

**Boxgrove Lane, Guildford, Surrey GU1 2TD Co-Headteachers:**

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## **Behaviour and Motivation Policy**

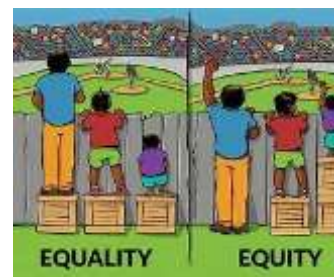
At Boxgrove we want every child to:

- Love learning
- Find their strengths and talents
- Achieve more than they thought possible.

At Boxgrove we seek to motivate pupils to behave positively and to maintain this behaviour throughout their life at school. The behaviour and motivation policy explains how we motivate pupils to behave well and the steps we will take if a child requires additional assistance with this. We understand that some children will struggle to maintain positive behaviour at all times and that they will need care and support from the adults around them to help them do this. All children need to develop the ability to regulate their emotions and to be in a calm state for learning and developing relationships. This policy outlines how we will support children to become skilled at self-regulation.

## MANAGING BEHAVIOUR AT BOXGROVE – PRINCIPLES OF OUR PRACTICE

- Being 'fair' is not about everyone getting the same (equality) but about **everyone getting what they need** (equity).
  - **Behaviour is a form of communication.** We view behaviour as a form of communication of an emotional need (whether conscious or unconscious), and respond accordingly.
  - Taking a **non-judgmental, curious and empathic** attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the **feelings and emotions that might drive certain behaviour**, rather than the behaviour itself.
  - Putting **relationships first**. The school ethos promotes strong relationships between staff, children and their parents/carers.
- By creating a positive school culture and climate, we foster connection, inclusion, respect and value for all members of the school community
  - We strive to maintain clear boundaries and expectations around behaviour
  - Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of a child are within their control
  - Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for a child's needs.



***"The parent-child connection is the most powerful mental health intervention known to mankind"***

*(Bessel van der Kolk).*

- We teach children to consider if their words are true, necessary and kind before they are spoken.



## TRAUMA INFORMED SCHOOLS

'Rising numbers of children are presenting with mental health difficulties in schools. Many children have a high ACE score (meaning multiple Adverse Childhood Experiences) which is known to leave children at risk of mental and physical ill-health later in life. Adverse Childhood Experiences can include:

1. Physical abuse
2. Sexual abuse
3. Verbal abuse
4. Physical neglect
5. Emotional neglect
6. A family member who is depressed or diagnosed with other mental illness
7. A family member who is addicted to alcohol or another substance
8. A family member who is in prison
9. Witnessing a caregiver being abused
10. Losing a parent to separation, divorce or death.

Although one or more of the ACEs above can cause trauma for the child, some trauma could be linked to negative experiences at school or in the community. Sometimes it is very difficult for schools to understand why a child presents in a certain way. It can be difficult to understand if the behaviour is in response to trauma. Schools have the capacity to love and care for children and build strong relationships with them to try and reduce negative behaviour within school.

At Boxgrove the whole team work together to support children to make sense of their life experience/s and find ways to manage their emotions and feelings through our approaches to supporting children with their behaviour. We seek to create an **environment of safety, connection and compassion** at all times.

### **BOXGROVE VALUES**

We are a school that believes we should actively teach children about the values that they need for learning and life. As a school team we selected 3 values which we teach throughout the year to help children to understand and develop the language they need to understand what it means to be human. The values help children to understand what values are needed for learning and life. British Values are supported through developing children's understanding of the 3 values. We teach children about the Boxgrove values through assemblies, PSHE lessons and reinforce them through class activities and general discussions.



### **THE ZONES OF REGULATION – A WHOLE SCHOOL APPROACH**

The Zones of Regulation framework teaches children scaffolded skills to build awareness of their feelings and internal states and uses a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.

This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others.

The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma or have specific needs in terms of social, emotional, and behavioural development.

The Zones of Regulation creates a systematic approach to teach regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The framework is designed to help move children toward more independent regulation while also honouring and respecting each student and their unique self.



We teach the zones of regulation through explicit lessons during the year and reinforce the zones during assemblies and throughout the school day.

