



Short Heath Federation

Social, Emotional & Behaviour Support Policy & Guidelines



Our Vision

*“To uphold and promote our **Christian values** by creating a **welcoming, vibrant, happy** school where the **wellbeing** of our children and families are placed at the **heart** of everything we do.*

*Through **fun, creative** teaching, we aim to actively **engage, inspire** and enable our children to **flourish and succeed**, having discovered a real **love for one another, for life and for learning.**”*



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Our Ethos and Approach

"Every day, in every way, everyone matters."

At Short Heath Federation, we use a proactive, positive and problem solving approach in order to support children with their behaviour. Like other areas of the school curriculum, we understand that behaviour needs to be taught and that based upon individual needs and experiences, children require differing levels of input and support. We recognise that all behaviour is a form of communication and we aim to be kind, compassionate and curious about the way children communicate their feelings. All emotions are 'acknowledged' and 'accepted' whilst children are taught to understand that some emotions are more helpful to learning than others. We celebrate positive behaviour and empower children to make good decisions whilst supporting them to use strategies to self regulate and learn from their mistakes. Our Federation motto is demonstrated in practice as we show each and every child that their individual thoughts, feelings and actions really do matter every single day.

We all have a shared responsibility to provide the very best learning environment for our children in order for them to flourish and grow into kind, responsible and caring individuals and we believe that everyone has a part to play in achieving this vision. "School culture is not a function of the resources in the building; it is a function of the attitudes in the building" (Danny Steele).

Therefore a high focus on adult behaviour, training and support is absolutely necessary:

"Emotionally mature adults are flexible enough to change, to be present in the toughest moment and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day, they build rapport and emotional currency. Their expectations are always high and they never will drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others."

Build a school that is full of them and there are no limits to achievement!" (Paul Dix, 2018)

Christian Values

As a Federation, including a Church of England School, we take as our inspiration the life and teaching of Jesus Christ and actively seeks to uphold and promote Christian values. We have chosen four core values that are at the heart of our whole school ethos:

- ❖ Love—(John 15:12/Luke 10:27)
- ❖ Joy— (John 10:10)
- ❖ Peace— ((John 14:27)



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❖ Faith in action— (John 13: 12-15)

Therefore we aspire to:

- Teach our children to **love** one another as God loves them.
- Ensure that our children experience **joy**.
- Help our children to be at **peace** with themselves and others....

.....so that they may show their **faith in actions** throughout their lives.

Our strategy is based upon our Christian values. We utilise a restorative approach based upon kindness, compassion, understanding and forgiveness. We support children to learn from their mistakes and empower them to make informed choices. On a daily basis, through everything we say and do, the adults in our school demonstrate our core Christian values and we expect our children and staff to work and play harmoniously alongside each other.

"Be kind to one another, tender hearted, forgiving each other, just as God in Christ also has forgiven you." Ephesians 4:32

The Strategy

This strategy is developed to promote social and emotional development and positive behaviour in school. The procedures and guidance in this document provides a consistent approach across the school and enables children, parents and staff to understand our approaches to and management of behaviour. 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 appendices and approaches can be discussed in more detail with the Senior Leaders in school. This policy should be considered in conjunction with the School Mental health and Wellbeing policy, Nurture Policy and the Positive Handling Policy.

OurSchool Rules

We are safe
We are kind
We are ready to learn



Our rules are simple and are shared with all stakeholders.

They are a constant conversation in our school and encompass Maslow's hierarchy of needs— the 5 stages of human need that motivate our behaviour:



We recognise that children need to have their physiological needs met first. They then need to feel safe physically, socially and emotionally before they can begin to foster kind, compassionate relationships with other children and adults. We place the importance of positive, affirming and trusting relationships at the centre of our school ethos. We recognise that relationships have a great impact upon social, emotional and mental health and we accept that children need to feel safe, secure, well connected and valued in order to build up the self esteem and confidence that they need in order to learn.

"How children are feeling determines how they behave, that's why we should pay more attention to their feelings than their behaviour." (Bridgett Miller)

Underlying Principles

"Safe hands, thinking minds and regulating bodies" (Karen Treisman)

High expectations

"Visible consistency, visible kindness".

We have high expectations for all our children whilst also recognising some children have specific needs that require an individual approach. Our expectations are embedded in our school rules.

We expect children to:

- To behave in a safe, controlled manner in and around school
- To show kindness, respect and consideration to each other at all times
- To look after and respect their own and others property



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- To work hard and follow instructions.

All staff should model these expectations at all times. Where children have difficulty meeting these expectations, it is our duty as staff to form the appropriate relationship in order to teach and support the child through the learning process.

