Supporting Social and Emotional Development

(Previously known as our Behaviour Policy)



 **Acorns Primary School**

**Supporting Social and Emotional Development**

**(Behaviour Policy)**

**Philosophy**

At Acorns Primary School, we believe that all children thrive in a positive learning environment. To create and develop this, pupils and staff promote and encourage key desired behaviours; thus, ensuring that:

• All pupils have the opportunity to learn

• Pupils and staff care for and respect one another

**Rationale**

All school staff use a consistent attachment-based approach where relationships are central. All staff act as secondary care givers and recognise that children communicate their needs via their behavior. Every adult in our school is encouraged to look beyond behaviour and to be curious about children’s needs. We recognise that children need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions.

In our school, all children are offered compassion and co-operative learning with a caring and supportive adult. This provides our children with a warm and stimulating atmosphere, which guarantees that all children feel valued and supports their mental health and well-being.

No child is ever intentionally shamed, and all children are regarded with respect and adults believe in their innate goodness and desire to play and learn.

For all behaviour every child and adult will receive, calmness, connection, curiosity and co-operation to enable compassionate learning and the building of empathy and esteem for themselves and others

**Key understanding that is shared by all staff (the foundation stones of supporting S and E Development)**

|  |  |  |  |
| --- | --- | --- | --- |
| Basic physiological and emotional needs (Maslow’s Hierarchy) must be met before a child feels safe enough to relax, play and learn. | Particularly vulnerable children (all of our pupils) may not behave in line with chronological age and observed behaviour indicates the child’s developmental stage.  | If children have no other option, they will quickly move into flight/flight/freeze or flop mode, and this is the only option available to them in this moment. | Adult communication with children is key to raising self esteem |
| Prosocial behaviour and emotional regulation need to be explicitly taught across school | All staff need to consistently demonstrate that they care and can be trusted. | Children are best supported through strong staff & parent connections.  | ALL children are vulnerable and a distinction is made between ‘vulnerable’ and ‘particularly vulnerable’.  |
| All staff need to be well regulated as raised voices, angry faces and body language create fear and stress.  | Strategies and skills to manage behaviour take time and effort to learn – small successes need to be celebrated. | Acknowledging and taking responsibility for actions can only be done when we are in a calm state, whatever our age. | Children may not be able to read social cues or deal with strong emotions without adult support. |
| Our relationships with children involve an unequal distribution of power and responsibility, and therefore, the adult is responsible for connection, attunement, boundaries and navigation.  | When a pupil has maladaptive (‘challenging’) reactions, the cause of the problem does not lie with the pupil, but is a product of the interaction between the adult and child.  | Regardless of causal factors, the adult’s responsibility is to create an optimal learning environment for each and every child.  | Building a threat-free, safe environment where adults are in charge and takes full responsibility, children are free from the burden of having to keep themselves physically and emotionally safe. |

1. **Social and Emotional Teaching that is reinforced by all staff**
* We all belong to a school community and a shared space
* Everyone has rights that need to be respected
* Staff can be trusted to support when we need help
* There are a range of emotions that also physically affect our body
* Strategies can be learned to control our emotional responses and behaviour
* Personal differences and experiences may affect our responses to emotions
* Looking after our wellbeing is key for positive physical and mental health
* Our actions have outcomes
1. **Key desired behaviours that all staff promote and encourage**
* We move around school calmly and quietly.
* We share our space happily and respectfully.
* We need to put things right when we are calm.

**Rewarding desired behaviours**

We reward desired behaviours both individually and collectively through the use of:

* Verbal praise and encouragement
* Stickers
* Wow moments
* Special mentions
* Star of the week
* Individual reward charts (where appropriate)
* Headteacher awards
* End of term rewards
1. **Understanding Behaviour**

Directed Time for staff reflection upon social and emotional development is given a high priority, and there is a common understanding of the importance of interpreting, rather than reacting to behaviours. Key questions are *‘What has happened to this child?*’; ‘*What feeling is the child behaving?*’; *‘What is the purpose and meaning of the behavior for this child*’; ‘*What does this child need from me in this moment… and in the future?’*

