support from a member of the Wellbeing Team

Name	
Date & Time	
Why do you think you had to leave the classroom?	
What did you want to happen/ What did you think would happen?	
How did you feel when you had to leave the classroom?	
How do you think your classmates felt that their learning was being disrupted?	
How do you think your Teacher felt when you were disturbing the lesson?	

What can we do to help you in class?	
What can you do to help yourself?	
Signed (Child)	
Signed (Adult)	