

Behaviour And Social And Emotional Development Policy



St Michael's Primary School

We will prepare the children at St. Michael's school for life, by giving them the opportunity to fulfil their potential within a happy caring Christian environment, where every individual is valued.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Updated October 2019 in consultation with the SLT, parents, children and governing body following an R and D project 2019 TTSA .

New government advice came into force September 2022. This policy incorporates DFE advice. This policy is shared annually at the September Insets and at induction if this happens at another time in the school year.

The Governing Body and all staff of St. Michael's Primary School believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. Good behaviour, with support of parents, lets the teachers teach and the children learn. The School's Mission Statement and policy on behaviour direct the ETHOS of the school which is based upon Christian values. The ethos in school will convey a clear vision of the values which we want all children to learn. Children at St. Michael's will be helped to grow and learn within an environment which has a clearly shared view of what is right and wrong, and develops the children who find it difficult to self-regulate emotions and behaviours with a graduated approach.

INTENT STATEMENT

Excellence: Achieving personal excellence: the quality of education

Wisdom

Each member of our school community is committed to high standards for all. We believe in offering as many enriching educational and life experiences for our pupils in order to develop their social, moral, cultural and spiritual development. We are committed to ongoing staff development and learning.

Perseverance: Persevering with Passion: behaviour and attitudes

Endurance

We treat children with respect and promote self-belief creating confident, happy children who are well adapted to succeed in life.

Caring: Caring about everyone in God's family: personal development

Compassion, Service and Forgiveness

We will prepare the children at St. Michael's school for life, by giving them the opportunity to fulfil their potential as unique individuals within a happy caring Christian environment, where every individual is valued.

Collaboration: Supporting each other to succeed: leadership and management

Trust, Justice, Hope

Is committed to teamwork, each stakeholder using their gifts and talents to build up the community as a whole.

***“I have come that everyone may have life and have to the full” John
10.10***

Excellence: Do work hard in all you do and always give your best.

Collaboration: Support each other to succeed. Be honest, don't cover up the truth. Listen to others and don't interrupt.

Caring: Be gentle, kind and helpful – not hurting others and their feelings. Show forgiveness and friendship, look after property.

Perseverance: Work hard and show a growth mind-set – do not waste your own or other people's time.

At St Michael's the vast majority of children are supported to develop socially and emotionally with a values based approach to behaviour. We encourage our pupils to be sensible, friendly and polite, helpful, hardworking, and respectful of others. There are recognised social benefits for these values to children, teachers and parents. The children learn to care for each other, learn the value of friendship, develop self-confidence and try their best. Teachers are able to teach more effectively without the disturbance of behaviour problems and are able to use their time more effectively to meet the needs of all pupils and make positive contacts with parents. By attending this school parents agree to support our home school agreement, which is explained annually at the Parent Teacher Meeting at the start of every school year.

***“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”***

SCHOOL CONTEXT TO SUPPORT POSITIVE BEHAVIOURS

-  provide a safe learning environment
-  promote good behaviour and develop moral views which underpin all the choices and decisions made by the school and its pupils
-  promote self-esteem, self-discipline, proper regard for authority and positive relationships, built on mutual respect
-  ensure fairness of treatment for all by encouraging consistency in using and applying school rules, rewards and sanctions
-  promote early intervention when behaviour is unacceptable
-  encourage positive relationships with parents to develop a shared approach to the implementation of the school's policy and associated procedures.

SCHOOL ETHOS TO SUPPORT POSITIVE BEHAVIOUR

+ Putting relationships first.

Our school ethos promotes strong relationships between staff, children and their parents/carers.

+ Creating a positive school culture that fosters **connection, inclusion, respect** and **value** for all members of the school community.

+ Encouragement is central to the promotion of good behaviour.

Praise and Reward

Rewards create a climate of encouragement to do one's best. They help pupils to realise that good behaviour is valued. We have high expectations of behaviour. We aim to develop good social habits of respect, good manners, social courtesy's such as please, thank you and sorry and holding the door for others.

