

DEVELOPING SOCIAL AND EMOTIONAL WELLBEING

17.09.2019



Hemingford Grey
SCHOOL

YOUR VOICE

Two of my children have had repeated red cards which I don't feel worked to change the behaviour. It made them feel bad without really looking at why they were behaving badly.

Learner of the week and headteacher awards haven't really been changed in all the time I have had a child in the school (9 years) and I feel it would be nice for a fresher approach.

I believe there should be a stronger push on children learning about inclusion, feelings and what result their actions have. Mental Health is a massive issue and any negative impact on this should be prevented as early on as possible.

Adults should always model respect to children- children learn from this rather than fear and feeling they need to earn respect and value.

In my experience, the red/yellow card system should be abolished, it's a negative method of punishment and only highlights a child to other peers and parents to be 'naughty' but there could be a wealth of underlying issues unknown to them and the class teacher. Children need to be nurtured and listened to.

Merits and House Points seem to be very subjective...'

Building respectful relationships and learning the positive impact kindness, care and empathy have in building self esteem.

POSITIVE BEHAVIOUR POLICY



Our school's central purpose is to provide the best learning for our children and improve their overall wellbeing. Our school values every member of our school community and we strive to ensure that each individual is treated fairly and with respect to build positive relationships. A fundamental aspect of our approach is understanding the behaviour is closely linked to social and emotional development. We aim to educate the children in managing, understanding and developing their behaviour to enable them to become flourishing citizens.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

A WHOLE SCHOOL APPROACH TO DEVELOP RELATIONSHIPS

'A therapeutic approach to behaviour is one that prioritises the prosocial experiences and feelings of everyone within the dynamic.'

Our staff at Hemingford Grey Primary School know how to promote pro social behaviour and manage antisocial, difficult or dangerous behaviour, and have an understanding of what behaviour might be communicating. Our staff focus on de-escalations and preventative strategies rather than focusing solely on reactive strategies. We promote the inseparable link between teaching, learning and behaviour.

We support pupils manage their own behaviour appropriately working with children's experiences and feelings to create an internal discipline. A restorative approach is a philosophy that sees relationships as central to learning and growth. There is a focus on building, maintaining and when needed repairing among all members of our school community.

SUPPORTING RESEARCH

The philosophy of restorative justice began to come into schools in the UK about 20 -30 years ago and the approach has been evolving and developing ever since. Rather than being simply a response to wrong-doing, it is recognised that pro-actively building relationships is as important as restoring relationships when things go wrong.

It is also recognised that children are very different from law-breakers and that the emphasis needs to be on learning and developing rather than on engineering a behavioural change. The focus has moved to creating environments that support development for everyone in the school community.

There are many training organisations involved in developing this approach both in the UK and around the world.

If you are interested, further information is available on the web-sites of IIRP (an international organisation) or Transforming Conflict (one of the longest established organisations in the UK).

PROMOTING PRO SOCIAL BEHAVIOUR

We expect all members of our school community to promote pro social behaviours by celebrating and praising children's personal achievements when they occur. Regular sharing of achievements will be a central part of our school routine, this could include sharing with staff, peers and families. Working together in their Houses, children will have the opportunity to collect House Points by displaying pro social behaviours in all aspects of the school day. Children will be recognised collectively or individually for promoting pro social behaviours that reflect our 6R's; Relationships, Respect, Resourceful, Resilience, Reflective, Risk-taking.

Punishment is a negative experience which leads to negative feelings, which leads to negative behaviours. Therefore, as a school our staff will use protective and educational consequences to both protect and educate the children.

'STEP ON' – A THERAPEUTIC APPROACH

Discipline *

External discipline = Controlling behaviour

Internal discipline = Teaching behaviour

(Internal discipline is sometimes referred to as self regulation particularly within EYFS)

To create change we need to understand, not simply suppress, the behaviour.

Understanding *

- **External Discipline** is imposed by staff through rules, punishment, bribery and suppression and will only achieve a short term change in behaviour.
- Working with student's experiences and feelings creates an **internal discipline**. This results in long term change

PROTECTIVE CONSEQUENCES

Protective consequences are the removal of a freedom to manage harm. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequence. Protective consequences are solely to ensure no further harm occurs in the short term.

These could include:

- Removal of equipment If being used unsafely
- Removal from situations
- Time to reflect in a safe space
- Personalised individual plan
- Physical restraint (see Appendix 1)
- Exclusions (see Appendix 2)

EDUCATIONAL CONSEQUENCES

Educational consequences are always essential. We will be able to show how we have helped children develop new skills or new ways of thinking through discussion, debrief, activity or rehearsing. Educational consequences provide children with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

These could include:

- 1-1 time with a member of staff
- Repair time with those affected
- Parental involvement when needed

Educational consequences rely on finding the answers to two questions:

1. What does the child need to learn
2. How am I going to teach them

CHILDREN WITH COMPLEX NEEDS

Children with complex needs are expected to follow this behaviour policy but may also have additional behaviour management plan to support their specific needs. Our response to an incident may be affected by the child's specific needs.

