Positive Behaviour Policy And Handbook

Reviewed – Updated September 2023

Approved by – the Governing Board

This policy is based on advice from the Department for Education (DfE) on:

- The Equality Act 2010
- Keeping Children Safe in Education
- Supporting pupils with medical conditions at school
- Care and Control
- School Suspensions and permanent exclusions
- Anti-Bullying Policy
- Behaviour in school: advice for head teachers and school staff 2022
- Low Level Concerns Policy

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Our Vision:

"Everyone aspires to take their learning further. We are a school where pupils love learning and what they learn here enables them to face the challenges of life with confidence."

Our Values:

"Respect, Perseverance, Care, Honesty, Unity, Appreciation"

Our Ethos:

"Safe, Secure and Successful - everyone in school doing and being their very best, connected as a community of learners. Everyone celebrating and creating their unique cultural legacy."

Blakesley Hall
Primary School

Safe:

We aim to take all reasonable steps to ensure the physical safety of the school community.

Secure:

We aim to make the school an emotionally supportive environment for all.

Successful:

We aim to enable all members of the school community to achieve their individual academic potential.

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

We believe:

Discipline is a key feature of school life about which there should be a clear, shared understanding between the Head Teacher, all staff, parents, governors and pupils.

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have <u>them</u> in your mind, care about them as a person and care about what they are doing

In order to create a positive school culture, strong relationships between staff and pupils are vital and all staff must positively reinforce appropriate behaviour.

Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe

Staff must be approachable and there to help (not only there to discipline) and children must understand this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

Blakesley Hall staff will follow this policy encouraging a positive approach to behaviour management, by using a system of rewards and consequences, achieving a balance between recognition, responsibility and trust.

Our aim is always to move pupils from 'controlled' behaviour to a position where they exercise personal capabilities, can self-regulate and take responsibility for their own actions and behaviour.

A positive approach to behaviour, through education, is an important part of what we do. Lessons around behaviour management and self-regulation are part of our curriculum.

It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provides a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school

Roles and Responsibilities

General Expectations

It is important to have high expectations for our children while recognising some children have specific needs.

The following expectations cover all times of the school day and where children are representing the school out of hours or off site:

- Show respect and consideration to each other and to others, regardless of differences
- Behave sensibly around school e.g. move around in a controlled manner, use appropriate language, tone and volume when speaking
- Look after and respect your own and others property
- Work hard and follow instructions

Staff should ensure good routines for their classroom and for when their children are around the school. (See Blakesley Behaviour Curriculum)

These expectations are reinforced through assemblies, tribe time and interaction with children. It is everyone's responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

Good routines should be in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes
  (See Blakesley Behaviour Curriculum)

All staff and pupils are encouraged to promote positive attitudes to learning and behaviour.

Pupils

Pupils are expected to:

- Take responsibility for their own behaviour and learning

- Will have increased self-awareness of what their triggers are and how to manage these

- Live by the values of our school

- Know and understand the rules, rewards and consequences of their choices and actions

- Know they will be listened to and talked to calmly when talking through behaviour incidents

- Read and sign the home/school agreement

Adults in school

The class teacher is responsible for the management of behaviour, using the systems detailed in this policy. Teachers will achieve this by:

- Being responsible for supporting the needs of children across the school. Where a child is seen to be having difficulties they should be treated with respect and understanding.

- Being calm, good humoured, having high expectations for the good behaviour of **all children in school** and believing they all are capable of making the right choices - Shouting and shaming should never be used and is not tolerated at Blakesley Hall – we will be aware of our own triggers.

- Understanding that the way some children behave is a form of communication

- Treating all children fairly, showing concern and respect for them

- Making time to listen and respond to children according to their needs - Staff will always endeavour to have private discussions with pupils in order to help support any issues that are arising.

- Making rules clear and implementing them firmly but with sensitivity and flexibility where appropriate and making reference to our routines and school values

- Using praise rather than criticism to guide, highlighting and promoting good behaviour

- Exemplifying the values we promote in school

- Concluding the day positively and starting the next day afresh

- Ensure that there is an ongoing dialogue and good relationship with parents

Parents and Carers

- Support your child in adhering to the pupil code of conduct by reading and signing the home/school agreement

- Inform the school of any changes in circumstances that may affect your child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

- Model good behaviour to the children when on the school site, showing respect to the values and ethos outlined in this policy

- Keep an open dialogue with the school

- Support the school when needing to get further support

Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

- All pupils, staff and visitors are free from any form of discrimination.

- Staff and volunteers set an excellent example to pupils at all times.