Relationships

"No significant learning occurs without a significant relationship." (Dr. JP Comer)

We recognise that strong relationships between staff and pupils are vital for the development of children's social, emotional and behavioural needs. 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. Equally staff must be approachable, attuned and responsive to children's needs and be there to listen and support children with their behaviour. We accept that children need to feel valued, safe and secure in order to learn, and for this to happen, there needs to be a sense of connection between adult and child. This may be achieved through simple acknowledgement, through meeting and greeting every child in the morning, and through showing them through words and actions that you have them in your mind, care about them and what they are doing. This is important for all children but particularly those who have insecure attachments.

Children should always be given 'Unconditional Positive Regard' (Carl Rogers). This concept stresses the basic acceptance and support of the child regardless of what they have said or done. At a basic level, this means that you should respect the child within the context of their unique needs and experiences even when you disapprove of their actions.

At all times, the adult should try to stay attuned to the child, making sure that their response, both verbal and physical is supporting the child in the best way possible. Adults should seek to find the solution for that child rather than responding in the way they think is most 'appropriate'. It is important to remember that when a child is in a heightened state, the prefrontal cortex (the thinking brain) is not able to function in a 'normal' way and the child will most probably be in a state of fight, flight or freeze. The child will need to regulate their emotions in order for them to begin to make sense, reflect and respond in a cognitive manner. (See Appendices – Brain Development). In these incidences, the role of the adult is to support the child to calm down to either self regulate or co-regulate with them. Any additional adults should avoid observing or over crowding the incident unless they are requested to do so.

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 may include a change of face or time away for the adult to



regulate their emotions. The adult involved should seek the help through a calm, simple, generic request e.g 'Can I have a cup of tea please?' ALL adults should be available to support anyone who needs help in this way. Whilst it is accepted that there may be times when a change of face is required in order to deescalate a situation and give both parties time to calm down and reflect, it is crucial that the adult who was initially involved, reconnects with the child and initiates the restoration process. In these instances, emotion coaching works well and supports the child to understand why the situation occurred and what the trigger may have been. It is important that the child is forgiven and that the child understands that it is their behaviour that was unacceptable and not themselves as individuals.

Keystone Routines

Staff should ensure **clear and consistent routines** for their classroom and for when their children are around the school. These expectations are reinforced throughout the school day, assemblies and daily interactions with children. It is **everyone's responsibility** to challenge children where these expectations are not met but equally to comment positively when they are. A high focus on routines ensures that low level behaviour issues are pre-empted and that children feel safe and secure knowing clearly what is expected at all times.

Good routines should be in place for:

- Start and end of day
- Lining up
- Listening
- Getting changed for PE
- Worship time
- Moving around the school
- Break and Lunchtimes
- Transition points

Nurturing Principles:

We promote the six principles of nurture through our whole school ethos and approaches. These are planned for throughout the school year and offer all children opportunities to develop their resilience and capacity to deal with the trials and tribulations of life.





THE SIX PRINCIPLES OF NURTURE

- ❖ Children's learning is understood developmentally.
- ❖ The classroom offers a safe base.
- ❖ Nurture is important for the development of self-esteem.
- ❖ Language is understood as a vital means of communication.
- ❖ All behaviour is communication
- ❖ Transitions are significant in the lives of children.

We also aim to use '**PACE**' teaching principles across school to help children engage with their learning and feel safe (See Appendices - PACE).

We have adopted a graduated approach to all aspects of SEMH which stresses the importance of these underlying principles and the centrality of nurture to the development of wellbeing. (See Appendices— Graduated Approach). For children with gaps in their social and/or emotional development or who have early trauma and/or attachment issues, there is the opportunity to access one of our Nurture provisions in school. Currently, there are a number of separate provisions running: Early morning, lunchtime, morning 'Supported Learning Provision' (run on nurturing principles) and afternoon nurture groups. Further details are outlined in the Nurture policy.

Restorative Approach

We utilise a restorative approach to teaching social, emotional and behaviour principles. In this approach, the emphasis is on relationships and responsibility to others. It is accepted that everyone in school has a responsibility to **be kind, be safe and to be ready to learn**. Behaviours that do not support this will be challenged following a restorative model, reflecting on who has been wronged/ harmed, who is responsible and what needs to happen to repair the harm.

There are five key features of the Restorative Approach:

Respect – for everyone by listening to other opinions and learning to value them;

Responsibility - taking responsibility for your own actions;

Repair – developing the skills within a school community so its individual members have the necessary skills to identify solutions that repair harm;



Re-Integrate- working through a structured, supportive process that resolves the issue and ensure behaviours are not repeated, allowing pupils to remain in mainstream education whilst also achieving all of the above.

