Holtsmere End Junior School
Behaviour Policy
incl. support for children with
Social, Emotional and Mental Health issues.

Reviewed: Summer 2022
Next review: Summer 2023

An attachment aware policy to aid children's understanding of how to regulate and manage their responses to the complexities of the world around them.

"Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences." (The Whole Brain Child - Siegel. D., 2011)

**This policy should be read in conjunction with the Anti -bullying and equal opportunities policies*

School Aims:

"A centre of excellence underpinned by British values, where children learn with enthusiasm and enjoyment. They enjoy an exciting and creative curriculum in a safe and caring environment and are challenged to achieve their full potential."

School's Values:

A whole school community, rooted in our shared aims and high expectation, working collaboratively to support pupil's intellectual, social emotional, spiritual, moral and cultural development to become responsible members of the community and lifelong learners.

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 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.
Strong relationships between staff and pupil s 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 Inclusion leader or member of SLT.

Purpose

We believe our school promotes high expectations and motivation to achieve successful learning through valuing each other, the school community and ourselves and developing self-regulation.
This policy is involved with the five main areas in developing self- regulation:

Recognising and celebrating success at every opportunity

Providing a secure base for all pupils (including the use of emotionally clean and well-chosen language patterns as well as maintaining an emotionally intelligent environment)

Recognising, empathising and validating young people's feelings (including the recognition of all forms of attachment)

Setting limits on what actions from our young people are appropriate (if needed)

Problem solving / solutions generation with the child/young person

2. Aims of the policy

The school curriculum has two main aims:

*To provide opportunities for all pupils to self-regulate, learn and achieve.

* To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

Visitors to the school should be impressed by the quality of the welcome they receive, by the way in which staff and pupils address each other, the care which pupils display towards their own and other people's possessions and the way in which movement around the school shows respect for others. They should see epistemic trust and its powerful use for learning.

We understand that positive behaviour and epistemic trust can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations. We recognise that although behaviourist approaches can work for the majority of children, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For children who have experienced trauma and loss, including vulnerable groups such as children in care (CLA), children at the end of the care system, and children previously in care, behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

Holtsmere End Junior School is a learning environment where <u>everyone</u> has the right to:

- be shown respect;
- learn and to teach;

- have equality of opportunity;
- be safe;
- be treated fairly and with kindness;
- achieve one's potential and to have achievement recognised;
- treat property and the environment with care;
- make appropriate choices;
- be listened to;
- be treated as an individual with their own learning needs; and
- develop one's own beliefs.

With these rights we all have the responsibility to work towards:

- respecting the rights of others;
- celebrating success for ourselves and others;
- being honest and tell the truth;
- trying the best of our ability ;
- acting as a good role model;
- self-regulating our learning behaviour.

How learning behaviour is encouraged

This policy is written to enable pupils to recognise when positive choices are made and when they have successfully managed their state, self-regulated their brains and therefore their bodies and responded to a situation in a positive way. It is written with the main imperative to empower our pupils to manage and regulate their responses to stimuli which may, if unregulated lead to the child making choices which do not serve them or others well.

The core purpose of this policy is to ensure that at all times within school that children's mental health is supported and that also this policy supports the school's 'Attachment Aware' philosophies.

It is worth noting that having an attachment aware behaviour policy is not designed to disregard 'behaviour' which is below the standard which is expected, it is an approach which ensures all actions of children are recognised with a mentally-healthy mind-set and seeks to empower all children to own their actions are become self-perpetuating with their positive choices thus investing in themselves.

Holtsmere End Junior School's core values and purpose are fundamentally built on supporting child mental health and we are determined in our ambition to remove the out dated and punitive stigma of 'behaviour' and champion the knowledge that a child's actions are determined by key neurological drivers which, dependent on their range of experiences throughout their early lives are enabling or disabling. It is our duty as primary carers to empower our pupils to be enabled and thus successful in their self-regulation. It is our determination to be a secure base which offers a sense of protection, caring and safety for all of our pupils, as well as a source of inspiration and energy for learning and exploration, risk taking and challenge.

Holtsmere End Junior School recognises that being 'fair' is not about everyone getting the same (equality) but everyone getting what they need from a behaviour policy (equity). The school also recognises that behaviour is a form of communication and repeated inappropriate behaviour may just be a sign of a need not being met.

Background information on Attachment

"What is believed to be essential for mental health is that an infant and young child should experience a warm, intimate and conscious relationship with his mother…in which both find satisfaction and enjoyment" (Bowlby, 1953)

"Attachment influences students' school successes. This is true of students' attachment to their parents, as well as their teachers. Secure attachment is associated with higher grades and standardised test scores compared to insecure attachment. Secure attachment is also associated with greater emotional regulation, social competence, and willingness to take on challenges, and with lower levels of ADHD and delinquency, each of which in turn is associated with higher achievement" (Bergin and Bergin 2009)

The neuroscience of attachment disorder

- *Neural systems in the brain are frequently employed to defend rather than cooperate*
- *Regulatory systems become biased/primed towards arousal and fear rather than relaxed and ready for learning*
- *Neural brain patterns (attachment schemas) are used as battle plans for apparent survival rather than ways of connecting.*
- *Reward systems seek alternatives (e.g. drugs) rather than contact with attachment figures.*

If a person has an attachment disorder it affects two key mechanisms their social engagement mechanism and their stress regulation system. If a person's social engagement mechanism is affected it affects the following:

- Ability to interact with others
- Ability to understand others
- Ability to make sense of social relationships
- Ability to enjoy social relationships
- Social cognition

If a person's stress regulation mechanism is affected it affects the following:

- Ability to regulate stress
- Ability to regulate social engagements
- Ability to regulate positive and toxic stress
- Emotional regulation

<u>Growth mind-set school</u>

It is worth noting that Holtsmere End Junior school is not only attachment aware, we are also a growth mind-set school. This being the case we do not see children as being clever or not. We encourage academic buoyancy through a set of 6R's: Resilience, Relationships, Resourcefulness, Reflection, Risk taking and Remembering (inspired by Guy Glaxton's 4R's of building blocks of Learning) and develop children's ability to take responsibility for how they approach their lives. We build our school values on the children making active choices, belief in their ability to achieve (whatever the goal), to fail better and use it as an opportunity to grow, accept that some stress if managed well can be a healthy experience, that we are flexible and adaptive in daily life and that we encourage our children to maintain a healthy perspective. We therefore are mindful of the use of language patterns such as:

