

Rodmersham School

Managing and Motivating Behaviour Policy

NOVEMBER 2020

Managing and Motivating Behaviour Policy

Our Policy Statement:

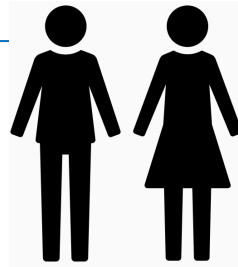
At Rodmersham we are committed to creating an environment where high expectations of behaviour are expected and are at the heart of productive learning. The staff have collaborated on this policy as we believe the consistency in our approaches to dealing with and supporting behaviour will be the measure of its success. We want children to accept responsibility for their behaviour and to take accountability when things go wrong.

Our Aims:

- To provide a safe, comfortable and caring environment which maximises learning
- To ensure that all learners are treated fairly and are shown respect at all times
- To celebrate behaviour that is positive and make conscious decisions not to give as much attention to negative behaviours
- To support learners in being accountable for and controlling their behaviours and to be responsible for consequences of them.
- To embed restorative approaches to dealing with behaviour

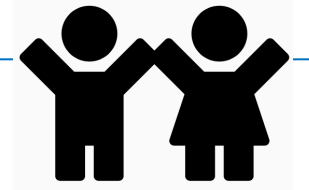
Adults will:

- **Meet and greet** at the door.
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Be **calm** and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions.
- **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are behaving badly.
- **Deliberately** and **persistently** catch children doing the right thing and **praise** them in front of others
- Know their classes well and develop **positive** relationships with all children
- **Relentlessly** work to build **mutual** respect
- Remain **calm** and keep their emotion for when it is most appreciated by children
- Demonstrate **unconditional** care and compassion



Children will:

- Have a 'fresh start' every lesson
- Feel able to learn and feel confidently
- Their teachers are consistent and fair
- Experience adults sense of humour and enjoy appropriate banter with them



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Motivating Behaviour:

Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork. We believe the most effective way of achieving our aim is by recognising and encouraging achievement and effort by children either for learning or attitude and behaviour.

Class Dojo

We use Class Dojo to promote positive recognition of good behaviour. Children who demonstrate the expected standards of behaviour in line with our core values may receive 1 Dojo point. Children who demonstrate 'Over and Above' expectations may receive 3 Dojo points.

Class Dojo points will be awarded for anyone who can demonstrate they are:

Hard working Respectful Responsible Honest

Classes will work to achieve a set number of Class Dojos in order to achieve an agreed special reward.

Mrs McMullon Award:

This is given out 6 times a year, and is awarded to children who have shown exceptional behaviour or attitude to learning.

Windmills:

These are given to children for exceptional work in an area of the curriculum. They are provided with a sticker and can then colour a windmill in on their merit sheet – 15 merits equals a lapel badge which is handed to them in Celebration Assembly and their parents/carers are invited to attend.

Positive Notes, Shout Outs

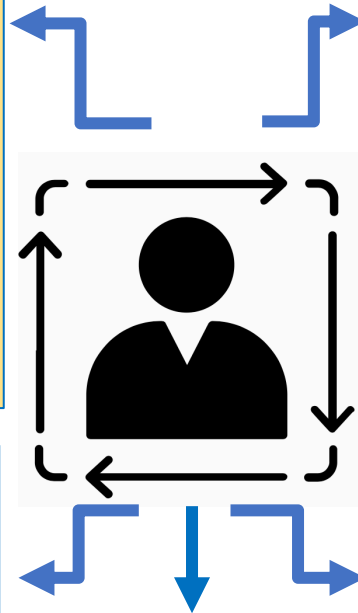
This is an opportunity for sharing of achievements and successes in learning and behaviour where children are publicly recognised for demonstrating our core values. Classes can nominate children for a particular 'Shout Out'. Any child nominated for a Shout Out will receive a Positive Note home to share with Parents/Carers in our Celebration Assembly.

Head Teacher certificates

These are given in recognition of outstanding learning, effort and attitude. There are opportunities to present them to children in Celebration Assembly.

Outstanding Contributor Award

These certificates are given to those who have gone above and beyond; perhaps demonstrated excellent learning habits or have shown greater resilience or demonstrated excellent behaviour.