Re-concile— restoring a relationship

Following our graduated approach, this practice will look different at different levels of intervention (See Appendices— Restorative Guidelines):

Universal: Restorative sanctions, conversations and coaching

Low level Intervention: Restorative circles

High level Intervention: Restorative meetings

Whole School Approaches

Developing Emotional Resilience

We utilise a range of whole school strategies in order to promote emotional well being and to specifically teach children about their emotions. These strategies recognise the scientific evidence that what adults do shapes and strengthens brain development in children.

"How children are feeling determines how they behave, that is why we should always pay more attention to their feelings than we do their behaviour." Bridgett Miller

Emotion Zones

Emotion zones are used as a whole school strategy in order to help children consciously identify and manage their emotions in a positive way. The strategy is used to:

- Develop emotional intelligence and competence
- Promote good social, emotional and mental health
- Support children to change their behaviour in a positive way

The goal of the strategy is to help children to develop social, emotional and sensory regulation through recognising when they are in different 'Zones' or states of regulation. Four colours are used to help children visually and verbally self identify how they are functioning in the moment. In each zone, children learn how to use strategies





or tools to either stay in a positive zone for learning or move from one zone to another. Children who require additional support with their emotional development will receive a personal toolkit which will help them to plan out their individual responses to each zone.

(See Appendices – Emotion Zones)

Emotion Coaching

'High Empathy, High Guidance'

Emotion coaching helps children to recognise and understand their own behaviours through helping them to:

- Recognise and understand the different emotions they experience
- Understand why these emotions occur
- Understand whether these emotions are helpful to their learning
- Learn how to handle their emotions differently
- Problem solve and plan steps to support them with their behaviour

It follows a practical three step approach that helps adults to deal with behaviour in the moment, without **damaging children's** self esteem and it encourages a learning approach in order to support children with their choices in the future (See Appendices – Emotion Coaching). In order for this approach to be successful, all staff need to recognise that **emotional times are opportunities for learning**. Staff are required to be **reflective** and consider what emotion is driving the children's behaviour.

Step 1: Recognise, empathise and validate the emotion.

Step 2: Set limits on the behaviour. Discuss and explain the boundaries.

Step 3: Problem solve with the child and support the learning process.

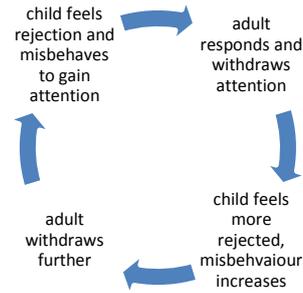
All staff should utilise this approach as a first response to dealing with children's behaviour. The intensity of the approach and the time invested will depend upon individual circumstances and the needs of the child.

Positive Entrapment Strategies

The 'Positive Entrapment' model (See Appendices – Positive Entrapment) utilises a range of techniques that support a child's emotional well being. It is based on the assumption that children with behavioural and emotional difficulties are not obtaining enough positive input (because the nature of their difficulty prevents this). Their behaviour is in a negative cycle and leads to negative feedback. A range of strategies are used on an individual basis to :



- Increase self esteem
- Challenge negative thinking
- Promote positive relationships
- Break negative cycles
- Provide personal success as a right



Learning Behaviours across the Key Stages



At Short Heath Federation, we have identified key learning behaviours which encourage children to become successful learners. We believe that these attributes develop children's social and emotional development and promote good mental health and wellbeing. These are interwoven through the curriculum and are celebrated across school in weekly achievement assemblies.

EYFS	KS1	KS2
Characteristics of effective learning: <ul style="list-style-type: none"> ○ ENGAGEMENT (Playing & Exploring) ○ MOTIVATION (Active learning) ○ THINKING (Creative and critical thinking) 	RICH learning: <ul style="list-style-type: none"> ○ Be resilient ○ Be Independent ○ Be Curious ○ Be Happy (See Appendix)	Growth Mindset:

PSHE Curriculum

Our PSHE curriculum encompasses a discrete social/emotional learning strand (see Appendices— SEMH Learning Overview). Children are taught strategies to maintain their mental health and emotional wellbeing. This focus threads through all aspects of learning and is promoted through whole school assemblies, discrete PSHE lessons and short weekly teaching inputs. The FRIENDS programme is threaded through the PSHE curriculum to provide all children with access to these specific social skills and strategies. In addition to this, our worship planner includes specific areas relevant to our school and community.



