Willow Bank Infant School- Behaviour Policy

> **"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."**
>
> The Gottman Institute

Introduction

The most important aspect in children feeling valued, safe and secure in school 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 them in your mind, care about them as a person and that you care about what they are doing.

Strong relationships between staff and pupils are vital. 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. Equally 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.

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. 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; guidance for this appears in the appendix and approaches can be discussed with the Head Teacher or member of SLT.

General Expectations

It is important to have high expectations for our children while recognising that 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.
These expectations are reinforced through assemblies 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
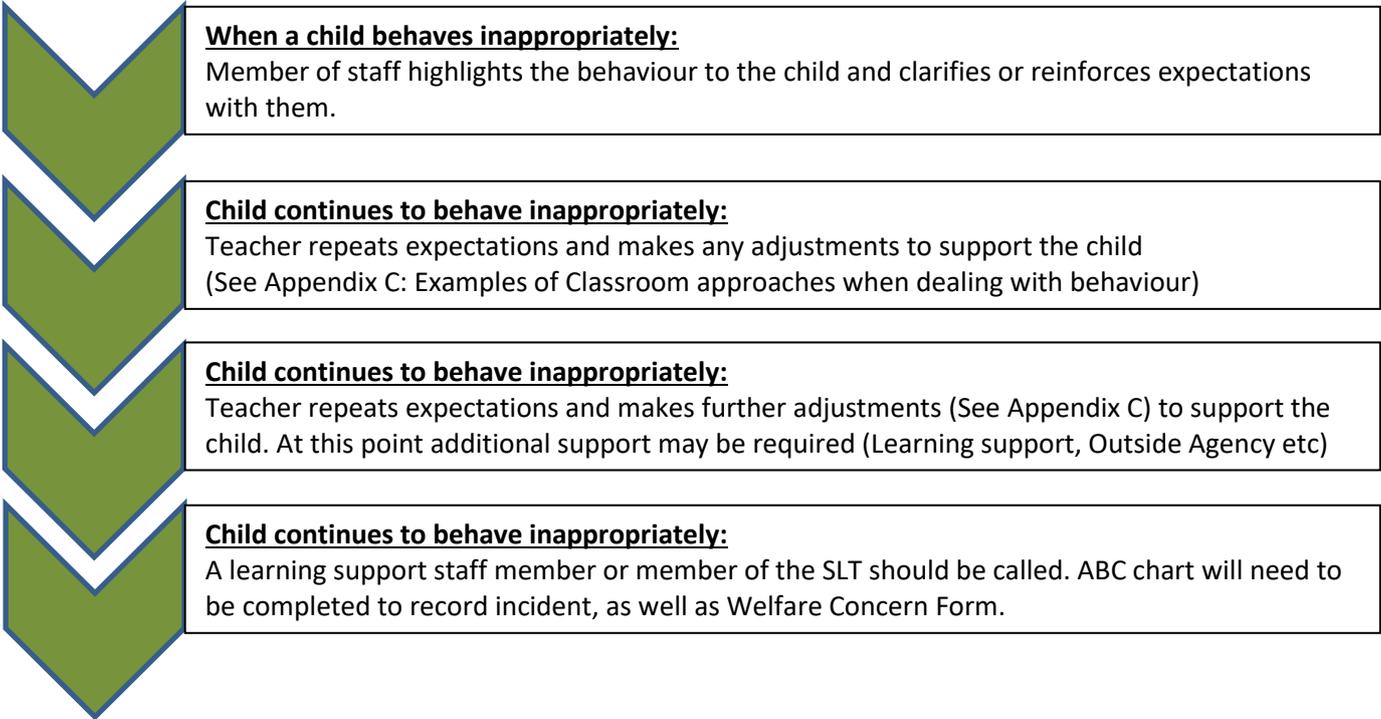- Moving around the school
- Break and Lunchtimes

What do we do to teach and promote positive managements of behaviour?
- Whole School and Class Assemblies: These cover our Gem Powers of Kindness, Independence, Perserverance and Bravery in Learning.
- Promoting Alternate Thinking Strategies – children have regular lessons each week for PSHE and Circle times which include strategies to deal with different situations and ways to help regulate emotions. This is taught by the class teacher.
- 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 (see appendix B: Approaches to positive recognition and classroom strategies)

What do I do if a child is showing inappropriate behaviour?