Growth Mind-set (examples of…)	Fixed Mind-set (examples of…)
• I expect great things from all of you, and I am here to guide you in your learning and growth. Mistakes are expected and valuable – We can all learn from them. • I am so glad I made that mistake, because I learned…. • We have high standards, and I know that we can meet them • I'm so proud of the effort you put forth in order to improve your learning… • Congratulations, you really used great strategies for…..	• Good boy/girl • You are clever • You are right / wrong • This is easy / hard • I / you can't do this • I'm not good at…. • I'll never do this because I'm not as clever as…

By creating a growth mind-set environment we enable children to feel valued as individuals and encourages confidence and perseverance which in turn allows them to experience a deeper level of success as it is self-motivated.

Learning is an innate ability in all of us, just like running. In the same way that we can learn to become faster runners we can also learn to become better learners.

The 6Rs of Learning are learning behaviours that can be isolated, practiced and honed. By focussing on and improving individual learning behaviours the learner can learn more effectively. It is our belief that the learning skills developed in this way will better equip our children for optimum learning at Holtsmere End Junior School and beyond.

In school we focus on a different R each week. The R focus will be the theme for assembly during the week. On a Friday each teacher will nominate a child from their class who has achieved the R the most successfully. Examples of the weekly targets are;

1. Relationships

I can work well on my own and can work collaboratively with other people.

I help others which helps me understand what I know.

I know my targets for my own learning and work towards them.

I can work with others to learn effectively.

I consider other people's learning.

2. Resourceful

I can plan ahead in my learning and know what will help me learn.

I know where to find information, including through ICT and use it in my work.

I can talk about what I am going to do and what I have done.

I can think creatively and differently about problems and record my work in a

variety of ways.

I take risks and will have a go.

I know who to ask to help me learn.

3. Resilient

I stick at things even when they are difficult.

I try to remember what I already know to help me work out something difficult.

I use a range of strategies to help me when I am stuck.

If I make a mistake I learn from it and use it to help me learn and grow.

4. Risk

I challenge myself beyond the class expectations.

I try things that I haven't tried before

I look for ways to do things that might be different from other people

I look for different ways to achieve things

I am not afraid to get it wrong

5. Reflective

I can experiment with different ways of learning.

I can use different ways of assessing my learning.

I can make connections between my learning in school and outside school.

I do not accept second best and look for ways to improve.

I look for feedback from my teachers and peers and think about how I can improve.

6.Remembering

I can remember my learning and make links to prior learning.

I can talk about my learning while demonstrating that I have learnt the subject specific vocabulary.

All children need recognition for efforts made. Some of our children find it challenging initially to make well-formed choices and when they do it is imperative for the adult to make every effort to notice and celebrate when this happens. It is always vital to try where possible to ignore certain behaviours which do not serve the child well, thus preventing children being identifiable by their conduct choices. At all times stakeholders must be aware that all behaviour is communication and at no time should a child be identified by their behaviour. Recognition of positive efforts made should be instant and respectful. Children's self-talk needs to be modelled so it is essential that the process is praised more than the outcome. It is vital that all children are recognised for their positive choices regularly and if they find this challenging it is up to the supervising adult to create opportunities where the child can succeed. We do not promote a conformist attitude within the school, we promote an individualised approach which allows the child to develop within their own reality providing it is safe to do so.

We promote British values across the school through our school values.

The six school values are; patience, empathy, respect, appreciation, kindness and consideration and each of these are linked to a 6R during the weekly assembly themes.

Providing a secure base for all pupils

A secure base offers a sense of protection, care and safety. Every child has the right to feel safe and as a result all children will understand that are limits to behaviour and that if these are reached children will be helped in developing strategies so these are not reached again. Children at Holtsmere End Junior School understand that irrespective of their choices that we will help them overcome their barriers to being successful and they can trust that every adult will understand that they are not the personification of their behaviour. The School's main aim is to enable all children to feel safe and secure and that they can make mistakes without being judged or labelled. Children also understand that very rarely when the School cannot meet their needs as it may not have the expertise to do so, it will look for provision which would enhance the child's life chances better.

The School values emotional intelligence and understands the importance of well-chosen language. All staff are aware of the impact emotionally driven language can have on a person's behaviour and that it also can cause disassociation between the child and the consequence, as it no longer relates to their quality world. Staff therefore:

- avoid using emotive language when discussing children's choices;
- avoid becoming emotionally involved in a child's behaviour / response;
- understand that all behaviour is communication (either voluntary or involuntary);
- avoid speaking petulantly to a child;
- avoid shouting in any circumstance;
- are intent on understanding a child's reality;
- try to use positive reinforcement wherever possible;
- are always respectful of the child; and
- ensure that all children are heard dispassionately and equally and that no child is treated in light of previous choices made

Recognising, empathising and validating young people's feelings (including the recognition of all forms of attachment)

Attachment Style	% of general child population	The child's general state of being	Nurturer's responsiveness to her child's signals and needs	Why the child acts in the way they do

Secure	65%	Secure, Explorative, happy	Quick, sensitive, consistent	Believes and trusts that his / her needs will be met
Avoidant	20%	Not very explorative, emotionally distant	Distant, disengaged	Subconsciously believes that his / her needs probably won't be met
Ambivalent	10 – 15%	Anxious, insecure, angry	Inconsistent. Sometimes sensitive, sometimes neglectful	Cannot rely on his / her needs being met
Disorganised	10 – 15%	Depressed, angry, completely passive, non-responsive	Extreme, erratic, frightened or frightening, passive or intrusive	Severely confused with no strategy to have his / her needs met

It is worth noting that the School are at no point condoning choices which are disruptive to learning of any pupil or that which puts children at risk. The difference with this approach is it focusses on prevention before remedy and in building capacity in our children to be self-regulating. Should decisions be made by pupils which are not acceptable and not in keeping with the School's ethos, consequences follow. The importance in this is that a child recognises that a consequence is a result of a choice the child has made. That by choosing a specific course of action they are then choosing the consequence. The power of choice rests with the child not the adult. That if a child makes a choice which is contrary to the school ethos that it is not the adult who is inflicting a punitive measure, the adult is in fact being guided by the child in what consequence will follow depending on the child's actions.