- Rewards and consequences are used consistently by staff, in line with the behaviour policy but with sensitivity and flexibility where appropriate

- The behaviour policy is understood by pupils, staff, supply staff and parents.

- The school suspensions and permanent exclusions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspensions and exclusions.

- In extreme circumstances, to keep children safe, adults are trained to use reasonable force in line with the care and control policy.

- Pupils are helped to take responsibility for their actions and develop a stronger self-awareness, understanding what triggers them and what strategies to use to calm down

- The school works in partnership with families to foster good relationships between the school and pupils' home life.

Examples of Unacceptable Behaviour

Minor misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Mistreating school or other property eg. mishandling books, dropping litter, wasting or not taking care of resources
- Not lining up properly
- Non-completion of classwork or homework
- Rudeness or disrespect to adults including refusing to follow an instruction
- Poor attitude
- Incorrect uniform or PE kit
- Rough play
- Not telling the truth

Serious misbehaviour is defined as:

- Repeated breaches of behaviour expectations
- Any form of bullying e.g. child on child abuse, online, (see Anti-bullying policy)
- Any prejudice based comments e.g. Racist/ Homophobic/ Transphobic/ Religious/ Ageist *
- Gender based comments e.g. "you can't because you are a girl…"*
- Verbal/written e.g. swearing (in any language), making comments intended, or likely, to cause upset or offence to someone else
- Fighting or any form of physical abuse e.g. punching, kicking, pushing, pinching, hitting another person with an object
- Racist, sexist, homophobic or discriminatory behaviour or language
- Verbal/written e.g. swearing (in any language), making comments intended, or likely, to cause upset or offence to someone else
- Theft
- Vandalism of anybody's property, including graffiti on school books
- Exclusion of peers from games, if intended to cause upset to them
- Defiance after a reasonable request has been specifically directed at the individual by an adult
- Bringing in inappropriate items e.g. weapons, vapes, cigarettes, lighters, drugs, inappropriate images
- Ongoing multiple issues in a day

   All incidents of a racist, homophobic or transphobic nature, or involving gender discrimination, are treated seriously and are dealt with according to the age, understanding and the nature of the incident. The principles within this policy are used to explore and deal with this situation.

   These incidents are recorder on My Concern in order to track incidents and for official reporting; this is looked at regularly to ensure any regular victims, perpetrators or trends are identified, and support can be given as required. Parents are always notified when these incidents occur.

We live our values

Safe, Secure & Successful

Blakesley Hall Primary School

RESPECT

PERSEVERANCE

CARE

HONESTY

UNITY

APPRECIATION

Safe, Secure and Successful

Our behaviour expectations in school are achieved through 'living' our school values. These are…

- **Be Respectful -** We treat each other with **RESPECT,** including ourselves
- **Be United –** We work together to achieve our best
- **Be Caring** – We care about each other, ourselves and our environment
- **Be Honest -** We tell the truth in a kind way.
- **Persevere –** We don't give up on ourselves, our work or other people.
- **Be appreciative** – We celebrate and believe in each other and ourselves

At Blakesley Hall Primary we develop children's character through our values based behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

See the Blakesley Hall Behaviour Curriculum

Rewards

Our values are displayed prominently in all classrooms and around school as well self-regulation tools

The intention is to discourage unwanted, unacceptable behaviour and encourage children to enjoy making good choices and behaving in an acceptable way understanding their feelings and regulating these to increase independence and on-task performance.

- **Value Points - (whole school)**. At Blakesley Hall, we believe that progress and achievement in demonstrating good learning behaviours and living our values is as important as academic progress and attainment. Awarding value points on class dojo when a child is seen 'living our values'

- **Lunchtime Behaviour**- Value Points will be handed out daily for positive behaviour.

- **Golden Book/Values award – (whole school)** Children who show positive learning behaviours and/or improvements in their academic work will be acknowledged by receiving a Golden book certificate and their name in the Golden book. This may also be for:

  o Exceptional behaviour with particular regard to our school values
  o Sporting achievements
  o Participation in outside school activities
  o Representing the school in other ways

- **Verbal/Non-verbal praise** – personal, one-to-one, group and/or whole class, smile, thumbs up etc

- **Contact home** – If a child shows exceptional or improved behaviour in school, or makes a great effort or improvement with class work, staff can contact the child's home via a message on Class Dojo.   This may also include a photograph of the child's work.

- Special responsibilities or privileges

- **Privilege Cards –** every half term, the 2 children in each class with the most Values points will be chosen to receive a privilege card. The winners of these get to choose what their reward will be.