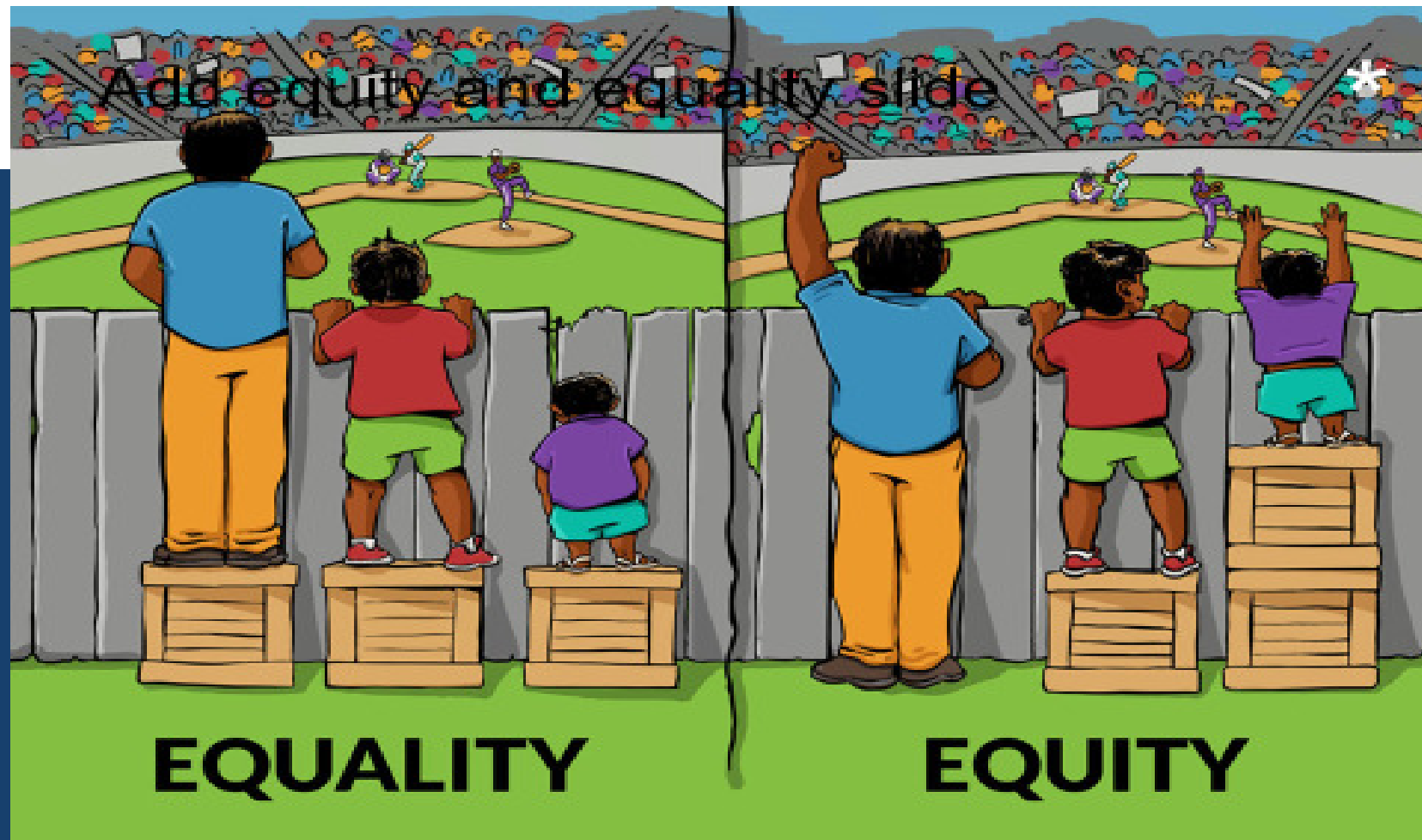
The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Step 1	Verbal reminder of appropriate choices and focus on the positive
Strategies	<ul style="list-style-type: none"> ▪ Class circles to strengthen relationships ▪ Check in/out to build communication ▪ Praise and recognise those children that have improved their behaviour and are making their right choices ▪ Provide opportunities for pro-social behaviour
Step 2	Restorative Conversation with member of staff: Opportunity to take responsibility, acknowledge behaviour and choose their next steps
Strategies	<ul style="list-style-type: none"> ▪ Find out; <u>What</u> happened? ▪ Recognise feelings; How are you feeling? ▪ Reminder of who is affected; How do you think XXX may be feeling? ▪ Support communication; I can see you look... I will come back when... ▪ Offer choice to change behaviour; what can you do to put things right?
Step 3	Restorative Conversation with member of staff: Opportunity to change behaviour and an Educational/Protective Consequence
Strategies	<ul style="list-style-type: none"> ▪ Protective Consequence put in place if needed to keep the child and others safe ▪ Educational consequence always put in place
Step 4	Failure to change behaviour or a serious incident which involves hurt or harm Restorative meeting
Strategies	<ul style="list-style-type: none"> ▪ Structured Restorative meeting led by senior staff member who has not been involved or affected ▪ Parents informed and may be invited to the restorative meeting ▪ Educational/Protective consequence remains in place or is altered or extended
Step 5	Time for Reflection and Repair
Strategies	<ul style="list-style-type: none"> ▪ All those involved are invited to reflection and repair ▪ Reminder of what learning has taken place following the incident ▪ The incident is reflected on and relationships are repaired



FEEL GOOD FEEL PROUD

**SPECIFIC
PRAISE**

Hemingford Grey
Primary School

Grow your
mind

RESOURCEFULNESS

Ready to learn
Punctuality
Independence

REFLECTIVENESS

Listen to advice
Edit own work

GROWTH MINDSET

Open to challenges
Curiosity
High expectations
Can do

RESILIENCE

Independence
Effort
Grit and determination
Perseverance

RESPECT

Polite
Considerate
Listen

RELATIONSHIPS

Kindness
Team player
Thoughtfulness
Helpfulness

RISK TAKING

Relishes a challenge
Learns from mistakes

TOGETHER EVERYONE ACHIEVES MORE

Designed by Year 6 House Leaders
June 2017