The importance is that an adult recognises that it is their duty to manage and mitigate behaviour without inflicting their own map, emotional state and preconceptions onto the child. Also to be aware that a child behaviour may be a consequence of some form of mild to severe attachment issue and therefore relationship building, empathy, sensitivity and investment into the child's quality world is essential in order to help the child progress in their own self-regulation.

Setting limits on what actions from our young people are appropriate (if needed)

All children within the School are given the opportunity to understand what choices are appropriate and what choices are not. It is not the aim of this policy to allow children to lack accountability it is more that it enables children to develop self-regulation and to build capacity in their quality world to avoid choices which do not serve themselves and others well. Should a child make a choice which is not in keeping with the ethos of the School they will be given a verbal warning and then consequences will follow. It is the determination of the School that no consequence is punitive or emotive and that the child understands at all times that the ownership of the choices they make and the consequences which follow belong to them and them alone. It is in educating the children in how to avoid such decisions where the capacity for the child's development can grow.

Problem solving / solutions generation with the child/young person

a. Emotional coaching

i. Be aware of emotions
ii. Take opportunities to connect with the child
iii. Listen to understand not to respond
iv. Help the child identify and name their emotions
v. Find good solutions

- Redirect children who are making unhelpful choices for what they do, not what they feel.
- When children make these choices, help them to identify their feelings and explain why the choices are inappropriate.
- Encourage emotional expression, but set clear limits on what is acceptable.
- Help children think through possible solutions.
- Progress in small steps should be expected.
- Create situations where children can explore without hearing lots of "don'ts."
- Make an effort to catch children making lots of positive choices and recognise their efforts.

b. Ensure that any consequence is delivered dispassionately and as a direct result of a decision the child has made. There should very rarely be any reference to previous mistakes as when the policy is applied effectively this will have been measured and actioned accordingly.
c. Every day must be a fresh start and the child must at all times be given the opportunity to begin again with ownership over how they can avoid such choices again.

General Expectations

It is important to have high expectations for our children while recognising some children have specific needs.
The following expectations cover all times of the school day and where children are representing the school out of hours or off site:

· Show respect and consideration to each other and to others, regardless of differences

· Behave sensibly around school e.g. move around in a controlled manner, use appropriate language, tone and volume when speaking

· Look after and respect your own and others property

· Work hard and follow instructions

Staff should ensure a good routine 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 will have a weekly theme on a 6R: Reflection, relationship, resilience, resourcefulness, risk taking and remembering. They will also cover the values of Respect, Empathy, Appreciation, Consideration and Patience. Assemblies will also have a special focus linked to particular calendar events like Anti -bullying week. There is a termly assembly plan with themes for each week which will cover specific issues relevant to our school and community including Racism; Homophobia; Gender based language; Tolerance and respect; Disability awareness.

Holtsmere End Junior School and 'Hertfordshire Steps'

Hertfordshire Steps is a therapeutic approach to positive behaviour management and is already well established in many of Hertfordshire's education settings and services. The Steps approach has been adopted and embraced by Holtsmere End Junior School and is based on the following principles:
Shared focus on inclusion of all children and young people within their educational setting
• A shared set of values and beliefs
• Open and shared communication
• A shared commitment to diversion and de-escalation
• Shared risk management
• Shared reparation, reflection and restoration
All of our staff have received 'Step On' training and 2 staff members have been trained to deliver training to new staff members and provide refresher training and ongoing advice.
'Step On' – Step On is training in de-escalation. It emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

Benefits of implementing the Hertfordshire Steps approach:

•Improves staff confidence and safety
•Reduces the risk of exclusion
•Supports the inclusion and management of SEND and children who may present challenging behaviour
•Develops consistent working practices
•Supports senior leadership teams in the development of policy, planning and reporting

The school is committed to using the following steps documents to predict and prevent behaviour patterns: Risk reduction plan, anxiety mapping, Roots and fruits and conscious and subconscious plans. **(Appendix B1)**

- **JIGSAW** : **A PSHE programme with a mindful approach to PSHE** – children have 30 minutes of lessons each week which include strategies to deal with different situations and ways to help regulate emotions. This is taught by the class teacher.

- School Curriculum including RE and a thread through themes
- High focus on teachers developing positive relationships with children
- Clear and consistent routines in classrooms, around the school and in the wider community
- High expectations from staff about conduct in class and around the school
- Clear set of strategies when behaviour causes a concern and positive reinforcement for good behaviour

(see appendix C: Approaches to positive recognition and classroom strategies)

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

Any behaviour that 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:

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 in line with the school expectations.

If children are repeatedly showing poor behaviour for learning skills then a daily reflection sheet should be introduced to help the child reflect on their learning and to be rewarded for good learning behaviour.

Daily Reflection sheets

Completed by adults and children for the following:

All lessons, assemblies, short sessions and interventions completed during the day

Staff on duty at play time should inform the child's class teacher of any concerns at break time and concern or stage form completed when needed. The Lead Midday supervisor can write a comment in the reflection sheet when needed. These reflection sheets can be used to track improvements in behaviour as well as to identify patterns of behaviour. These reflections sheets are often also sent home at the end of each day in order for a parent or carer to sign, ensuring their continued involvement.

Learning to learn intervention

Deputy Head teacher to facilitate a 'Learning to learn' intervention, for identified children, with the Learning mentor in weekly sessions. First three weeks to concentrate on emotion coaching: naming and taming emotions helping children to feel safe in their learning environment. The neuroscience of the mind is simplified for children to understand and then used to their advantage as children spend the next ten sessions learning ten healthy habits for better relationships. Children explore how: smiling; saying sorry; being kind to someone; talking about their feelings; asking for help; showing good manners; trying new things; accepting 'no' means 'no'; learning to share; and following instructions can help them have stronger relationships and become better learners.