Any behaviour falls below the expectations of the school (e.g. disruption to learning, unkind or inconsiderate actions), requires some level of intervention. The following is a pathway of what to do:

When a child behaves inappropriately:
Member of staff highlights the behaviour to the child and clarifies or reinforces expectations with them.

Child continues to behave inappropriately:
Teacher repeats expectations and makes any adjustments to support the child
(See Appendix C: Examples of Classroom approaches when dealing with behaviour)

Child continues to behave inappropriately:
Teacher repeats expectations and makes further adjustments (See Appendix C) to support the child. At this point additional support may be required (Learning support, Outside Agency etc)

Child continues to behave inappropriately:
A learning support staff member or member of the SLT should be called. ABC chart will need to be completed to record incident, as well as Welfare Concern Form.

Remember – the strongest approach to support a child is through the relationship with the adult. At all points try to ensure you keep a strong connection with the child having difficulties. Use positive reinforcement, as appropriate to ensure the child knows you are still there and you recognise their effort and any chances they have made.

At the end of the lesson (or during if appropriate) the teacher should talk with the child about the difficulties in the lesson and agree what improvement is needed for subsequent lessons.

The evaluative judgment about the level of difficulty in the lesson should be recorded on the child's ABC chart and in the lesson evaluation (especially in the case of job-share teaching).

ABC Chart

In order to track behaviour and ensure the appropriate action is taken to reduce further disruption a tracking sheet (See appendix E) is completed for a child to establish patterns to inappropriate behaviour.
This is generally broken up into:
- Session 1 (AM1): Start of the day up to break time
- Session 2 (AM2): After break up to lunch time
- Session 3 (PM): After lunch time and up to the end of the day

Class teachers are responsible for recording Sessions 1,2,3. Where children are in any groups, the group teacher should inform the class teacher of any concerns from the particular lesson. If a regular group is in place a separate form may be more appropriate; this should be discussed with the SENCO. Staff on duty at break time should inform the child's class teacher of any concerns at break time and an ABC completed where appropriate. At lunchtime a separate set of tracking sheets are kept in the first aid area and lunchtime supervisors record any issues on these. The lunchtime supervisor will inform the class teacher of any difficulties that may have occurred during the lunch break.

ABC Forms should only be completed where a child is consistently showing inappropriate behaviours. Welfare Concern Forms should be completed for any major incident (see appendix F) or where an investigation was needed.

The ABC tracking sheets are reviewed with the Year Head and SLT as appropriate. Any contact with parents should be noted in the class contact record.

General Responses to incidents

Children have to have the opportunity to reflect on their actions and the impact this may have had on others. Below are examples for some situations that may occur in school and the types of response that are appropriate:

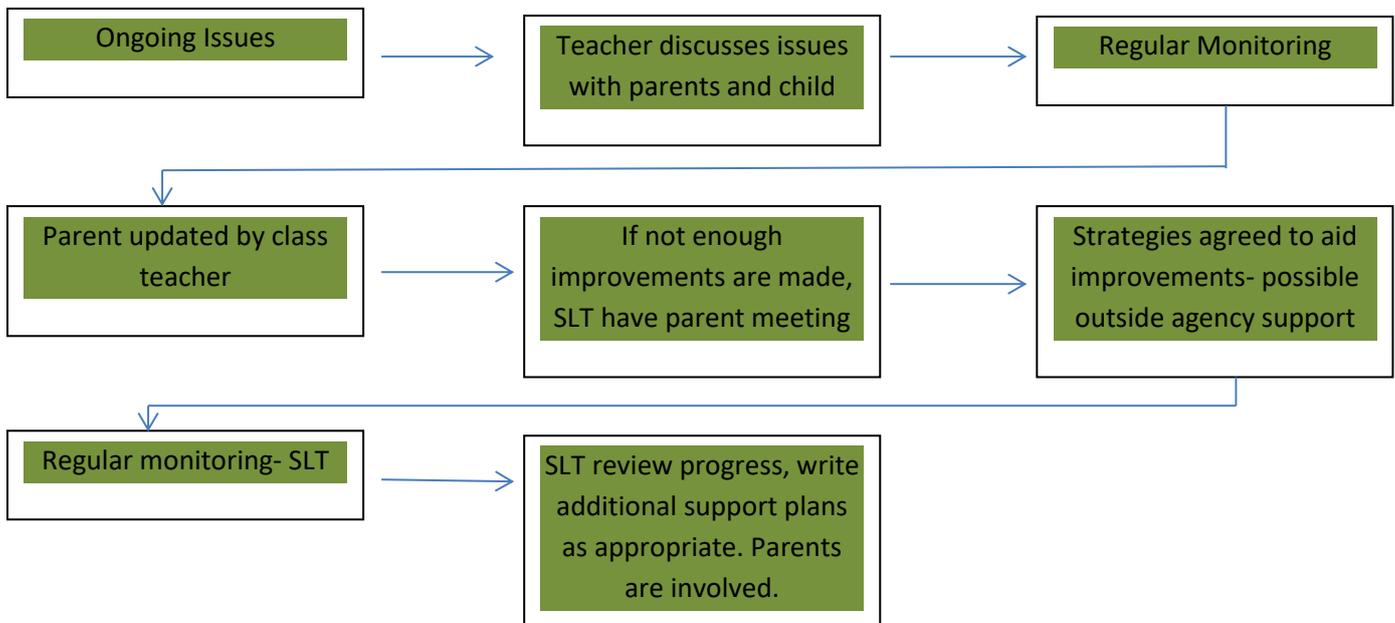| Incident	Type of Response
Incident against another person	Show the person that has been affected by the child's action that they are sorry. This can be in the form of a verbal, written, picture or action. **We do not force children to say sorry** Where appropriate an adult can apologise to the injured person, although/ not on the aggressor's behalf- saying for example: "I'm sorry you were hurt, are you okay now?"
Incident relating to theft, damage to property etc.	Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to complete a site task which enables the site person to fix the problem. Where there is a cost for replacement of an item that has been damaged this cost may be sought from the child following discussion with the family.
The particular activity that has been causing issues e.g. football at play time	Work with staff needed in order to ensure subsequent participation can be successful. E.g. having reduced time / supervision / or not taking part in the activity
Child being disruptive in lessons	Child remains in for some of the break to catch up with the work that hasn't been completed. OR (depending on nature of disruption and purpose of disruption) The need for a discussion with teacher regarding behaviour and how to improve this in the next session.

Concerns with a child's behaviour

As a general principle where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent(s) to inform them of the concern and discuss what is happening in school. This contact should be recorded in the class contact file. Where the teacher feels additional support or action is required to support a child, they should contact the SENCO to discuss this.

On a regular basis, the ABC tracking sheets will be reviewed by the SENCO and any children who appear to be causing concern (and whose parents have not already be spoken with) will have their parents contacted. The child's behaviour will then be tracked over the next period. At the end of this period the parents should be contacted to inform them of the progress made.

If no improvement is made during the next period a formal meeting will be held between the teacher, child, parent and a member or senior management. A written plan with clear targets for improvement will be written and monitored on a regular basis- this may be in conjunction with an outside supporting agency (e.g. Foundry College, Educational Psychologist or Play Therapist).

Regular contact should be made with parents to update them on any further issues or improvements. The child will meet with the class teacher (and SENCO if needed) if appropriate to discuss the issues and agree improvements needed.

In summary:

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┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│   Ongoing Issues    │ ───> │ Teacher discusses   │ ───> │  Regular Monitoring │
│                     │      │ issues with parents │      │                     │
│                     │      │ and child           │      │                     │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
          │                                                          │
          v                                                          v
┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│ Parent updated by   │ ───> │ If not enough       │ ───> │ Strategies agreed to│
│ class teacher       │      │ improvements are    │      │ aid improvements-   │
│                     │      │ made, SLT have      │      │ possible outside    │
│                     │      │ parent meeting      │      │ agency support      │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
          │                                                          │
          v                                                          │
┌─────────────────────┐      ┌─────────────────────┐                 │
│ Regular monitoring- │ ───> │ SLT review progress,│ <───────────────┘
│ SLT                 │      │ write additional    │
│                     │      │ support plans as    │
│                     │      │ appropriate. Parents│
│                     │      │ are involved.       │
└─────────────────────┘      └─────────────────────┘
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Major ongoing or serious issues

In all cases where the behaviour is a significant cause for concern a referral for Behaviour Support is completed. ABC Charts are also completed, along with Welfare Concern Forms. This allows a record of the incident to be made and appropriate support and/or reparation to be planned for. Any victim or perpetrator indicated on a Welfare Concern Sheet is also tracked in order for us to identify children having difficulties or becoming regular victims.