**Understanding Behaviour – A checklist for professional reflection**

* Children are supported in their emotional and social growth by a relevant curriculum and learning environment that is modified in response to professional reflection on observed behaviours.
* Are there any events in the child’s history that may be impacting upon his/her current responses to adults, peers, learning, the environment?
* Is the child ready to learn or is s/he distracted by unmet physiological or emotional needs?
* What are the precursors to any distressed behaviours?
* Is the curriculum sensitive to the child’s learning needs?
* Does the learning environment match the child’s learning needs?
* Are learning activities and experiences sensitive to the child’s backstory?
* Does the child have a vulnerability? (SEN/PP/Attendance/CP/LAC/CPC/ EAL )?
* What is the child’s viewpoint? (Put self in child’s shoes)
* What is the parent’s viewpoint? (Put self in parent’s shoes)
* Have basic needs been met- developmentally & historically?
* Have we provided a safe environment, free from disruption, discrimination, bullying and any form of harassment?
* Have positive relationships with parents/carers been formed?
* Has the pupil been praised and encouraged to achieve the best they can?
1. **Strategies to be used across school by all staff**
* Sensory snacks and movement
* Physiological needs checked and responded to
* Awareness of and appropriate response to emotional states
* Awareness of and appropriate responses to signs of low level stress
* Knowledge and understanding of the child’s back story
* Positivity, consistency and calmness
* Strategies and resources to support executive function, e.g. visual timetables; visual timers, social stories, calming music, yoga, breathing, sensory integration
* Visual reminders of expected behaviours
* Working alongside parents
* Acknowledging positive behaviours and emotional control, particularly small successes with particularly vulnerable children.
* Relevant and frequent teaching of PSHEE skills to build resilience and emotional literacy

**Physical Interventions**

At Acorns we pride ourselves on using positive approaches to support our pupils social and emotional development. However, on rare occasions that it may be necessary for staff to intervene physically to control or restrain a pupil.

Staff would only intervene and use reasonable force when:

* Pupils are likely to injury themselves or others
* Where the action observed is detrimental to maintaining good order in school or among other pupils
* When an action occurs on either school premises or during an authorised educational visit in the community where pupils may be causing damage to other property.

Acorns Primary School and Lancashire Local Authority approved methods of physical intervention involve the use of Team Teach techniques only. Only trained and authorised staff are permitted to use methods of physical intervention. All Acorns school staff are fully trained in Team Teach and complete regular refreshers to update their knowledge, skills and ability.

The team teach approach advocates employing ‘diffusion’ techniques to divert attention away from any further escalation. These techniques are used as part of our daily practice. The use of Team Teach (reasonable force) is very much a last resort and will only be used when all other alternatives have been tried and have failed.

Staff will use their skills, experience and knowledge of the individual pupil to avoid such situations occurring. Staff will act in a professional way, seeking to maintain the

dignity and integrity of pupils in their care at all times.

All staff should be familiar with the following definitions when working with pupils at Acorns:

•***Physical Contact:*** A situation in which contact occurs between staff and pupils e.g. in the self-care of pupils, in P.E or to comfort pupils.

•***Physical Intervention:*** This may be used to divert a pupil from a destructive or disruptive action, for example leading a pupil by the hand, arm or shoulder with little or no force.

•***Physical Control / Restraint:*** This will involve the use of reasonable force when there is an immediate risk to pupils, staff or any property. All such incidents are to be recorded on CPOMS.

**Recording Incidents**

Any information regarding our pupils; including their welfare, behavior and use of physical intervention is recorded on CPOMs, our electronic safeguarding and child protection software. An additional RF1 form will be completed if the incident included the use of Team Teach, this will be attached to CPOMs and SMT alerted.

1. **Motivators**

Rewarding positive behaviour is effective only when children understand when and why they are being given it and that all staff apply this consistently, e.g. ‘*This week I am looking for everyone using please and thank you’,* or *‘Can all staff on the yard support Ben to develop his skills in following 2 step instructions as this is his class target.’*

Motivators should be relational in nature, and three-dimensional if possible (not screen-based, but interactive and physical/sensory). e.g. playing a game with an adult; having tea and cake with an adult; helping an adult to do a task; choosing a peer to play/do a chosen activity with; working with a key person or Buddy.

**Examples of motivators**

* Relational activities, as above INCRA – inherently non-clinical relational activity – colouring, playing a game, sports, going for a walk, listening to music, crafting and drawing.
* Verbal acknowledgement of good behaviour
* Special mention in school
* Positive messages communicated to parents e.g. postcard; text message, email, phone call
* Individual reinforcement such as a visit another member of staff to celebrate
* Star of the week to celebrate emotional and social achievement
* Responsibilities around the school e.g. register monitor,
* Class trip to the cinema (Request from class staff to be made to SLT)
* Spontaneous trip to local park following a successful morning (Request from class staff as above)
* More subtle forms of praise for pupils who find overt praise difficult to accept
* Recognising and celebrating achievements whilst in and out of school.

Particularly Vulnerable children may need to have the motivator adapted to suit their stage of development or they may need a totally different system to suit their development e.g. much smaller rewards over a shorter time frame e.g. across a half hour session rather than a morning.