- + The Values Leaf is awarded to children for achievement and for demonstrating social skills and attributes
- + Values certificates are awarded to children in Wrap Club or for notable occasions
- + Three pieces of excellent work in a week will gain a Head teacher award.
- + All excellent work is shown in assembly.
- + 2 Do Jos for excellent work.
- + 1 Do Jo for following individual aspects of the School Values
- + High level of attendance awarded termly
- + Positive marking strategies which are related to the objective and indicate to a child where they have made progress

Sanctions

*Sanctions are needed to respond to low level and socially unacceptable behaviour. **If a child has some additional needs, please see graduated approach to behaviour on next page.***

Although the children are taught to reflect on the impact of their behaviour on their own or others learning, or the harm they have done to individual, sanctions are focused on the behaviour not on the individual. As part of our partnership with parents, the children have a Do Jo account which links to parents' e mail. It indicates where a child has followed or failed to follow the School Values.

+ **Warning**

- + **Interactive Whiteboard Do Jo moved** –child managed within class – 5 minutes of play will be missed on the day of the breach or following day if after assembly time. Head to supervise this, if Head unavailable SLT to share role between them to ensure the system is upheld.
- + If a child has had received **3 negative DoJo** in a week, the teacher will contact the parent.
- + If the behaviour becomes persistent over time, the Head will work with SENDCO and the parents to work out supportive strategies under the **graduated approach** to change poor behaviours.

- ✚ **Unacceptable behaviour.** Fighting, theft, inappropriate language during lessons or playtime/ lunchtime will result in the teacher operating an immediate internal exclusion depending on the context of the misdemeanour and the parents will be informed by phone by the end of the day.

GRADUATED RESPONSE FOR THOSE WHO FIND IT VERY DIFFICULT TO SELF REGULATE

All schools will have a pupil who is both challenged and challenging. Individual children with specific social and emotional needs will need a graduated response to the values approach. These children will be monitored on systems devised by the Senco in consultation with the teacher and parents. This may be a book, a chart or other appropriate methods to support the development of appropriate behaviour.

For these children we understand that we need to take a graduated response to behaviour. They still need movement and sensory breaks and so removing playtime is not appropriate. They could wipe tables, tidy, complete structured play. They could be outside but have to stay by the teacher on duty, or hold their hand.

✚ **Not all behaviours are a matter of 'choice'**

Therefore, we are aware it is not always helpful to say that was a 'good choice/bad choice'.

✚ **Behaviour is a form of communication of an emotional need.**

It is essential to be aware of the tendency to make judgements around behaviour (e.g. 'mad'/'bad') and to see all behaviour as an indicator of emotions to which we must respond in an empathic and caring manner. This can be particularly hard to do when CYP act in a way that hurts or frightens others.

- ✚ **Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for a child's SEMH needs.** It is important that indicators of SEMH are clearly recognised, to ensure that it is not just pupils who are displaying observable and **active/ 'acting out' behaviours** (e.g. those who are non-compliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries) that are identified. Pupils who display more **passive behaviours** (e.g. those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear very anxious, who refuse to accept praise, are reluctant to speak) sometimes go unnoticed because their behaviour can feel less challenging to manage.



✚ **Early intervention** is imperative for addressing both active and passive behaviours, to ensure that low level features/difficulties can be addressed early. Pupils who are identified as particularly vulnerable will need specific approaches tailored to their individual needs and experiences, strengths and difficulties. St Michael's will plan and implement an appropriate set of targets in conjunction with parents/carers which are monitored alongside the **Assess/Plan/Do/Review** cycle of progress.

- ✚ Peer on peer abuse is referred to Trafford safeguarding and is detailed in our safeguarding policy

“The parent-child connection is the most powerful mental health intervention known to mankind”

Appendices

- Appendix one – EMOTION COACHING**
- Appendix two – RISK ASSESSMENT**
- Appendix three – PASTORAL CARE AND OUTSIDE AGENCY INVOLVEMENT**
- Appendix four – EXCLUSIONS**
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APPENDIX ONE

EMOTION COACHING

We ask all staff to apply Attachment Aware and Emotion Coaching Approaches in their everyday practice, with a particular focus on the central principles of empathy, connection, attunement, trust and co-regulation. This includes careful consideration and awareness-raising of both verbal and noncommunication.

PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

LOVE is about creating loving relationships - all children need love.

What Emotion Coaching means in practice

Step 1: **Recognising, empathising, soothing to calm** (‘I understand how you

feel, you're not alone')

Step 2: **Validating the feelings and labelling** ('This is what is happening, this is what you're feeling')

Step 3 (if needed): **Setting limits on behaviour** ('We can't always get what we want')

Step 4: **Problem-solving with the child/young person** ('We can sort this out')

The SEND coordinator should be able to provide support for the class teacher in the form of advice and information where appropriate. This may take the form of an individual behaviour programme for a particular child, using an incentive and award system.