ABCs and WCFs should be completed by the person initially dealing with the incident.
Staff (Teacher and TAs) should aim to deal with the incident and the reparations and only escalate this to the leadership team if further actions are needed or an immediate response is needed and cannot be undertaken by the member of staff dealing with it.

Where there is an incident where a child is exhibiting behaviour which becomes unmanageable or unsafe immediate support should be sought from another member of staff or member of the senior leadership team.
The Classroom staff, Year Head and SENCO should be made aware of any incidents which have been recorded on an ABC chart or WCF.

When an incident occurs, a judgment is made by the staff member, teacher or member of SLT as to whether the parents of the perpetrator(s) and/or victim(s) need to be informed, taking into account the severity of the incident, any continuing difficulties the incident is likely to cause and the child(ren)'s history of involvement in such incidents.

Any major incidents must be logged using the WCF. WCF are tracked through a system which allows us to have an overview of issues and to establish any support that needs to put in place for the child(ren).

Sometimes an incident occurs in which the member of staff feels it appropriate for it to be recorded on a WCF, but following investigation or an evaluation of the incident this may be logged as Noted, Watchful Eye (within class), or Watching Brief (across school) – which is retained on file.

Appendix A: Inclusion Team

Appendix B: Break and Lunchtime systems

Appendix C: Approaches to positive recognition and classroom strategies

Appendix D: Examples of classroom approaches when dealing with behaviour and Pathway of need

Appendix E: ABC Tracking Sheet and Behaviour Monitoring Sheet

Appendix F: Minor and Major incidents list

Appendix G: Exclusions

Appendix H: Supporting children with Social Emotional Mental Health needs

Appendix I: Use of reasonable force and screening pupils

Appendix J: Governors' statement

Appendix K: The power to discipline beyond the school gate

Appendix L: Pupil allegations against staff

Appendix M: Specific circumstances - School trips/visits/swimming/PE:

Appendix A: The Inclusion Team

Mrs Michelle Masters- Head Teacher
Mrs Danielle Killick- Deputy Head Teacher
Mrs Becky Stewardson- Chair of Governors

SEND TAs and LSAs:
Mrs Amanda MacDonald, Mrs Fran Morris, Mrs Parthivi Patel, Mrs Harjit Sidhu, Mrs Marie Dobson, Miss Kim O'Reilly, Miss Sam Jarvis, Mrs Sunita Kaushal

Key Roles and Responsibilities

	Responsibilities
All Staff	• All member of staff are 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. • Shouting and shaming should never be used and is not tolerated at Willow Bank Infants. • Staff will always endeavour to have private discussions with pupils in order to help support any issues that are arising. • Staff use the **Key principles outlined in this policy to support the needs of all our pupils.**
Specific Roles	

Teachers	• Ensure parents are contacted when:
	    - a child is having ongoing issues
	    - there has been a 'one off issue significant issue'
	Where possible the teacher should do this in order to have the ongoing dialogue. On some occasions a member of SLT or a Learning mentor will liaise with parents for significant one off issues.
	For ongoing issues, a discussion should be had with the parent(s) as to the best way to keep a dialogue going.

Learning Mentors	• Provide specific support for children experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having. • Provide support in class and at break and lunchtimes • Provide 1:1 or group work to support emotional health needs and mindfulness
Safeguarding and Inclusion	• Lead the ethos of this policy • Ensures the policy is implemented effectively • Ensures effective training for staff • Oversees the specific needs of pupils across the school • Provides support to staff, pupils and parents as necessary • Links with outside agencies to offer additional services • Line manager for the learning mentors • Ensures that all tracking and reporting of incidents and additional needs are up to date
Headteacher	• Lead the ethos of this policy • Is the only person authorised to exclude a child
Parents	• Inform the school of any concerns (Class teacher, Year Head, DHT, HT) • Have an open dialogue with the school • Support the school when needing to get further support
Governors	• Have an open dialogue with the school • Support the school when needing to get further support • Setting down these general guidelines on policy and of reviewing the effectiveness of this • Duty to consider parents' representations about an exclusion

Appendix B : Break and Lunchtime systems
At lunchtimes children have access to a range of support to help them have a happy and successful break. Every lunchtime children have access to:
- Play Supervisors in the playground
- Chill-out space and activities
- Lunchtime staff
- Access to the 20/20/20 system for supported lunchtime.