1. **Responses/Natural Outcomes**

Although actions do have consequences, children are not always acting out of choice, they are sometimes engaging in survival behaviours that are mediated by unconscious processes. Therefore, caution should be used with the word ‘choice’.

A ‘Connection before Correction’ approach is used, so the priority is always on repairing the relationship and establishing emotional safety. Using any sanction is effective only if children are clear about why it has been given and that it is given after they have a chance to reflect on their behaviour when they are in a calm state.

Behavioural responses should not be presented visually or referred to again after they have been applied.

Outcomes should only be applied when the pupil is regulated and able to reflect upon their behaviour.

Outcomes never involve taking away a previously earned privilege or any intervention time.

Staff avoid any action which lead to shaming or humiliation of a pupil. Only the adult who is involved in the event should comment.

The developmental age and specific needs of the pupil will be considered when deciding appropriate outcomes, as will the child’s physical and emotional state at the time. A ‘one size fits all’ approach is not appropriate, and this should be kept in mind when deciding upon an appropriate natural outcome, as outlined below.

A supportive conversation takes place as soon as possible, focusing first on the child’s own feelings (physical and emotional). Then, and only if the child is developmentally mature enough, move to discuss how the other child/person may have felt.

Outcomes of behavior are responsive to the needs of the child rather than punishing or isolating, e.g. a child who repeatedly experiences difficulties on the playground does not play out with other children but does an alternative ENJOYABLE activity with an adult.

Natural outcomes include *making up time for lost learning* and *reflection time,* where the lens is upon the child’s own bodily and emotional state and *reparation time*, where the person that has been affected by the child’s action is the focus, and actions are taken to repair the relationship. This can be in the form of verbal, written, picture, or an action, e.g. build her a Lego model, offer her a drink or snack, make her a card. In all of these, the child should be supported by a regulated and supportive adult.

If the context is repeatedly problematic, e.g. assembly, playtime, child works with adult to ensure subsequent participation can be successful, e.g. having reduced time / supervision / or not taking part in the activity. As above, the child is given alternative, ENJOYABLE activity, supported by adult. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child. An adult script could be “ I am helping you to stay/ feel safe”

Children are never forced to say sorry.

Before, during and after a pupil completes lost learning or reflection or reparation, it is important to repair and restore the staff-pupil relationship if this is necessary. Staff should praise his or her behaviour at the first opportunity to shift attention in a positive way.

1. **Next steps when behaviours are frequently at crisis level**

When all the above strategies are not supporting a child the class teacher will involve our behaviour lead practitioners – Christian Worsley, Katy Higham, Nicola Knowles, Laura Hall and Gail Beaton.

A behavioural strategy plan will be created to enable the child to learn well and interact in socially appropriate ways. All staff will have greater awareness of a child’s specific vulnerability and strategies to employ. This may involve a personalised learning plan. Exit Plans and support to Self-Regulate Plans are developed and used.

1. Continuous survival/crisis behaviour <http://www.hopeschool-liverpool.co.uk/policies/> )

*It is expected that teachers and pupils begin each lesson afresh with optimism and encouragement for success. If a pupil persists in reacting in a way that is unhelpful to their long term well being then there are a variety of options that may be taken:*

* *Solution circles request made by class staff*
* *If the pupil continues to ‘show frequent survival/crisis behaviour’ the class teacher/ SMT member will arrange a meeting with their parent/carer to discuss their child’s behaviour.*
* *It may be decided that it is in the pupil’s best interests to give them some supported time away from their class e.g. home support in a comfortable and safe environment.*
* *The creation of box containing photographs, awards, objects of intrinsic value to the child to talk about previous good times, recreating happy memories and creating stories with a ‘happy ending and positive outcome’*

**Extreme Behaviours**

School operates an ‘On Call Crisis Team’ who can offer immediate support should a child’s behaviour suddenly have an extreme negative impact on class learning and safety. This is Christian Worsley, Katy Higham, Nicola Knowles, Laura Hall and Gail Beaton

**Emotional Literacy Support Assistant (ELSA)**

Our school ELSA is available throughout the week and referrals can be made for any pupils showing behaviours that may need this additional specialist resource.

**Sensory Diets**

Sensory diets are incorporated into the curriculum for identified pupils, with many pupils starting their school day with a sensory integration session. Sensory diets allow pupils to regulate their sensory needs throughout the day and therefore enable them to be in control of their own behaviour.

**Preventing bullying (please refer to full document for greater detail)**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. All types of bullying in all forms will be taken very seriously at Acorns Primary School.