- **Values awards** - be given after each half term to a chosen child in each class every half term to recognise those children 'living' their values

- **Progress awards** – to be given every term to a chosen child who has work hard to improve attainment

Consequences

Our consequences are not designed to humiliate or embarrass a pupil. We want them to progress academically and socially and work together with their peers and staff. The consequences should be calmly and consistently applied in a manner that **avoids confrontation, loss of control by the adult or humiliation of the child.**

Whilst going through the consequences hierarchy, staff must ensure that positive reinforcement is given as soon as possible after a child starts doing the right thing.

The following consequences are to be followed through, in order, if a child breaks the rules or displays unacceptable behaviour.

At each point a **private conversation** should be had with the child in order to understand the underlying trigger to diffuse the situation before it escalates.

1. A reminder of appropriate behaviour (a 'chance' to make the right choice regarding their behaviour) – this could be accompanied by names being recorded on the board with a chance to have name removed as behaviour improves – you **must** have a private conversation with the child following this.

2. A value point taken away– you **must** have a private conversation with the child following this.

3. The child moved to a different seat or to work on their own within their own classroom – you **must** have a private conversation with the child following this.

4. If the behaviour is still continuing and you feel it is serious enough, the child should be escorted with work to a different class for no more than 15minutes, you **must** have a private conversation with the child following this and you **must** inform parents that they have been sent out as this is a serious consequence. The incident should now be logged on the class behaviour log.

5. If there is no further improvement, the class teacher will then escalate to a Phase Leader followed by an Assistant Headteacher and then the Headteacher. This will be followed up by contact with parents/carers on the same day– you **must** have a private conversation with the child following this.

6. If behaviour continues to be a concern, the child will work in isolation, completing work under the supervision of a Senior Leader and the use of isolation must be logged - you **must** have a private conversation with the child following this.

7. In the most serious cases of misbehaviour, the School Suspension and Permanent Exclusions Policy will apply (the responsibility of the Headteacher) – you **must** have a private conversation with the child following this.

To support positive learning behaviours, a child may be given a 'Learning Behaviour Record' (Appendix 2). A member of SLT will collect the record sheet at the end of the day and take the necessary action. These will be linked to Individual Behaviour Plans (Appendix 3) completed alongside the child.

We recognise that behaviour, at times, can communicate an additional need that requires support. An 'ABC' Chart will be completed to analyse possible causes for behaviour and the appropriate support put in place, including the use of a 'One Page Profile'

Misbehaviour should be logged using the Year Group Behaviour log. More serious incidents should be logged on My Concern (online system) for monitoring and tracking purposes, and reviewed by a member of SLT. This then gives us a picture of what a pupil is like around the whole school and repeated patterns in behaviour can be identified.

- 3 incidents logged – first letter sent to parents

- 5 incidents logged – second letter to parents (meeting with teacher) Individual Behaviour Plan and form

- 7 incidents logged – third letter to parents (meeting with teacher and AHT)

- For any extreme behaviour incidents such as: bullying, serious injury to another child, racism, sexualised behaviour parents will be contacted immediately

- If behaviour continues to be an issue following 7 incidents logged, meetings will be held with Head Teacher

- Beginning of each half term to be a new start – old logs will be kept for record, new will be started

For dealing with bullying incidents (including cyber-bullying) **please see anti-bullying policy**.

Lunchtime

The class teacher and lunchtime supervisor must have a positive relationship and the children must see this interaction. The children must see that you have a regular dialogue.
- At the beginning of lunch, acknowledge your lunchtime by name and hold a 'handover' conversation
- Set expectations with the children of what you would like to hear about their behaviour at the end of lunchtime.
- Lunchtime supervisors will have a 'positive behavior checklist' with steps to follow on how to respond to playground behavior and what should be relayed to you (appendices)
- Lunchtime supervisors will have a 'log book' to record any incidents over lunchtime
- At the end of lunchtime, hold a quick handover conversation with the lunchtime supervisor about the day and ensure you check the log for any incidents which need further discussion
- If there has been any major behavior incident, record this on the behavior log.

At the heart of our disciplinary policy is the belief and understanding that **EACH DAY IS A FRESH START** and it is vitally important that a child understands this and realises that we will always look forward to seeing them tomorrow, when we know they will have a good day.

<u>Appendices</u>

1. Promoting positive behaviour

2. Learning Behaviour Form

3. Individual Behaviour Plan

4. ABCC Chart

5. One Page Profile

6. Tips for Lunchtime Supervisors

7. Examples of Classroom approaches

8. Involvement of parents

9. Pathway of Needs

10. Supporting children with Social, emotional mental health needs

11. Anger Iceberg

12. The Anger Cycle

13. What if…

14. PACE

15. Signal, Pause, Insist – Walkthrus

16. Positive Relationships - Walkthrus

Appendix 1

What do we do to teach and promote positive managements of behaviour?