If there are ongoing concerns about the behaviour of a child at dinner time the lunchtime supervisors seek support from the class teacher in the first instance.

Lunchtime supervisors follow the overall principles in this policy in regard to dealing with children e.g. talking politely to the children; use of wondering questions; listening to the children; use of time in not time out.

The use of 'bans' from certain activities should not be used e.g. bans from football. However, if what the child is doing causes and issue then the child may be asked to leave the pitch for a short period or stand with a member of staff to help resolve the situation. This should be for a period long enough for the child to be helped to regulate and not as a punishment.

Any immediate and significant concerns about a child must be brought to the attention of the lunchtime supervisor or senior staff on duty.

Lunchtime recording of incidents
At the end of each lunchbreak – each supervisor will share any concerns with the class teacher. If a significant concern is raised this will be passed to a member of SLT to deal with; they will request that the incident is recorded on a Welfare Concern form.
When dealing with incidents, lunchtime supervisors should follow the principles set out in this policy. If more support is needed, help should be sought from the senior lunchtime supervisor, teaching staff on duty, or member of the senior leadership team.

End of play/lunch
- The school bell rings and staff go out to the playground
- Single bell is rung – children stand still and are quiet
- After a short period, a second bell is rung and children walk to their lines
- Staff on duty remain to support children getting to their lines

If you are on duty the other adult in your class should be available to greet the class while the member of staff on duty remains on the playground to ensure children are walking in a calm manner to their line.

Appendix C : Approaches to positive recognition and classroom strategies

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 them in your mind, care about them as a person and care about what they are doing.

We can categorise positive recognition as either personal or public. We create an ethos of every child as an individual and that all children are at different stages with their learning and development and achievement is based on their own personal progress – not as a comparison with others.

For children with additional SEMH needs we look at the specific needs of these children to determine how we approach the use of personal and public recognition.

The use of public positive recognition (praise, awards and rewards etc.) can, in addition to the desired positive impact on the target children, often have negative impact on all children but especially children with additional SEMH needs.

At Willow Bank Infants we have carefully thought about all the types of public positive recognition that are used in order to maximise the positive impact for all pupils and minimise any potential negative associations.

We ensure that systems are not based on control through bribery or over use of rewards. Consequences are steered towards those that are natural e.g. graffiti is cleaned up

Blanket class sanctions – e.g. whole class staying in or being held behind are not used.

The following approaches are used at Willow Bank. Any additional approaches must be discussed with the SENCO/Head Teacher. If in any doubt about any aspect of this – support must be sought from the SENCO/ Head Teacher.

	Purpose	What it looks like	Key Notes
Individual			
Use of children's work as an example	To celebrate the child To promote learning	Sharing of work on the board Reading out of child's work	Be mindful of using the same child all the time
Classroom praise- public/private	To give feedback/ celebrate the child To help promote learning / conduct	Specific feedback (see feedback policy) "James, super clear reading – your use of intonation for the characters really helped me to understand how they were feeling at different points in the story."	This can be public or private dependant on the circumstances and the individual needs of the children. Be mindful of using the same child all the time.
Stickers	To give instant recognition for work/ behaviour	Staff gives stickers to child and says why / leaves sticker in books. Children have a sticker card / book if they wish to keep given stickers.	Keep an eye out for children who are not getting any stickers. Children should not use this is a comparison to each other or ask for stickers. This will need to be explained to the children. Sticker cards, if used should not be on display. **Must not be used as a bribe ("If you do…. then you will get a sticker") or consequence ("You would have got a sticker if you had / hadn't…..")**