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Managing Behaviour:

Engagement with learning is always our primary aim at Rodmersham. For the vast majority of our learners, a gentle reminder is all that is needed. The key to understanding certain behaviours is to ask the question 'WHY are they behaving in this way?' There could be a number of different factors to understanding a child's choices in why they display certain behaviours which are influenced by a child's social, emotional, mental and cultural experiences. For some children, they may exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise their behaviour is their way of communicating their emotions.

When an incident has occurred it is agreed by all staff that a restorative approach will be applied using a consistent script. When a child is ready and able to reason staff use restorative questioning as a way to structure discussions, allow the child reflect, learn from their mistakes and rebuild relationships. It is very effective in enabling children to make better choices and become self-assured. The basic ethos of the restorative approach is to:

- Ensure that people have the chance to understand the harm they have done to others;
- Give people who have caused harm the chance to put things right.

Restorative Approach

Why is the restorative approach useful?

Staff, children and parents/carers who work restoratively report that this way of working leads to:

A more respectful climate;
A shift away from sanction-based responses that aim to 'manage' behaviour, toward a more relational approach;

- Better relationships amongst children and staff;
- People being more honest and willing to accept responsibility;
- People feeling more supported when things go wrong;
- A calmer, quieter and more productive learning environment.

How is the restorative approach carried out?

This learning framework can be used in a wide range of contexts:

A Restorative Conversation - A one way conversation, with one person asking questions and the other talking; or a two-way conversation, with both people taking turns to ask and answer questions;

Corridor Conference - A small meeting when one impartial person - a facilitator - poses questions to two people who have had a difficulty, or where harm has been done, and who want to repair their relationship;

A Restorative Conference - A larger, facilitated meeting involving children, parents/carers, colleagues or others who have an important role to play;

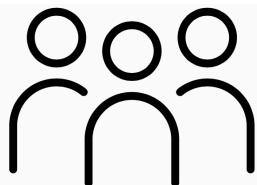
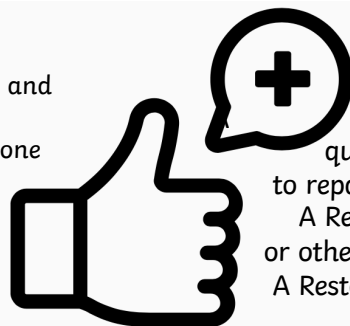
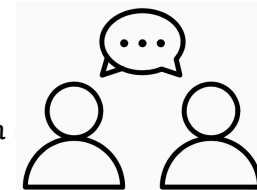
A Restorative Circle - A facilitated circle involving part or all of a class and/or a staff team.

What are the key elements of restorative approaches?

Restorative Approaches are value-based and needs-led. They can be seen as part of a broader ethos or culture that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish. In such a community children are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

Restorative Approaches build upon the basic principles and values of humanistic psychology:

- Genuineness - honesty, openness, sincerity
- Positive regard for all individuals - valuing the person for who they are
- Empathic understanding - being able to understand another's experience
- Individual responsibility and shared accountability
- Self-actualisation - the human capacity for positive growth
- Optimistic perspectives on personal development - that people can learn and can change for the better.



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Restorative scripts and useful sentences:

A restorative conversation:

1. What happened? (Listen carefully and dispassionately without interrupting or disagreeing. When the child has finished, present your account without judgement.)
2. What were you thinking at the time?
3. What have you thought since? (This question opens doors for a change of attitude or the wish to put actions right. They may need help teasing this out.)
4. How did this make people feel? (A chance to think about the impact of their behaviour on others who might have been worried by it.)
5. Who has been affected? (Often children will think that they are the only person affected. Encourage them to think about others – e.g. what about Mrs X who couldn't teach her lesson? What about X who hates loud noises? What might mum say? What about X who wanted to play with you this break?)
6. How have they been affected?
7. What should we do to put things right? (Resist the urge to guide the conversation to an apology – there may be other ways to put things right. A forced apology is worthless!)
8. How can we do things differently in the future?

It is not the severity of the consequence; it is the certainty that follow up will take place which is important.

30 second script

I noticed you are...

Remember the rule about...You know what is acceptable.

This is the (second/third) time I've had to speak to you and if you continue to choose to...you'll have to.....