- See **The Blakesley Hall Behaviour Curriculum**

- **Whole School and Class Assemblies**: These cover areas of PSHE and encompass our values. There is a plan for the year with themes for each week which will include specific issues relevant to our school and community and age including: Racism; Homophobia; Gender based language; Tolerance and respect; Disability awareness.

-
- **Whole School days/weeks**: Specific focus weeks are used to bring certain aspect a higher profile; these include: Respect Week; Anti Bullying Week; and Manners Week
- School Curriculum including RE and a thread through themes
- High focus on teachers developing positive relationships with children
- Clear and consistent routines in classrooms, around the school and in the wider community
- High expectations from staff about conduct in class and around the school
- Clear pathways when behaviour causes a concern and positive reinforcement for good behaviour

Appendix 2

Example Individual Learning Behaviour Charts

Name _ _____Anon|_____   Class____   WB _____

🎯 **My target is to make my break times and lunchtimes more positive for myself**

	Monday		Tuesday		Wednesday		Thursday		Friday	
I will play with friends that make me feel happy	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
I will choose my games carefully	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
I will walk away to avoid conflict	Yes ☺	No	Yes ☺	No	Yes ☺	No	Yes ☺	No	Yes ☺	No
I will speak to a trusted adult if I am angry	Yes ☺	No	Yes ☺	No	Yes ☺	No	Yes ☺	No	Yes ☺	No
Signed										
Comments										

Reflection –

Notes-

Name _____Anon|__ _____   Class_____   WB _____

🎯 My target is to make my break times and lunchtimes more positive for myself

	Monday		Tuesday		Wednesday		Thursday		Friday	
I will play with friends that make me feel happy	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
I will ignore other children that make me feel uncomfortable	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
I will make my own decisions and ignore rumours shared by others	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
I will walk away to avoid conflict	Yes ☺	No	Yes ☺	No	Yes ☺	No	Yes ☺	No	Yes ☺	No
I will speak to an adult if I have a big concern	Yes ☺	No	Yes ☺	No	Yes ☺	No	Yes ☺	No	Yes ☺	No
I will check in with my mentor if I need to	Yes ☺	No	Yes ☺	No	Yes ☺	No	Yes ☺	No	Yes ☺	No
Signed										

Reflection –

Notes-

Appendix 3

My Behaviour Plan

Name:

About me

- I

My Objectives

- To manage my distractions in class focussing on myself and my work
- To know when I'm about to be triggered and have strategies to use to stop something from happening

How I would like to be supported

- I like to be treated fairly
- I like to be asked my side of the story
-

My Team

- Mrs Smith - She will always listen
-
- Tina - She will help me though my difficulties

ABCC Chart

Childs name:

Date & Time	A: What was happening at the time? (Conditions that were present before the behaviour)	B: Describe the child's behaviour e.g. put head down on table and refused to work	C: How did the staff and children respond to the behaviour? What were the consequences or gains for the YP?	C: (Interpretation) What is the YP trying to communicate? What did they achieve from the behaviour?

My One Page Profile

My name is

_____

I like to be called

_____

What you can do to help me...

What people like about me...
What I am good at...

What makes me happy...
Things I love...

What I don't like...

Medical Needs / Diagnosis...

LUNCHTIME SUPERVISOR TIPS

How to speak so pupils listen

Don't shout... do this instead.

1. **Take a breath**
2. **Speak slowly**
3. **Use a lower tone**
4. **Give an instruction**

Managing outbursts

1. **Distract**
2. **Control your own response**
3. **Remove audience**
4. **Simple stay-safe messages**

Commonly asked questions

How to stop a class

1. **Stop the class before it's too noisy**
2. **Use a known signal**
3. **Give praise**
4. **Keep your message short**

Resolving arguments

4 step formula

1. **Listen**
2. **Summarise**
3. **Next steps**
4. **Say it's sorted**

Managing Behaviour Checklist

1. Give a calm warning, talk privately to the child about what the warning is for – give them 2 choices (e.g. if the children are play fighting, the choices could be 'you could play a different game with your friends like tag or you could sit down for a minute to calm down and think of something else to play)

2. Give a second calm warning, talk privately to the child about what the warning is for and remind them to the choices

3. Stop the child/children calmly, talk to them and listen to them be clear about your expectations, remind them of theirs and others' safety, tell them the next step (logging) if a change isn't made

4. Stop the child/children calmly, talk to them and listen, explain that this now needs to be logged so it will be recorded on the class behaviour system and a message will go home on dojo.