The Headteacher and Deputy Headteacher provide support for the class teachers in the form of advice and information, and make any decisions for action which may need to be taken about behaviour.

APPENDIX TWO – RISK ASSESSMENT

At times at St Michael's it may be necessary to conduct a risk assessment for the particular behaviour displayed by a child. We will attempt to reduce risk by managing: ♣ The environment ♣ Our body language ♣ The way we talk to the children ♣ The way we act ♣ And by personalising curriculum and other learning programmes .

APPENDIX THREE - PASTORAL CARE AND INVOLVEMENT OF OUTSIDE AGENCIES

The school works positively with external agencies. School have access to Trafford's behaviour support service, a counselling service and also an Educational Psychologist who may be called upon to carry out an assessment on a child with serious behaviour problems. We wish to foster a supportive caring relationship with the children in our school. We stress to parents that we are always available to talk to them and any information affecting the child's well being and happiness is welcomed. Our School Nurse makes a termly visit to school and will discuss any health or well being issues with parents. Her direct number is 0161 746 3810

APPENDIX FOUR – EXCLUSIONS (None in last five years at St Michael's)

The decision to exclude a child is considered very carefully. It is very rare to exclude a child at St Michael's. Sometimes the Head will operate an internal exclusion, isolating the child from an activity, or the class. Following a serious incident: assault on another child or adult, repeated concerns about a child's behaviour who is already being monitored on a behaviour plan, the Head may request a child is removed for a morning or afternoon from their peer group.

The Head expects exclusion to support both the parents and the school to communicate the message that unacceptable social behaviour cannot be tolerated. The Governing body of the school will be involved in the behaviour policy in the case of exclusions. The Headteacher will inform the governing body of any exclusion and further action.

What happens when your child is excluded?

The Head will let you know about exclusion as soon as possible and follow up with a letter including information about how long your child is excluded for and why. Exclusions can start the same day but the school can't make you collect your child straight away. You should contact the Chair of Governors if you wish to challenge the exclusion. There is a paper record kept in school of all incidents leading to the exclusion which support the Head's decision.

Risk of prosecution if child is found in public place

For the first 5 school days of an exclusion, it's your responsibility to make sure your child isn't in a public place during normal school hours unless there is a good reason.

Types of exclusion

There are 2 kinds of exclusion - ***fixed period (suspended) and permanent (expelled)***. ***Fixed period exclusion*** is where your child is temporarily removed from school. They can only be removed for up to 45 school days in one school year. If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days.

If the exclusion is longer than 5 school days, the school must arrange full-time education from the sixth school day. ***Permanent exclusion*** means your child is expelled. The local council must arrange full-time education from the sixth school day.

Pupils' conduct outside the school gates – teachers' powers . What the law allows:

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

24. Main Schools will respond with appropriate punishments (internal/external exclusions) according to individual pupils and incidents in response to non criminal behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school

25. Subject to the behaviour policy, teachers may discipline pupils for: misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply that could have repercussions for the orderly running of the school, or poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

26. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

APPENDIX FIVE – LINKED POLICIES

BULLYING

As staff we are alert to signs of bullying and racial harassment. All incidences of bullying and harassment are dealt with in a firm manner in accordance with our anti bullying policy.

CHILD PROTECTION

The Headteacher, or in her absence the Deputy are designated child protection officers.

There is a separate Child Protection Policy. All staff have specific forms on which to record their concerns. All staff have Level 1 safeguarding training.

EQUAL OPPORTUNITIES

We aim to develop respect for others and an awareness of the world around us. Therefore, different cultures are valued within our school. All children regardless of gender, race and

ability have a right to developing personally and socially and academically. We are committed at St Michael's to ensure this happens.

APPENDIX SIX -ROLES AND RESPONSIBILITIES

The Governing Body will keep this the policy under review. Governors will support the school in maintaining high standards of behaviour. The Governing Body will ensure that, where necessary, appropriate high quality staff training on all aspects of behaviour management is provided to support the implementation of the policy.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Head teacher's role.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origins, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to the school staff.