Behaviour Stage process

First step, member of staff highlights the behaviour to the child and clarifies/ reinforces expectations with them.

Stage 1 Teacher repeats expectations and makes any adjustments to support the child *(see Appendix C: Examples of classroom approaches when dealing with behaviour)*. Children will be warned procedures have begun and a verbal Stage 1 will be issued.

Examples of Stage 1: wasting time, interrupting, calling out inappropriately, giving a defiant or insolent look, inappropriate chatter or inattentiveness

Stage 2 Teacher repeats expectations and makes further adjustments *(see Appendix C)* to support the child. Time out for the situation could be appropriate and a child may be asked to complete a Yellow Stage 2 'Think sheet' either in the classroom or in another pre-agreed classroom. Examples of Stage 2: preventing others from learning, making a rude remark, ignoring instructions, spoiling property

Stage 3 A more serious offence or repeated disobedience, see examples below, may lead to an Orange Stage 3 'Think sheet' being issued, completed with the adult who issued the stage and then the child is to be sent to a senior leadership team member, or the learning mentor, to reflect on their behaviour and have their Stage logged in the Behaviour Incident book. Children will normally be expected to miss a lunchtime and playtime in reparation of their wrong behaviour choices. Children are

expected to complete positive learning and social tasks during this period. Examples of Stage 3: leaving a room or area without permission, blatant disobedience, swearing, spitting, throwing of objects, telling lies, making an insolent gesture.

Stage 4 In all cases, where the behaviour is a significant cause for concern a more detailed red Stage 4 'Think sheet' is completed with next steps included.
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 Stage 4 may also be transferred to a learning reflection sheet in order for staff to identify children having difficulties or becoming regular victims.
Stage 4's should be initially be dealt with the adult involved but because of the serious nature of the incident (unless the incident occurs during the lunch break – in which it will be passed on to a learning mentor or member of the leadership team) the official issue and resultant letter home and contact with parent or carer, has to be dealt with by a member of the SLT.
Senior Leadership team members should aim to deal with the incident and the reparations and make the decision of whether the behaviour consequences should led to internal or external exclusions. Children will normally be expected to miss five lunchtimes and playtimes in reparation of their wrong behaviour choices. Children are expected to complete positive learning and social tasks during this period.
If children are issued with three Stage 4 'Think sheets' in a term, the SLT will need to consider an internal or external exclusion as an appropriate consequence of the repeated serious behaviour choices being made. (See exclusion policy).

In extreme cases that compromise the safety of the children in the school, the Headteacher reserves the right to issue an exclusion because of one behaviour incident rather than three. If the Headteacher is absent from the premises for the day, the Deputy Headteacher can issue an exclusion on behalf of the Headteacher.

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, learning mentor or member of the senior leadership team. Staff can send a 'Help needed' note (that are available in each class) to the office for help.
The Class Teacher/Phase Leader should be made aware of any incidents which have been recorded on a Stage 4 form.
When an incident occurs, a judgment is made by the Teacher/ 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 Stage 4 form and the behaviour incident book which will then allow the SLT to have an overview of issues and to establish any support that needs to put in place for the child(ren).

Teaching assistants, on occasion, supervise independently children and can issue Stages 1 to 3 but will need a SLT member to issue a Stage 4. Lunch time staff will seek the advice of the Supervisory Midday supervisor when dealing with behaviour issues and the Supervisory Midday supervisor can issue Stages 1 to 3 but will also need a SLT member to issue a Stage 4

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 verbal, written, picture, or an action.
We do not force children to say sorry
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 has been causing issues *e.g. football at break 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 or all of the break to catch up with the work that hasn't been completed.
OR
The need for a discussion with teacher regarding behaviour and how to improve this in the next session. For children who repeatedly receive stages the school ethos is to ask the questions 'What does the child need?' and 'How are we going to teach it?'. This process is recorded on 'Passport to Success' forms (See appendix C1) with either the school learning mentor or the Head teacher.

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 on cpoms. Where the teacher feels additional support or action is required to support a child, they should liaise with the Inclusion lead, Learning Mentor or member of the SLT to discuss this.

On at least a monthly (term time) basis, the tracking sheets will be reviewed by the inclusion team 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 or inclusion team. A written plan with clear targets for improvement will be written and monitored on a weekly basis.

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 inclusion team member if needed) to discuss the issues and agree improvements needed.

In all cases where the behaviour is a significant cause for concern a Stage 3 or Stage 4 is completed.

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 Stage 3 or 4 is also transferred to our Behaviour tracking folder in order for us to identify children having difficulties or becoming regular victims.

Stage 3 or 4 forms should be completed by the person initially dealing with the incident (unless the incident occurs during the lunch break – in which it will be passed on to a learning mentor or member of the leadership team).

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, leadership team.

The Class Teacher/Phase Leader should be made aware of any incidents which have been recorded on a Stage 4 form.

When an incident occurs, a judgment is made by the Teacher/ 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 Stage 4 form and the behaviour incident book which will then allow the SLT 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 might feel it appropriate for it to be recorded on a Stage 3 or 4 form, but following investigation or an evaluation of the incident, this may be logged as **INFORMATION ONLY** – which is retained on file but not included in the Behaviour tracking folder.

Stage 3 and 4 incidents that are logged on CPOMS are analysed by the SLT once a term and actions are put it in place to support children to receive less stages like: behaviour for learning interventions; one to one learning support coaching and daily reflection sheets.

Stage 2 forms for individual children will be collated by class teachers every week and then collected by the learning mentor every Friday. The learning mentor will then analyse the forms and decide, while liaising with the class teacher, what actions should then be taken to support children to improve their learning behaviours. The learning mentor will feed back their analysis and actions to the SLT each week.

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 a half term 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 of the SLT or Learning mentor. A written plan with clear targets for improvement will be written and monitored weekly.

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 SLT or Learning mentor) to discuss the issues and agree improvements needed.