5. If still a continuation of the same behaviour (or if it is a serious behaviour incident), approach the senior leader on duty.

Appendix 7: Examples of classroom approaches when dealing with behaviour

Level:	1	2	3
Concern:	Some minor support on more than one occasion	Needed support on a number of occasions	Significant support required
Teacher response or actions	**Re-focus child** **Quiet word** **Offer of support** –"You okay, do you need anything" **Cue name** – "Bob –all okay?" **Nip in the bud:** "James, you're talking and we are working quietly in this lesson."	**Direct an adult or give extra support** (staff presence for the child/ containment) **Wondering question:** James, I'm wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you." **Distraction/ Redirection**: James – please pop next door and ask and Miss if I can borrow a xxx – Thanks. **Name the need:** You're very cross because you wanted to go in the ipad group. I can see that is hard. Everyone will get a go this week. **What do you need options:** - Learning break - Busy box - Learning mentor in class - go and see someone - work in a different place e.g. LM room	

If a child is requiring significant support in the lesson and the teacher is unable to effectively continue the learning for the class another adult must be called for (usually Learning Mentor or member of SLT)

Appendix 8

Involvement of Parents

Building up positive relations with parents is vital in being able to work together in supporting a child having difficulties or where an incident has occurred.

For most children (unless there are specific safeguarding concerns) teachers should liaise directly with the parents if they have concerns about a child's behaviour. This should be via face to face or phone call in order to ensure there is a dialogue about the child/ incident.

This is then logged on the pupil chronology. Depending on the child and any support work taking place – this contact may be done via the learning mentors or member of the inclusion team.

Talking to parents at the end of the day can often be tricky or embarrassing for the child or family. Teacher should avoid approaching parents at the school gate which can lead to the 'walk of shame'.

Appendix 9

Pathway of needs

Using an example of a child having some difficulties in class – these are the key considerations and actions to be taken:

Concern level	**Universal**	**Additional**	**Complex and Significant**
Description	General low level concerns or single significant incident (No known additional needs incl SEMH)	Ongoing concerns	SEND / SEMH underlying specific needs OR Ongoing concerns – little or no improvements
Approach	If you don't already know -explore the history of the child including any previous incidents or key information – by checking Core pupil information, Pupil chronology, talking to previous staff, learning mentors or Inclusion leader	If you don't already know -explore the history of the child including any previous incidents or key information – by checking Core pupil information, Pupil chronology, talking to previous staff, learning mentors or Inclusion leader	Strategy meeting held with: - Class teacher - Learning mentor - Any external agency in place - AHT (Inclusion) - Parents - Child
	Talk to the child to establish any issues – including the use of 'wondering' questions	Class teacher arranges a meeting with parents, to include a learning mentor. Discuss issues and agree a plan of action/ support	Further support plan put in place with clear actions and timelines for review.
	Set and agree expectations Class teacher contact parents where appropriate	SEP completed if needed and implemented (Possible use of external support)	SEP written and child added onto SEND list
	Regular monitoring and discussions with child (and parent if appropriate) including praise for success	Regular monitoring and discussions with child (and parent if appropriate) including praise for success	
	If not improved enough –move to **'additional needs'**	If not improved enough –move to **'significant needs'**	

Appendix 10

Supporting children with Social Emotional Mental Health needs

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We recognise that children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. These may include children displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties, social interaction difficulties, or sensory disorders. Other children may have attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, professionals, parents) in order to best meet their needs.

We recognise that children with SEMH may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or as a result of a school based barrier to learning e.g. pitch of task, classroom environment. We have a duty to strive to help children to return to a place of regulation as only then will the child be in a place to reflect on the behaviour and find ways to repair the situation.

We also recognise that children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation.

In order to effectively support children it is vital that staff are well trained and understand the potential root causes of behaviour(s).

We also recognise the needs of children with Special Educational Needs and Disabilities and follow the policies and procedures associated with supporting these children, including but not exhaustively, the SEND code of practise, Equal Opportunities, Disability Act.