Bullying prevention at Acorns Primary School is incorporated in our school ethos which prioritises inclusion and helping each other. Our pupils are educated at their level of understanding on a regular basis through discrete PSED/PSHE lessons on friendships and relationships. In addition, there are whole school assemblies where friendship and kindness are a reoccurring theme. The school has adopted a buddy system at playtimes, to promote and encourage positive relationships that highlight good and appropriate behaviour.

To prevent and tackle bullying the school community works together to promote a caring environment that is built upon an ethos of key desired behaviours. The pupils and staff treat each other with respect, because this is the right way to behave. Challenging or negative behaviour is dealt with in accordance with the school anti-bullying policy.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering or is likely to suffer significant harm’. Where this is the case staff should follow the child protection and safeguarding procedures.

**Online Bullying** **(please refer to full document for greater detail)**

It is important to recognise that some types of harassment are a criminal offence. Under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986 it is an offence for a person to send electronic communication to another person with the intention to cause distress or anxiety, or to send a message which is offensive, threatening or false. In instances where staff feel the law may have been broken, they should report to the Headteacher (DSL lead) and seek assistance from the Police.

**Conduct outside school**

Teachers are able to deal with pupils regarding ‘misbehaviour’ outside of the school premises.

Teachers may discipline pupils for ‘misbehaviour’ off the school premises when the pupil is:

• Wearing school uniform

• Travelling to or from school.

• Taking part in any school-related activity.

• In any way identifiable as being a pupil at the school.

• Could pose a threat to another pupil, a member of staff at the school, or a member of the public.

Outcomes to this behaviour will only be applied when the pupil is regulated and able to reflect upon their behavior and when under the supervision of a member of staff with which they have a positive relationship.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school’s Anti-bullying Policy.

The school will impose the same behaviour outcomes for bullying incidents and non-criminal bad behaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

**Confiscation of inappropriate items**

Staff are allowed to confiscate property such as mobile phones, games consoles and other items not listed in school equipment. The items confiscated will be kept safe by the teacher who has confiscated them and should be returned to the pupil at the end of the day. If ‘prohibited items’ are brought into school the Headteacher or designated person in charge should be informed immediately. The designated person in charge should report to police where necessary.

Staff have a power to search without consent for ‘prohibited items’ including:

• Knives and weapons

• Alcohol

• Illegal drugs

• Stolen items

• Tobacco and cigarette papers

• Pornographic images

• Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

**•** **Exclusion from School**

Exclusion from school is **extremely rare** at Acorns. Exclusion for an individual child would only occur if allowing the child to remain in school would seriously harm the education and welfare of another child or children or the child themselves. The decision to exclude a pupil would be taken by the Headteacher, who would review each case individually. Any pupil who is above or below compulsory school age can be excluded from school permanently or for a fixed period of days. The process of exclusion is based on the legal framework, produced by the Local Education Authority.

**Acknowledgements**

**Members of Acorns Primary attended Jennifer Nock training. As part of this training we received this policy which we have ADPATED in conjunction with the LCC behaviour policy guidance for schools. We have permission to use this policy and share it with other professionals, parents, staff and pupils.**

Jennifer Nock Training and Consultancy would like to thank Lisa Richards of St Michael in the Hamlet Primary School, Liverpool, and Maxine O’Neill for their contributions to the development of this Policy.

**APPENDIX A**

FOR THE PURPOSE OF THIS POLICY, THE SCHOOL DEFINES “SERIOUS UNACCEPTABLE BEHAVIOUR” AS ANY BEHAVIOUR WHICH MAY CAUSE HARM TO ONESELF OR OTHERS, DAMAGE THE REPUTATION OF THE SCHOOL WITHIN THE WIDER COMMUNITY, AND/OR ANY ILLEGAL BEHAVIOUR, INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING:

Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status

Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual

Online bullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Sexting - the process of sending, receiving, or forwarding sexually explicit messages, photographs or images, primarily between mobile phones, but may also include a computer or any other electrical device.

Hazing - Hazing is any action or situation, with or without the consent of the participants, which recklessly, intentionally, or unintentionally endangers the mental, physical, or academic health or safety of a student. This includes but is not limited to any situation which: Creates a risk of injury to any individual or group.

Coercion or encouraging ‘extreme beliefs’, which would cause negative impact on an individual or group of individuals

Possession of legal or illegal drugs, alcohol or tobacco

Possession of banned or prohibited items

Truancy from school

Refusing to comply with disciplinary sanctions

Theft of any property of the school; an individual or from a retail provider

Swearing, racist remarks or threatening language

Fighting or aggression aimed at individuals or a group of individuals