Appendix A: Inclusion Team
Appendix B: Break and Lunchtime systems
Appendix B1: Hertfordshire Steps materials.
Appendix C: Approaches to positive recognition and classroom strategies
Appendix C1: Passport to Success
Appendix D: Examples of classroom approaches when dealing with behaviour and Pathway of need
Appendix E: Daily Tracking Sheet
Appendix F: Behaviour Incident Form (BIFs)
Appendix G: Minor and Major incidents list
Appendix H: Exclusions
Appendix I: Supporting children with Social Emotional Mental Health needs
Appendix J: Use of reasonable force and screening pupils
Appendix K: Governors' statement
Appendix L: The power to discipline beyond the school gate
Appendix M: Pupil allegations against staff
Appendix N: Specific circumstances - School trips/visits/swimming/PE:
Appendix O: Useful Reading
Appendix P: Glossary
Appendix Q: Case Study - example
Appendix R: Examples of therapeutic strategies
Appendix S: Anger Iceberg

Appendix A: Inclusion Team

Mrs. Emma McGuigan (Head Teacher)
Mr. Paul Heskin (Deputy Head Teacher)
Mr. Phil Murray (Chair of Governors)
Mrs. S. Sexton (Learning Mentor)
Mrs. S. Decker (Lead Midday Supervisor)
Mrs C. Chamberlain (LINK) family support worker for fortnightly drop-in sessions who organises workshops for parents. For example: managing difficult behaviour.

Key roles and 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 Holtsmere End Junior School.

· 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 an
dialogue going.

Learning Mentor

· 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 in order to support children when reflecting on behaviour choices.

· Provide 1:1 or group work to support emotional health needs and mindfulness

Deputy Headteacher and Assistant Headteacher (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 unless absent from the premises when the Deputy Headteacher will then take responsibility for exclusions.

Parents · Inform the school of any concerns (Class teacher, phase leaders, AHT, HT)

· Have an open dialogue with the school

· Support the school when needing to get further support

Governors Setting down these general guidelines on policy and of reviewing the effectiveness of this and 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:

- Quiet classroom
- Learning Mentor
- Lunchtime staff
- Lunchtime clubs
- Access to a member of the SLT on duty rota

If there are ongoing concerns about the behaviour of a child at dinner time the lunchtime supervisors seek support from Lead Midday Supervisor, class teachers or a member of the SLT on duty 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. ***See football case study – child A (Appendix Q)***

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

Lunchtime recording of incidents

Lead Midday Supervisor keeps a record of concerns brought up by lunchtime supervisors. Any child protection concerns should be recorded on a ROC form and given to a member of the SLT who will then feedback next steps to the member of staff.

At the end of each lunchbreak – each Lunchtime supervisor reports any concerns to the Lead Midday Supervisor who records concerns.

Examples of concerns to be shared:

Low level answering back
Shouting out in the dinner hall
Reminder to do the right thing
Low level repeated answering back e.g. "Miss, That's not fair – why can't we…"
Disruptive repeated shouting out in the dinner hall
Repeatedly, not following instructions
General pushing and shoving

End of play/dinner

· Adult blows whistle and children walk back to class

· Teachers on duty (when staff are out) raise their hands to signal to other staff on duty that it is time to blow the whistle.

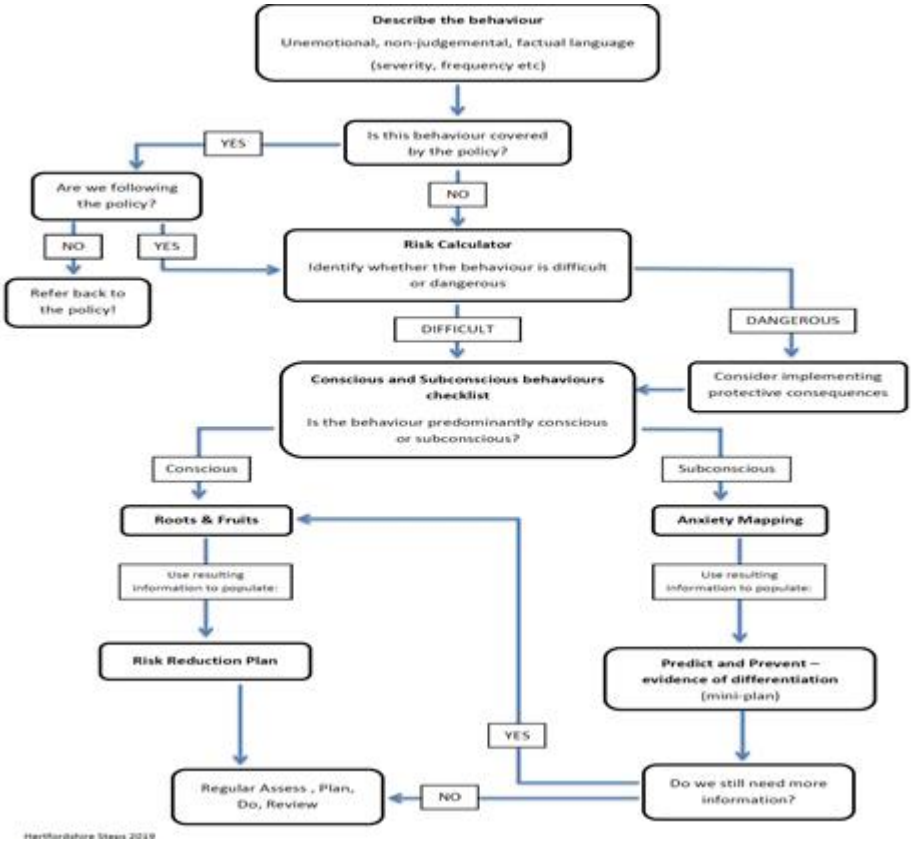
· Single whistle is blown – children stand still and are quiet

· After a short period, a second whistle is blown and children walk back to their classrooms

· Staff on duty remain to support children returning to class.

If you are on duty the please remain on the playground to ensure children are walking in a calm manner to their classrooms. Once all children are back in the school please check all external doors are locked over from the inside.