Positive Recognition

Every day is a new day and each child is given a new opportunity to shine. We recognise that most (not all) children thrive on praise and recognition so we give out lots of it! We are specific in its use so that our children know exactly what they have done well and we are genuine. It is the class teacher's responsibility to ensure that children are recognised and praised for 'effort' rather than attainment as this supports the school's growth mindset approach. For example: "Well done. You persevered with your maths today and tried lots of different strategies". Rather than: "Well done, You are brilliant at your maths! You got your work all right today!"

Our expectations of all children are high so in order to recognise the efforts of children who go above and beyond, a special recognition board will be displayed in every classroom. The theme of this board is down to the class teacher's discretion. It should be age appropriate and may be changed as regularly as required to maintain interest levels. Children who are displayed on this board will receive a 'Marvellous Me' reward badge or message, which will be sent home to recognise special effort, achievements or qualities. In the early stages of introducing the recognition board, the class teacher may also award the child a special choice and/or experience e.g a special job, sitting on a special cushion, choosing to sit near a friend, free choice time but token prizes should be avoided so that children do not become reliant upon them. Children's names should never be removed from the board and it is the class teacher's responsibility to ensure that all children are given equal opportunities to have their name displayed.

Messages sent home should be as specific as possible so that parents also do not equate success with academic achievement. It is important for class teacher's to monitor the names of children who do and do not make it to the special reward board to ensure that all children feel that this is an achievable target.

In Key Stage One, house points will be given to celebrate a whole school focus e.g RICH learning attitudes etc. The children will choose their own reward at the end of the term through discussion and selection by the Pupil Leadership Team.

We recognise positive behaviour through:

1. Lots of specific and genuine praise!
2. 'Marvellous Me' badges/messages
3. Positive Recognition board (age appropriate)
4. Weekly Celebration Assemblies to celebrate personal effort
5. Weekly House Points to celebrate team effort (KS1/KS2)



6. Half termly Celebration Assemblies to celebrate special success and awards(KS1/KS2)

Restorative Sanctions

"Why attempt to crush behaviours with punishment when you can grow better ones with love?" (Paul Dix)

CDI

We have adopted the 'CDI' language (Choice, Decision, Instruction) across school. This language is commonly understood by our pupils and supports them to make informed, positive choices about their behaviour. This language is used alongside the following five step intervention which aims to support children to make informed decisions about their behaviour:

5 Stepped Intervention (See Appendices)

If a child does not follow an instruction:

1. Firstly, a child will be given a friendly reminder of the expectation and/or rules. This should include a positive statement specifically stating what the desired behaviour should look like. It will be followed by a clear INSTRUCTION stating clearly what the child is expected to do.. A 30 second intervention (Paul Dix) may be utilised here in order to get learning back on track and any simple adjustments should be made to support the child to change their behaviour.
2. If this is ignored or the inappropriate behaviour is consistent, the child will be given a further private reminder, which may be followed by a decision (a choice of two options) with clear consequences of following each option. The child should be given a brief period of 'reflection' where they will be asked to make a DECISION and think about how they are going to change their behaviour. The adult should check that the child understands specifically how their behaviour should change and what it should look like. The consequences of making right/wrong decisions should be clearly verbalised. Strategies to support the child from the class toolbox should also be offered, including an option to calm down in the class reflection/regulation area.
3. Every opportunity should be taken to encourage the child to make a positive choice, however if inappropriate behaviour persists: Five minutes 'Time In' will be given to reflect upon their behaviour. This time should be spent in the classroom, possibly in the class reflection area, or at another designated space **inside** the classroom. The idea is that the child will be given some time and space to calm down and think about their actions. It is still expected that the child will complete any work that is set.



4. If a child refuses to take their 'Time In' or if they are struggling to change their behaviour in the environment that they are working in, the child may need to go into 'Time Away'. This should be undertaken in a parallel classroom, or in another designated space away from their class. This will provide the child with a short break from their peers and their class teacher. The child should still be expected to complete any work that has been set and the class teacher should always follow up the incident with a brief episode of emotion coaching at an appropriate time when the child returns back to into the classroom.

Children who have an individual Behaviour Support Plan, may have a designated calming space identified on their plan e.g sensory room. As one of their planned strategies, these children may **opt** to use this space to calm down and this should be supported as a positive strategy. If this is required, then an adult must supervise the period. There must be a short period of emotion coaching delivered before the child returns to their classroom. If the child is not calm enough to return, then the child should be offered a longer period of time out in order to regulate their emotions. 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 any changes that could be made. An appropriate restorative sanction may be applied at this point.