Notes home	Encourages home school link	HT has 'certificate' note pads which should be used regularly to give personalised praise for children. These are sent home with the children.	
Phone call	Encourages home –school link Enables the sharing of successes	Phone call home	This is a quick and easy way to communicate positive news to parents. Use as and when appropriate (balance of not too many and not enough) This is a powerful way to give parents special news or information and enables effective relationship building between school and home.
Achievement Assemblies		Weekly assembly to share good work, effort and positive attitudes and behaviour (2 children from each class per week)	Every child must have the opportunity to be in one of these assembly (recognise individual for whom this may be difficult for or who may not want this type of recognition – for these look at an approach that is appropriate – liaise with SENCO and parents)
Headteacher stickers	To provide positive recognition for hard work and kindness	Child is sent/brought to the office to show good work or for doing a good thing. Child is given a sticker	Ensure a good mix of all pupils get a chance to bring good work/achievements Must not: - make an over public 'announcement' in the class - be used as a 'bribe' e.g. "if its great we can show it to …"
Group/Class			
Work on display	To recognise children's work and celebrate all children's work – regardless of ability	Children work on display. Every child has some work on display (unless they have asked for it not to be)	School ethos is to accept children work at different levels and that this is okay. Must: - Ask children if it is okay to display their work. (This can be done as a general start of the year and/ or as and when work is to be displayed.) Must not: - indicate a level or mark
Praising groups	To promote positive expectations and behaviour e.g. "Great yellow table – all settled down to work well"		Must not be linked to any aspect of competition, points or **prizes Must not to be used to shame/name the individual tables that aren't**. WHY? Some children may struggle with organisational skills and need support with this rather than be criticised by peers for 'losing' points etc for them!
Marble in the Jar	To promote and celebrate whole class achievements (Behaviour, performance, values etc) Catch the class in the moment:	Staff or class teacher awarding 1 'marble' to a class for collective good behaviour (lining up, walking around school, conduct on a trip,	**Must not be used to identify any group or individual who have 'stopped' the class getting a 'marble'** WHY? Reduction in self-esteem

	"Great cooperation in PE today – well done – add a marble to our jar"	entering/leaving assemblies or great work together for a lesson)	and/or blame from other children / child shamed. Must not Be used as a bribe ("If we do…. then we will get a marble") or consequence ("You would have got a marble if you had…..")
Collecting in of results e.g. tests		Teachers collect in results from children and give out results to children individually. Teachers should emphasise that all learning is about individual progress and not about comparing to others.	Must not ask children to call out results Must not give out results publically
Displays / Charts		Targets / progress charts should be for the child. They could be stuck in books or in a separate document accessible by the pupil/ teacher only.	Must not display any charts which could be used to compare individual or groups skills, abilities, achievements, targets etc. WHY? For children at all levels this can generate a 'better than you' approach mentality or for lower ability a reduction in self-esteem. Focus on individuals making progress at an individual level. Consider personal target sheets or progress sheets.

 *The above take into account the individual needs of children and where a child has any specific needs regarding praise and public recognition – we work with the child and family to ensure the approach is matched to the child.

Appendix D: Examples of classroom approaches when dealing with behaviour

	Mild	Moderate	Severe
Concern	Some minor support on more than one occasion	Needed support on a number of occasions	Significant support required
Teacher Response/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 support in class - go and see someone - work in a different place e.g. concentration station	

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 SENCO or member of SLT)

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.

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'.

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 event (No known additional needs incl. SEMH)	Ongoing concerns	SEND/SEMH underlying specific needs Or Ongoing concerns with little or no improvement
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, SENCO or SLT	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, SENCO or SLT	Strategy meeting held with: - Class teacher - LSA - Any external agency in place - SENCO - 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	Support Plan completed if needed and implemented (Possible use of external support)	Support Plan 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 F: Minor and Major incidents list

Minor incidents might include:

- Talking at inappropriate times
- Mistreating school or other property eg. mishandling books, dropping litter, wasting or not taking care of resources
- Not lining up properly
- Distracting other pupils e.g. pulling 'funny' faces, trying to attract their attention.
- General behaviour around the school building e.g. Running in the corridors, talking in assemblies
- Daydreaming
- Isolated shouting out e.g. an answer
- Not doing sufficient work / lack of co-operation with peers

Major incidents might include:

- *Any prejudice based comments e.g. Racist/ Homophobic/ Transphobic/ Religious/ Ageist comments
- *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
- Theft
- Vandalism of anybody's property, including graffiti on school books
- Physical e.g. punching, kicking, pushing, pinching, hitting another person with an object
- Play fighting / rough play
- 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, drugs, inappropriate images
- Ongoing multiple issue 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. WCFs are completed for these incidents and given to the school office to be added to an online tracking system specifically for these type of incidents. The copy of the WCF is then stored in a separate file in the HTs office and used for tracking of incidents and 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.

Appendix G: Use of exclusions

These are only used as a last resort and where the safety or effective working of the child(ren) class/ school would be compromised. Wherever possible the use of learning support, Inclusion team or SLT are utilised to deal with any significant issues.

Internal and external exclusions are sometimes used if returning a child back into the class setting may result in significant further disruption to their or others learning – or a significant incident has occurred which requires immediate investigation and time for children to become regulated.