For effective provision for SEMH needs, some or all staff are trained in the following areas:

- ADHD
- Autism – level 1 (specific staff to level 2 or 3)
- Adverse Childhood Experiences
- Attachment
- Trauma - how we track this and how we can plan for potential difficult times
- Sensory
- School ethos for working with children

Key principles in supporting the <u>universal</u> needs of all pupils:

- All behaviour (positive or negative) is a reflection of a person's emotional state
- Understand brain development and impact of stress and fear on behaviour
- Children have different 'stress windows of tolerance'
- You can't always see the 'trigger'
- Behaviours communicate a need
- Scared children can do scary things
- Don't take things personally
- Negative behaviour mostly comes from an unconscious place
- In times of stress children's thinking process is distorted and confused and short term memory is suppressed
- Children who are dysregulated are unable to access the thinking part of their brain
- Children without the strategies and skills need to manage their emotions need to be supported

How we support the <u>universal</u> needs of all pupils:

- Use of natural consequences rather than 'punishments'
- High Structure (Strong routines and boundaries) High nurture
- The use of PACE (Playfulness, Acceptance, Curiosity, Empathy)
- Use wondering in order to explore the potential cause of the behaviour
- Giving children time, space and support when dysregulated BEFORE attempting to deal with the behaviour
- Engaging children at an emotional level
- Regulate our own emotions
- Time in not time out?
- Using staff presence to help regulate
- Naming need
- Empathetic Commentary
- Access to learning mentors
- Understand that any traumas in a child's life can impact on behaviour

How we support children with <u>additional</u> SEMH needs:

In addition to the above we have package of therapeutic support for specific difficulties.

Children having difficulties are identified through members of staff, parents or other children raising a concern, or as a result of school tracking showing that there is a change in behaviour(s).

Following the identification of a child with <u>additional</u> SEMH needs, we:

- Meet with staff, child and parents to explore the issues and develop a plan or approach (A key approach is non-judgemental listening)
- Observe the child in lessons incl review of approaches to teaching, classroom environment, access to learning and relationships

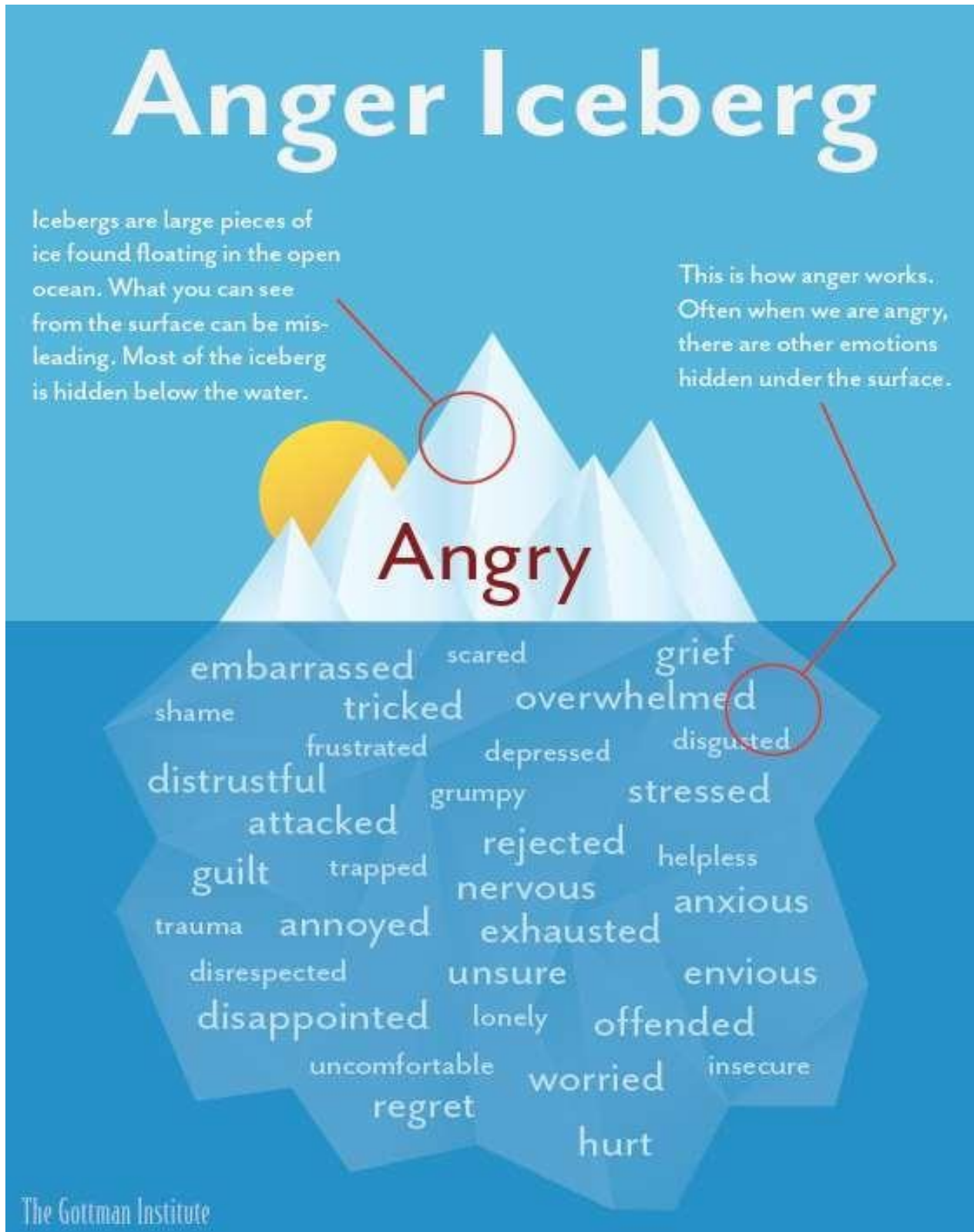Following this, support will be given in a range of ways