Appendix B1: Hertfordshire Steps materials

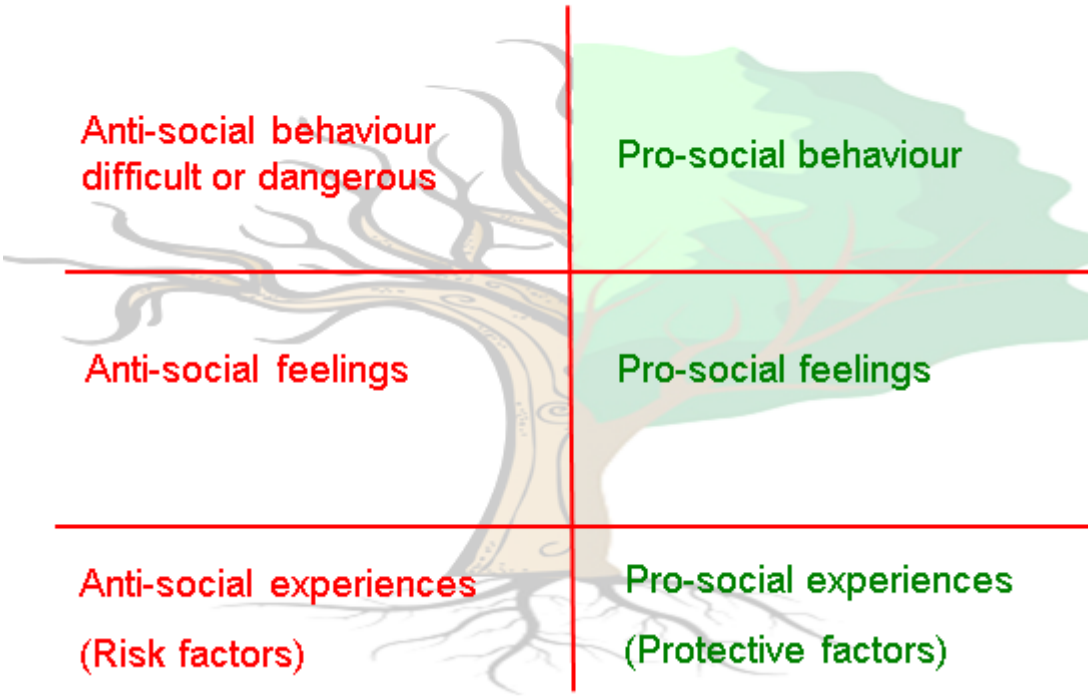


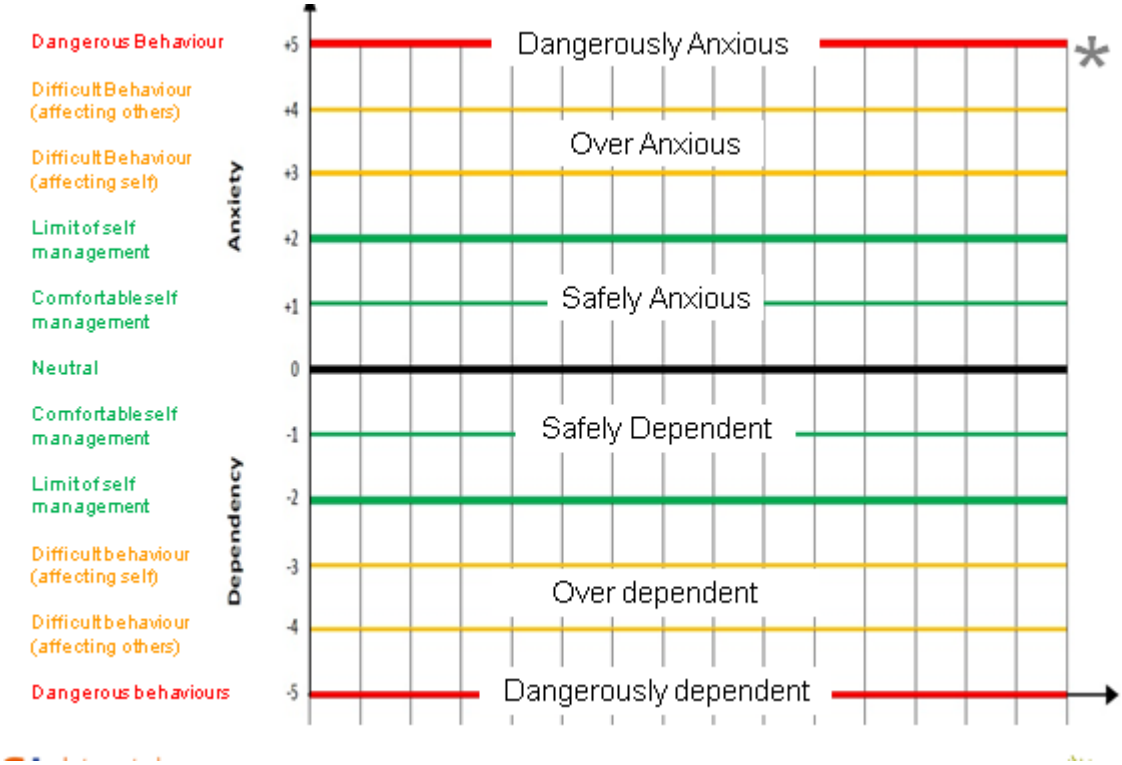
Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Subconscious behaviour

Question	Response
Is the behaviour medical?	
Is the behaviour habitual?	
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)	
What is over stimulating or overwhelming them?	

Roots and fruits





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 Holtsmere End Junior School 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 Holtsmere End Junior School. Any additional approaches must be discussed with the Head Teacher. If in any doubt about any aspect of this – support must be sought from a member of the SLT.

Purpose What it looks like Key notes

Individual

Use of children's work as an example

To celebrate the child

To help 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 and marking 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 s tickers.