### PROMOTING POSITIVE BEHAVIOUR

We work to enhance each child's self-esteem and self-motivation and to encourage mutual respect amongst all members of the school community.

We work to empower children to behave positively and to challenge potentially damaging behaviour affecting them through coaching conversations, group discussions, assemblies and PSHE lessons.

We seek to equip staff with a deep understanding of how negative and potentially damaging behaviour might typically present itself differently in different groups, such as girls and boys. Training for staff enables them to investigate reasons behind damaging behaviour; support children to understand the consequences of damaging behaviour, and teach them how to affect a change so as to make a contribution to the life of the whole school community.

### 'BE THE BEST THAT YOU CAN B' – The Boxgrove Behaviour Code

The fostering of good relationships between staff and pupils is essential to encourage good behaviour and promote positive learning experiences for the children. The 'Be the best you can B' chart was developed by the Boxgrove community to outline core expectations of all children. This sits alongside out 6 Principle of Nurture.

### MOTIVATING PUPILS TO BEHAVE WELL THROUGH REWARDS

Praise is seen as the most effective way of improving children's motivation to behave well alongside high expectations from staff. Praise begins with frequent use of encouraging language and gestures and sometimes accompanied by a sticker, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.



<b>Reward</b>	<b>Description</b>
100 class points	Classes are awarded class points by adults in school for good, collective effort. When the class reaches 100 points they gain a collective award e.g., class mufti.
House points	House points are awarded to children for showing excellent learning behaviours in the classroom and demonstrating our school values. Children in Years 1 – 6 will be issued with tokens which they will add to their classroom collector. Tokens from each class will be counted half termly and a mufti day will be awarded to the house with the most points. Tokens will also be awarded to houses if parents/carers support at BPTA events.
Merits	<p>Every child can receive a merit for individual achievements and successes. Children earn certificates for gaining 10, 20, 30, 50, 100, 150 and 200 merits.</p> <p>Merit certificates will be celebrated once each half term, at year group assemblies on a Thursday.</p> <p>Every child should be issued with a merit card and this should be kept in their tray. When merits are issued, the card should be signed and dated and the reason for the merit briefly explained. Teachers should keep records of the numbers of merits a child has on a regular basis.</p> <p>At the end of each year the Leadership Team will write letters to children that have demonstrated exceptional performance during the year and obtained an exceptional number of merits.</p>
Star of the Week	The <b>teacher selects</b> one child a week to be 'Star of the Week'. Their name and photo are displayed, and children add comments linked to admirable qualities of the child.
Sharing achievements and postcards home	Children should be sent to SLT or Subject Leaders to share excellent work. They can receive positive verbal praise, stickers or postcards home to celebrate their achievements.
'You have been spotted' postcards	These postcards will be written to children if a member of SLT staff spots them doing something exceptional that makes a contribution to the school community, such as being thoughtful, helpful or caring to someone else.
Stickers	Children are given stickers by some staff to motivate them and celebrate achievements.

## **REPORTING**

All staff will be required to use CPOMS (internal monitoring system) to record behaviour incidents for individual children.

Reporting should include

- the trigger for the behaviour (if known)
- behaviour incident
- actions taken (including reporting to parent/carer).

Members of the Senior Leadership Team (SLT) should be alerted to the incident and they will add additional actions, if required. Reporting incidents allows senior leaders to monitor information about individual children and discuss emerging needs at pastoral meetings if further support is required for children or their families. All staff must ensure that when a request is made they click on 'add action' to record when an additional action has been taken and record the outcome.

## **INDIVIDUAL BEHAVIOUR SUPPORT PLANS**

We recognise that some children during their life at school may need additional support to manage their behavioural needs. This can be linked to a range of factors both in and out of school. At times teachers will ask to meet with parents/carers and their child to create an Individual Behaviour Plan. Behaviour Plans should be reviewed every six weeks and will only be withdrawn when sustained improvement is seen. Behaviour plans are a supportive way of generating clear targets and actions for children to try and support them to feel more motivated to behave positively.

## **INTERVENTIONS TO SUPPORT CHILDREN DURING THEIR TIME AT BOXGROVE**

- Zones of regulation intervention
- 1-1 work with the Home School Link Worker
- Sensory diet activities
- Activities from the Boxall Profile – Nurture UK
- Emotion coaching techniques
- Access to the Nurture Hub – Bhive provision.