Approach	What looks like	Purpose
Regulation times	Access to: - A quiet area/member of staff - Soft play area - Pastoral Room - Physical / Sensory activities - 'Use of friends' mental health approach individualised books	Enable children to regulate before going into class before school/ after break/dinner etc.
Self-Elected withdrawal	Child can ask teacher to leave the room to go to a specific place e.g. Inclusion office, Learning mentor room. NB: Child may be angry – use limited talk or discussion. This is a strategy that has been discussed and planned for.	Enable children to develop skills to recognise their own dysregulation and remove themselves from the situation. Enables an adult to be close by and support the child to regulate – where needed and when the child is ready.
Anger management groups	1 to 1 or small group work working with learning mentor or other support staff trained in anger management. Looking at specific issues for children, identifying triggers and areas that cause stress/anger for the child.	Support child in developing approaches to managing these feelings.
Sensory Assessment	Use of sensory checklist	To identify sensory needs and triggers in order to develop provision for that child.
Learning Mentor Support	- In class support - Transition support from activities/ break etc - Small 1 to1 or focus groups - Daily / regular check ins - targeted support in the playground - Pastoral room	Provide overall support for children's mental health and emotional needs in order to reduce anxiety
Social and Emotional Plans (SEPs)	Formal written support plan written by class teacher/ key adult / parents and learning mentor	Identifies the emotional needs for the child and the actions needing to be taken by school in order to support their emotional needs.
Individual Support Targets	Short term targets for pupils to address a specific issue. Written with the child and usually reviewed at the end of each lesson/ break. *(For some children the use of a sticker/comment is used for each session –*	This approach is not suitable for all children – especially those with more complex needs or trauma and should only be used following discussion with the INCLUSION Leader.

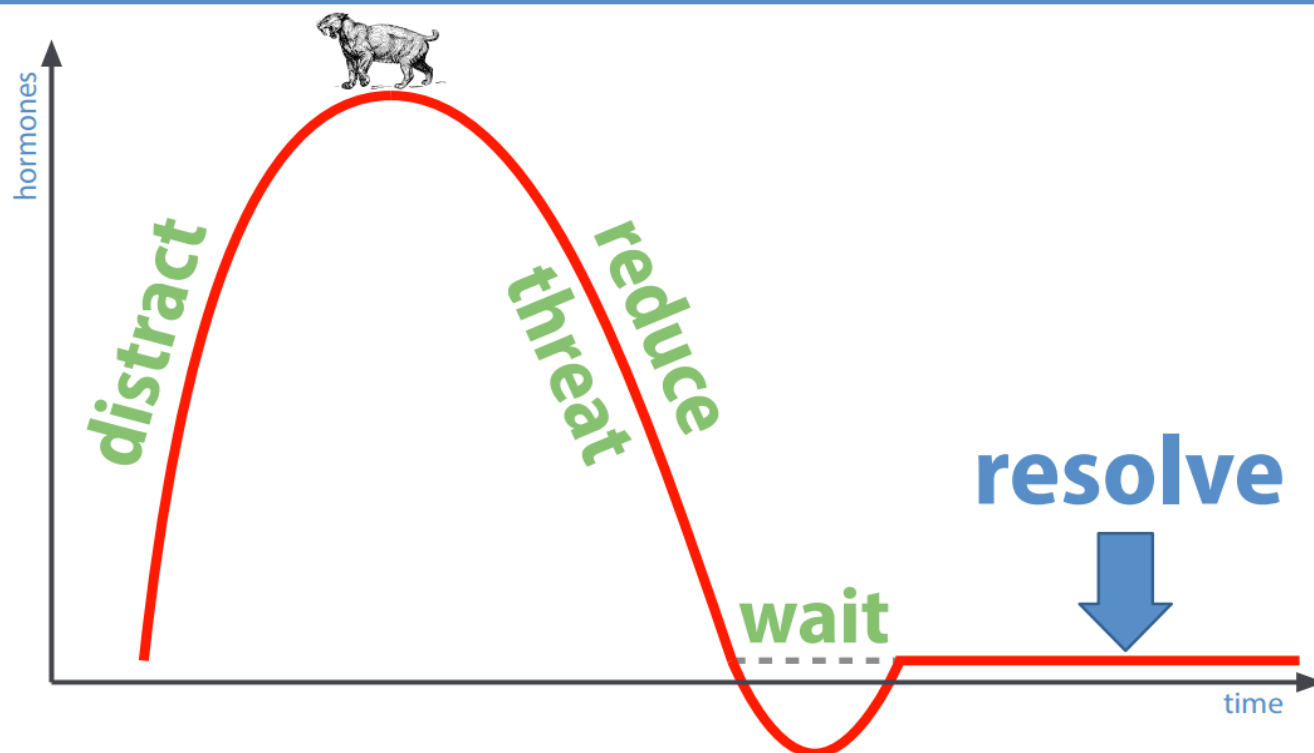| Approach	What looks like	Purpose
	this must be agreed with the Inclusion leader before being introduced)	
In class amended provision	Busy boxes, stress balls, fidget toys, social stories, drawing pads, self-withdrawal, specific 'safe' places (e.g. tent) or other activities specific to the child Child working on floor rather than at a table	To help children remain regulated in order for them to access learning.
External Support and or assessments	A range of support: Malachi (Emotional Health Support) ADHD Nurse School Nurse Forward Thinking Birmingham (Previously CAMHS) Educational Psychologist Communication and Autism Team Child Development Centre	To provide a range of assessments and support for more complex needs – including individual assessment and family support.