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
Phone call Encourages home Phone call home. This is a very powerful way to give that
Purpose What it looks like Key notes home school link book
Enables the sharing of successes special news or information and enables effective relationship building between school and home.
Celebration Assemblies
Weekly assembly to share good work, effort and positive attitudes and behaviour (Four children from each class per week)
Every child must have the opportunity to be in one of these assemblies per term
(recognise individual who 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 Inclusion Leader)
Head Teacher stickers
To provide positive recognition for hard work/ kindness
Child is sent/ brought to the office to show good progress in their learning or for doing a good thing.
A child is given and badge / sticker
Ensure a good mix of all pupils get the chance to bring good work/ achievements.
Must not:
- make an over public 'announcement' in the class
- be used as a 'bribe' e .g. "if it's great we can show it to …"

Governor awards
To recognise a particular outstanding contribution to school life or outstanding act of courage, bravery, moral duty. Nominations from staff are sought once a term. Quite a rare award.
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
Purpose What it looks like Key notes
Praising groups
To promote positive expectations and behaviour e .g. "Great yellow table – all settled down to work well"
Must not be l inked 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!
Purpose What it looks
Marble in the Jar, Pop corn party letters etc..
To promote and celebrate whole class achievements (Behaviour, performance, values etc)
Catch the class in the moment: "Great cooperation in PE today – well done– add a marble to our jar… add a letter to our Popcorn party"
Staff or class teacher awarding one 'marble' or 'letter' to a class for collective good behaviour (lining up, walking around school, conduct on a trip, entering/leaving assemblies or great work together for a lesson)
Must not be used to identify any group or individual who have 'stopped' the class getting a 'marble' or 'letter'
WHY?
Reduction in self-esteem 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…..")
There is no specific 'amount' that is required for each class to collect.
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.
Di splays / 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.

Appendix C1: Passport to Success

Passport to Success!

.....

and Mrs Sexton

Let's work together

I need to talk to an adult

I need to feel I belong

I need to be valued

I need space to calm down

I need space from.....

I need a friend in the playground

I need help to complete my work

I need.....to listen to me

I need.....

Moving forward

It has been agreed that

.....

.....

.....

.....

.....

.....

Pupils .....

Learning mentor.....

Teacher.....

Appendix D: Examples of classroom approaches when dealing with behaviour

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
- Quite area
- Learning mentor in class
- go and see someone
- work in a different place e.g. Launchpad room

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

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 in the pupil's class folder. Depending on the child and any support work taking place – this contact may be done via the learning mentors or member of the SLT.

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'.

Consideration of needs

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

Universal Additional Complex and Significant

Description General low level concerns or single significant incident

(No known additional needs incl SEMH)

Ongoing concerns

SEND / SEMH underlying specific needs

OR

Ongoing concerns – little or no improvements

Approach If you don't already know -explore the history of the child including any previous incidents or key information – by checking Core pupil information, Pupil chronology, talking to previous staff, learning mentors or Inclusion leader

If you don't already know - explore the history of the child including any previous incidents stage forms or key information – by checking Pupil records in class folder, talking to previous staff, learning mentors or Inclusion leader or member of the SLT

Strategy meeting held with:

- Class teacher
- Learning mentor and (or) member of the SLT
- Any external agency in place
- AHT (Inclusion)
- Parents
- Child

Talk to the child to establish any issues – including the use of 'wondering' questions

Class teacher arranges a meeting with parents, to include the 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 when appropriate

Regular monitoring and discussions with child (and parent if appropriate) including praise for success

If not improved enough – move to '**additional needs**

Appendix E: Stage Forms 2 and 3

Stage 2 Yellow Think Sheet

Name:_____ Date: _____

You have been given reflection time to think about your behaviour and where it is taking you. It is your job to work, with your teacher on how to make better choices for the future. Your job now is to complete the sheet and discuss with an adult how to plan for a positive behaviour in school.

Which emotions or feelings led to this happening? (Circle words)

Angry	Frustrated	Upset
Excited	Fearful	Worried

I did the wrong thing because (Circle appropriately):

I disturbed the learning of others	I stopped learning	I upset someone's feelings
I was not respectful to property	I did not follow instructions	I retaliated

What did you say or do that has led to you needing to reflect on your behaviour?

_____

_____Which helpful habits do you need to develop to help you manage behaviour? (Circle Words)

Say sorry	**Be honest**	**Listen to others**	**Be kind**	**Show good manners**
Tell others about my feelings	**Ask for help**	**Be friendly and smile at others**	**Follow instructions**	**Share more**

Can you use the list above to explain how your behaviour will now change?

_____

_____

_____

Stage 3 Orange Think Sheet

Name:_____ Date: _____

You have been given reflection time to think about your behaviour and where it is taking you. It is your job to work, with your teacher on how to make better choices for the future. Your job now is to complete the sheet and discuss with an adult how to plan for a positive behaviour in school.

Which emotions or feelings led to this happening? (Circle words)

Angry	Frustrated	Upset
Excited	Fearful	Worried

I did the wrong thing because (Circle appropriately):

I disturbed the learning of others	I stopped learning	I upset someone's feelings
I was not respectful to property	I did not follow instructions	I retaliated

What did you say or do that has led to you needing to reflect on your behaviour?

_____

_____

Which helpful habits do you need to develop to help you manage behaviour? (Circle Words)

Say sorry	**Be honest**	**Listen to others**	**Be kind**	**Show good manners**
Tell others about my feelings	**Ask for help**	**Be friendly and smile at others**	**Follow instructions**	**Share more**

How can you behave in a more respectful way towards those in school after today?

List three things you could do or think to behave differently and more calmly next time:

1._____

2._____

3._____

Would you like someone to help you plan how to improve your behaviour in the future?

YES/NO

Who would you like to like to help you? **(For example Mrs Sexton the Learning Mentor)**

_____

Your signature:_____

Now take this think sheet to the following people so that they are aware that you are trying to improve your behaviour.

Teacher signature:_____

Mrs McGuigan/Mr Heskin/Mrs Hawker signature: _____

Appendix F: Stage Forms 4

Stage 4 Red Think Sheet

Name:_____ Date: _____

You have been given reflection time to think about your behaviour and where it is taking you. It is your job to work, with your teacher on how to make better choices for the future. Your job now is to complete the sheet and discuss with an adult how to plan for a positive behaviour in school.