Do you remember last week when you (state the positive behaviour) that is what I need to see today.

Thank you for listening.



The 'certain' sentence

If you choose to (state desired behaviour) you can be certain I will catch you and give you praise and reward. If you choose to (state the poor choice) you can be certain you will receive a consequence. I will leave you to make your decision.

Restorative Approach

Assertive sentences

You need to...

I need to see you...

I expect...

I know you will...

Thank you for...

I heard what you said, now you must...

We will...

Other useful sentences:

I understand you are (state the feeling).

I need you to come with me so we can make this better.

I am here for you. I am listening to you.

This is not who you are.

It's not like you to

I'm going to give you some time to think.

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When a child is not responding

Sometimes a child may find it difficult to respond to such questions as they may require additional time to regulate and relate. In this instance it may be appropriate to use one or more of the following:

- 'It is okay to feel...Sometimes I feel...However it is not okay to...'
- 'I am wondering if you feel ...(emotion)'
- 'How angry were you on a scale of 1-10?'
- Offer a postponement. 'I can see that you aren't quite ready to talk a few minutes? Would you like to meet later?'



When a child has additional needs:

We will use SOCCSS (**S**ituation, **O**ption, **C**onsequences, **C**hoices, **S**trategies, **S**imulation) which is a teaching strategy that is meant to help a child analyse and comprehend social interactions. This technique may help a child to reflect on a problem or situation, determine alternative options and strategies, recognize consequences and choose an appropriate course of action. The goal of SOCCSS is to provide a child with socially appropriate responses to specific situations. The SOCCSS strategy provides a step-by-step process for helping your child build the skills needed for social competence. .

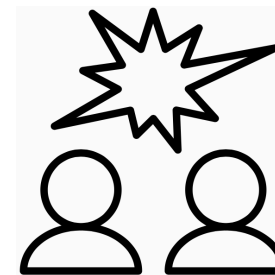
Check in and Check out

For children who are consistently demonstrating challenging behaviours a 'check in and check out' card will be issued. This will also act as a communication tool between school and home.

Challenging behaviours

Occasionally incidents occur which are of a more serious nature. These may include:

- Violence
- Aggressive behaviour towards children and staff
- Direct and intentional verbal abuse
- Challenge to authority
- Bullying
- Racism
- Homophobia
- Leaving class/school without permission (these will depend on individual circumstances)
- Stealing
- Damage to property



The above list is not exhaustive

When a serious incident occurs the child will meet with a member of the Senior Leadership Team to discuss their actions. A decision will then be made regarding the most appropriate consequence for the child. These consequences may include:

- Internal exclusions in another classroom or with a member of SLT
- External exclusion (fixed or permanent)

Exclusion

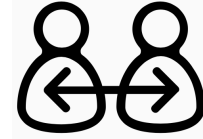
Repeated application of final consequences as above may result in the possibility of exclusion. If exclusion is under consideration, the school will follow the latest Kent and Department for Education Guidance on appropriate procedures. Exclusion will be considered appropriate where the Health and Safety of staff and/or pupils is seriously compromised.

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Secondary behaviour

A child leaves the room slamming the door – the 2nd behaviour is slamming the door the first is leaving – always address the first behaviour



Limit Separation

We will only place children in a separate environment if we have too. It de authoritises the teacher and can give fame to the child.



Walk away and back again,

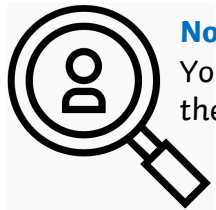
When uncertain or in a heated moment, walk away for a short time and come back to discuss the matter.

Focus on the outcome,

Not on the argument, don't dwell on what they did but what they can do better in the future

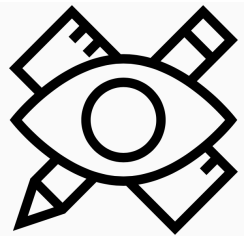


In addition...



Notice the unnoticed,

Your eyes are drawn to the loudest children , try to focus on the quiet ones.



Visual Clues

These will be used to identify to a child an inappropriate behaviour, we will not humiliate a child in public.



Emotional currency,

Offer kinds words, notice something new about them, make some for them. Invest and it will pay off.