Appendix 11

Anger Iceberg

We should always aim to look beyond what we see and aim to identify what the underlying reasons are for the 'anger'. Only then, can we hope to help the child and make more longer terms changes.

Anger Iceberg

Icebergs are large pieces of ice found floating in the open ocean. What you can see from the surface can be misleading. Most of the iceberg is hidden below the water.

This is how anger works. Often when we are angry, there are other emotions hidden under the surface.

Angry

embarrassed   scared   grief
shame   tricked   overwhelmed
frustrated   depressed   disgusted
distrustful   grumpy   stressed
attacked   rejected   helpless
guilt   trapped   nervous   anxious
trauma   annoyed   exhausted
disrespected   unsure   envious
disappointed   lonely   offended
uncomfortable   worried   insecure
regret
hurt

The Gottman Institute

Appendix 12

Appendix 13

Appendix 14

APPENDIX 15

SIGNAL, PAUSE, INSIST

①—②—③—④—⑤

| CHOOSE A SIGNAL | REHEARSE THE SIGNAL | GIVE THE SIGNAL | PAUSE | INSIST |

- This is a routine teachers will use several times a lesson.
- Relying on using your voice to talk over the noise of a chatting class is hard to sustain
- The signal-pause-insist routine allows teachers to move from one lesson n phase to another calmly and efficiently.
- The more you insist on the response, the more embedded it becomes.

TEACHING WALKTHRUS
SERIES BEHAVIOUR & RELATIONSHIPS
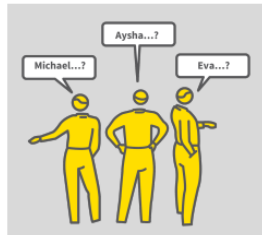*A|D|A|P|T*

APPENDIX 16

POSITIVE RELATIONSHIPS
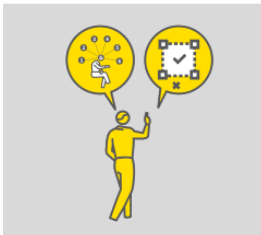
ESTABLISH NORMS AROUND CLEAR ROLES AND BOUNDARIES

COMMUNICATE KINDNESS

LEARN NAMES AND USE THEM

COMBINE ASSERTIVENESS WITH WARMTH

ALWAYS BE THE ADULT

TEACHING WALKTHRUS
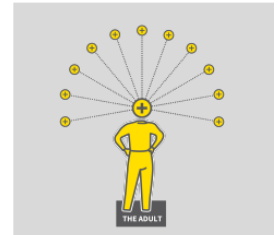
SERIES
BEHAVIOUR & RELATIONSHIPS
A|D|A|P|T

- Everyone has the right to feel safe, respected and valued; to feel they belong.
- Focus on learning, free from distractions or emotional threats.
- Communicate trustable feedback that students will act on.
- Aligned to very different roles and responsibilities.