Which emotions or feelings led to this happening? (Circle words)

Angry	Frustrated	Upset
Excited	Fearful	Worried

I did the wrong thing because (Circle appropriately):

I disturbed the learning of others	I stopped learning	I upset someone's feelings
I was not respectful to property	I did not follow instructions	I retaliated

What did you say or do that has led to you needing to reflect on your behaviour?

_____

_____

Which helpful habits do you need to develop to help you manage behaviour? (Circle Words)

Say sorry	**Be honest**	**Listen to others**	**Be kind**	**Show good manners**
Tell others about my feelings	**Ask for help**	**Be friendly and smile at others**	**Follow instructions**	**Share more**

How can you behave in a more respectful way towards those in school after today?

List three things you could do or think to behave differently and more calmly next time:

1._____

2._____

3._____

Would you like someone to help you plan how to improve your behaviour in the future?

YES/NO

Who would you like to like to help you? **(For example Mrs Sexton the Learning Mentor)**

_____

Your signature:_____

Now take this think sheet to the following people so that they are aware that you are trying to improve your behaviour.

Possible next steps as a result of the incident:

Verbal apology		Clean up mess made during incident	
Written apology		Damage repaired	
Picture/card made		Other tasks carried out for the benefit of the school	
Other:			

Teacher signature:_____

Mrs McGuigan/Mr Heskin/Mrs Hawker signature: _____

Appendix G: Minor and Major incidents list
Stages 1 and 2 Minor incidents

Examples of Stage 1: wasting time, interrupting, calling out inappropriately, giving a defiant or insolent look, inappropriate chatter or inattentiveness

Examples of Stage 2: preventing others from learning, making a rude remark, ignoring instructions, spoiling property

Stage 3 and 4 Major incidents
Examples of Stage 3: leaving a room or area without permission, blatant disobedience, swearing, spitting, throwing of objects, telling lies, making an insolent gesture.

Examples of Stage 4: making racist remarks, making any abusive or threatening remarks, aiming an object at someone, causing a deliberate injury, causing irreparable damage to property.

**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.*
Racist incidents are stored in a separate file in the 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 H: 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 mentors, Inclusion lead 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" September 2022*

Appendix I: 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
- Autism – level 1 (specific staff to level 2 or 3)
- Adverse Childhood Experiences
- Attachment
- Trauma - how we track this and how we can plan for potential difficult times
- 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 mentors
- 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 including review of approaches to teaching, classroom environment, access to learning and relationships

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

Approach
What looks like Purpose

Regulation times Access to:
- A quiet area/member of staff
- Sensory area
- Launch pad Pastoral Room
- Physical / Sensory activities
- Ready to learn intervention

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. Launch pad, Head teacher's office.
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.
Ready to learn behaviour management 1-2-1 support with learning mentor or other support staff
Looking at specific issues for children, identifying triggers and areas that cause stress/anger for the child.
Support child in developing approaches to managing these feelings.
Sensory Assessment
Use of sensory checklist To identify sensory needs and triggers in order to develop provision for that child.

Learning Mentor Support
- In class support
- Transition support from activities/ break etc
- Small 1 to1 or focus groups
- Daily / regular check ins
- Targeted support in the playground
- Access to Launchpad and sensory area

Provide overall support for children's mental health and emotional needs in order to reduce anxiety
Social and Emotional Support Plans
Formal written support plan written by class teacher/ key adult / parents and learning mentor
Identifies the emotional needs for the child and the actions needing to be taken by school in order to support their emotional needs.
Individual Support
Targets
Short term targets for pupils to address a specific issue (Usually written in reflection sheets). Written with the child and usually reviewed at the end of each lesson/ break. For some children the use of a sticker /comment is used for each session. This approach is not suitable for all children - especially those with more complex needs or trauma and should only be used following discussion with the INCLUSION Leader.

Approach What looks like Purpose
(this must be agreed with the Inclusion leader before being introduced)
In class amended provision: Busy boxes, stress balls, fidget toys, social stories, drawing pads, self-withdrawal, specific 'safe' places (e.g. tent) or other activities specific to the child
Child working on floor rather than at a table to help children remain regulated in order for them to access learning.
External Support and (or) assessments supply a range of support:
Lego Play Therapy (Emotional Health Support)
ADHD Nurse
School Nurse
CAMHS
Educational Psychologist
Communication and Autism Team
Child Development Centre
Intensive Family support

To provide a range of assessments and support for more complex needs – including individual assessment and family support.

Appendix J: 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 mentors 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 Behaviour Stage Form and must be reported immediately to the Headteacher. A record of these incidents is kept by the Headteacher.

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 Holtsmere End Junior School, 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 K: 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 **Holtsmere End Junior 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 L: 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 M: 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 N: 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.

Appendix O: Useful Reading

Coming soon

Appendix P: Glossary: IN DEVELOPMENT

Word	**Description**
Hyper states	
hypo states	
Sensory needs	
Adverse Childhood Experiences (ACE)	
Attachment	
Regulation	
Dysregulation	
Transphobic	
Racist	
Stress windows of tolerance	
Containment	
Universal needs	
Additional needs	

Appendix Q: Case Study – example: IN DEVELOPMENT

Child dysregulates when playing football – kicks someone

One off Specific needs

Football case study – child A

For 2 consecutive weeks, Child A had been physically aggressive towards others playing football. Despite support from LMs and AHT, Child A had initiated 2 other incidents in the playground. The child was then advised that to take part in football for the next week, he would need extra adult supervision from a LM but this could not be for the whole session. This was then arranged and a LM supported him for 15 minutes of football time. The child then spent the rest of the lunchtime in the Pastoral room. This was discussed with Mum and Child A prior to football

who agreed it was the best action and was in the best interest of all the children.

Appendix R: Examples of therapeutic strategies: IN DEVELOPMENT

Strategies:

Wondering questions:

Empathetic commentary

Modelling and rehearsing approaches **:** "I think you are trying to say….

Strategies in action:

Behaviour Strategy Approach example

Shouting out "Okay, let's try that again"

"I think you are trying to say….."

Answering Back

Asking in a rude way

Snatching

Child Angry

Child crying

Appendix S: Anger Iceberg

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