We follow the DFE guidance of: "Exclusion from maintained schools, Academies and pupil referral units in England" 2012

Appendix H: 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, all staff are trained in the following areas:
- ADHD strategies (where applicable to class)
- Autism
- Adverse Childhood Experiences
- Attachment
- Trauma - how we track this and how we can plan for potential difficult times
- School ethos for working with children

Key principles in supporting the universal 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 universal 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 support
- Understand that any traumas in a child's life can impact on behaviour

How we support children with additional 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 additional 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 it 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. HTs office, Nurture 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.
SEAL groups	1 to 1 or small group work working with learning mentor or other support staff trained in emotional literacy. 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 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 – Nurture/Interventions room	Provide overall support for children's mental health and emotional needs in order to reduce anxiety
Support Plans	Formal written support plan written by class teacher/ key adult / parents and LSA	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 must be agreed with the SENCO before being introduced)	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 SENCO.
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: Foundry, CAMHS EP LSS Sensory Consortium OT	To provide a range of assessments and support for more complex needs – including individual assessment and family support.

Appendix I: Use of reasonable force and Screening pupils

As a result of our approaches to supporting the needs of children with additional needs it is very rare that the use of force is required. If a situation does occur, staff will use every possible solution to deescalate the situation and avoid having to resort to any physical contact in terms of managing a behaviour. Early help from a member of SLT/ Learning Support Assistants is vital in supporting a difficult situation.

The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is a last resort and will only ever be used in the most extreme circumstances.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded on the Welfare Concern Form and must be reported immediately to the head teacher. A record of these incidents is kept by the Head Teacher.

Screening and searching pupils

 Taken from the Behaviour and discipline in schools - Advice for headteachers and school staff (January 2016), there are two sets of legal provisions which enable school staff to confiscate items from pupils: 'The general power to discipline' and the 'Power to search without consent'

At Willow Bank Infants, staff may confiscate items that are of high value, deemed inappropriate, are against the school policies or are causing an issue. Where a specific policy does not exist, the teacher should use their discretion, whether the item is returned to the child or to the parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call; where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the Power to search without consent for "prohibited items" including:
 • knives and weapons
 • alcohol
 • illegal drugs
 • stolen items
 • tobacco and cigarette papers
 • fireworks
 • pornographic images
 • any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
 • any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Appendix J: Governors' statement:

As required by the guidance from the Department for Education on "Behaviour and discipline in schools - Guidance for governing bodies", the following is a statement of general principles in 'determining measures to promote good behaviour and discipline amongst pupils' DFE, p2

The Willow Bank Infant School Governing Body believe that children behaviour well when they feel safe and secure and believe that behaviour is an expression of need. We strongly guide the school to develop approaches that reflect this belief and support the pupils to develop their emotional well-being. We also expect the school to provide effect support for pupils with difficulties. In addition we ask school to provide clear guidance for their staff on:

 a. Screening and searching pupils

b. The power to use reasonable force or make other physical contact;

c. The power to discipline beyond the school gate;

d. Pastoral care for school staff accused of misconduct; and

e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Appendix K: The power to discipline beyond the school gate

As a school we will respond to concerns regarding children's behaviour outside of school which could:

- have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Pupils, Parent's and Staff are advised to inform school if they have any concerns. Each concern will be dealt with based on the nature of the incident.

Appendix L: Pupil allegations against staff

We follow safeguarding and staff discipline policies in dealing with any allegations against staff.

We deal with any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Where the allegation is determined to be false or malicious – additional support is offered for the pupil, family and member of staff and advice may be sought from the local authority as to the best course of action moving forward.

Depending on the nature and severity of the allegation a course of action will take place to ensure the continued effective provision of learning and relationships between the child and the staff and school. This may result in a short term exclusion in order to ensure effective plans are in place to mitigate the risk to the school and staff.

Appendix M: Specific circumstances - School trips/visits/swimming/PE:

Following the guidance of the Equality Act 2010, we endeavour to provide all children with full access to the school curriculum: this includes educational visits and trips.

If a child has significant difficulties where an activity may pose additional risks for that child or the safety of others – we will work closely with staff and parents to develop a plan of support in order for the child to attend the trip and ensure the best possible outcome for all involved. This may involve for example: additional staffing, different modes of transport, amended visit time/structure of the visit.