## **RESTORATIVE CONVERSATIONS WITH CLASSTEACHERS**

During the day children may have conversations with their classteacher or other classteachers within the year group to reflect on inappropriate behaviour. These conversations will be restorative and support the child to make better decisions moving forward.

Parents/Carers will be informed by the classteacher about the reason for these conversations.

If children have 3 meetings with a classteacher during any half term, the Headteachers should be informed.

*[A restorative conversation is a structured dialogue focused on repairing harm, rebuilding relationships, and fostering understanding after a conflict or misbehaviour, moving beyond simple punishment to explore impacts, take responsibility, and find solutions. It involves asking key questions to help people reflect on what happened, how it affected others, and what needs to be done to make things right, focusing on empathy, accountability, and positive future action.]*

## **SOCIAL STORIES**

For some children, staff will write a social story using 'Widgit' an online tool. A social story is a short, simple, personalised narrative explaining a specific social situation, event, or skill in a calm, clear way, helping them understand what might happen, what to expect, how others feel, and appropriate responses. This can be especially beneficial for Neurodiverse children, or those with anxiety about the unknown.

When we write a social story with a child we will also share a copy with parents/carers to enable them to share and reinforce this at home.

## MEETINGS WITH SENIOR LEADERS

Some children may need to meet daily or weekly with a senior leader to support their behaviour. These meetings will involve a review of the child's day or week and a coaching discussion to try and support them to review and improve their behaviour in the forthcoming days and weeks ahead.

## REFLECTION TIME WITH A SENIOR LEADER

At times it may be appropriate to implement reflection time with a senior leader following a negative behaviour incident. The child will work with a senior leader for a fixed period of time during the school day and have an opportunity for reflection and discussion about their behaviour and consider their future behaviour. Parents/carers will be informed by the teacher or about this reflection time and any actions will be shared. Typical periods might include a lesson, lunchtime, ½ day or full day.

## SUSPENSION

In some situations, it may be necessary for the Headteachers to suspend if the child's behaviour is in serious breach of The Boxgrove Behaviour Code. The Headteacher will always seek information to ensure that reasonable adjustments were in place for children with additional needs before making the decision to implement a fixed term suspension.

The Headteacher **must** notify parents of the suspension.

Parents will always be contacted and the reason for the suspension will be discussed. The suspension will be reported to the local authority and Chair of Governors at Boxgrove. On the child's return to school from the suspension a date and time will be set to meet for a reintegration meeting with a member of the Senior Leadership Team.

The school must also notify the pupil's social worker (if required) and the virtual school head (if required).

## TOP TIPS FOR MANAGING BEHAVIOUR AT BOXGROVE

- **Relationships first!**

- 'Engage, don't Enrage'
- 'Connection before Correction'
- 'The 3 Rs: Regulate, Relate, Reason' Remember **empathy** comes before problem-solving around the behaviour.
- Use **scripts** – e.g. "I'm wondering if (you are shouting out "this is boring!" because) you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something, in case you might fail".

- Recognise **behaviour as a form of communication** and consider what might be underpinning behaviour. Behaviour might be a very normal response to adverse life experiences.
- **Promote a positive approach.** Spot the child behaving well/ doing the right thing. Offer specific and descriptive praise (or for those who find it difficult to accept praise, offer discrete non-verbal feedback).
- Remember that work-avoidant behaviour can be linked to a **fear of taking risks/feelings of vulnerability** – even the risk of asking for help.
- Model and **explicitly teach what are needed for 'readiness to learn'**, encourage good learning behaviour, including promoting a growth mind-set approach.

- Set-up the expectations accordingly, so that the child is not set up to fail. Make things achievable for children, especially those that are vulnerable.
- **Verbal reminders** – most people find public verbal reminders shaming. Consider non-verbal cues/gestures (agreed with the child, which can also powerfully remind them that you are holding them in mind). Always ensure that any disapproval expressed is of the behaviour and not the person (i.e. maintain a sense of unconditional positive regard).

### **Monitoring, Evaluation and Review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.