5. 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 choices they have made. Use emotion coaching to help the child to understand the incident, the reasons why their behaviour was unacceptable and to find productive and practical ways to prevent the same incident occurring again. Restorative sanctions should be applied to enable the child to understand the consequences of their actions (See Appendices– Natural Consequences). Children should never be forced to apologise. They may be offered suggestions and ways that they can show that they are sorry and they should select the most appropriate and useful response. Some children may want to apologise immediately and others may prefer a break.

Under no circumstances should children be 'shouted' at and no further sanctions will be applied without the consent of the Head of School or other senior member of staff.

Outline of 5 stepped intervention



	Steps	Actions
1	Class Reminder	Reminder of expectations, rules and desired behaviour. Clear instruction given. Link to positive behaviour prompts.
2	Private Reminder	Clear verbal reminder given privately - making child aware of natural consequences. Simple adjustments made to support the child. Offer class toolbox
3	Decision	Clear decision offered with consequences explained. Further adjustments made to support the child. Offer and support with personal toolbox.
4	Time in/Time Away	Short period of time in/away for the child to regulate, reflect and consider the situation from a different perspective. Supportive adult intervention required.
5	Reflect and restore	Restorative support Emotion Coaching Restorative sanction applied

Playtime Behaviour

Children are encouraged to follow the School Rules at all times, including playtimes and lunchtimes. The same rewards and supportive sanctions apply as they would in the classroom. Time away should take place with an adult on duty.

Lunchtime Behaviour

At lunch times, we operate a 'Happy Lunchtime' strategy. (See Appendices- Happy Lunchtime strategy). The same (modified) rewards and supportive sanctions apply. Time away should take place with an adult on duty. At this time of day, it is vital that emotion coaching is utilised to support the child to problem solve and make positive choices when returning to play with their peers. Minor incidents should be dealt with by lunchtime staff and not reported back to the class teacher. However, repeated incidents should be reported in order to identify patterns and provide support. Any serious incidents should always be reported to the SLT member of staff on duty.

Additional Behaviour Support Strategies



"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."
(Stuart Guest)

There will be times when the whole school behaviour strategy does not work for individual children. This may occur when there the child has been diagnosed with Special Educational Needs or when the child has experienced a range of adverse childhood experiences and/or traumatic episodes. These may not always be apparent so it is important to be non judgemental and to progress with an open and curious mind.

If a child displays behaviours that are unsafe, unkind and/or disrupt learning, then we quickly and effectively recognise that behaviour and support the child to change their behaviour. It is important to remember that "All behaviour is a form of communication." We will therefore be looking for the reasons for the behaviour, in order to apply sanctions that teach and support the child rather than punish them.

Behaviour will be tracked on a regular basis and additional steps of support will be provided based upon the behaviour stage of each child. We have adopted a clear pathway of support which is followed by all members of staff when behaviour causes a concern. (See the 'Supportive Sanctions overview' at the end of this policy). Persistent or unusual cases of behaviour should always be referred to the Nurture, Guidance and Support team. This may be through a CPOMS alert or through a meeting. Appropriate interventions to support the child will be discussed and organised in conjunction with the class teacher and Head of School. The Nurture Guidance and Support Team will evaluate each case individually and determine which level of support and intervention is required.

Interventions

"You can't teach children to behave by making them feel worse, when children feel better they behave better." (Pam Leo)

At times some children may need additional support and interventions to help the child understand their emotions and the impact of their behaviour upon themselves and others. These interventions are carefully and cohesively planned and will be monitored by the NGS team on a half termly basis.

- SEMH Strategy bank - Strategies and approaches to support all children including those who require additional and specialist support.
- Positive Entrapment Model (See Guidance)
- Zones Interventions (See Appendices)
- SEMH /Behaviour support plans – outlining clear interventions/strategies
- Nurture Groups



- Therapeutic Services (See Appendices)

Accessing support

When behaviour is unacceptable, all adults support early intervention. When a child behaves in a way that is **unsafe, unkind or adversely affects the learning of others**, it is addressed by the adult at the earliest opportunity.

Class teachers are responsible for meeting the needs of individual children and this may require developing individual behaviour targets, charts or reward schemes based upon the child's interests and responses. In these cases, separate and additional strategies will need to be immediately and consistently awarded. A nominated adult will need to support the child during the 'decision' period in order to encourage the child to make the right choice and to avoid the behaviour escalating. 'Time away' may need to be substituted with 'Time in' the aquarium (school sensory room) in order to calm down and reflect. At all times, the wellbeing and safety of both the individual child and the rest of the children in the class will be considered.

Children who have social and /or emotional needs that impact upon their behaviour in school may have access to part time nurture provision. In these circumstances, the children will have their needs analysed through a Boxall report and their progress will be closely monitored and shared with parents. Nurture staff will continue to support these children and/or the staff when they return back to their classrooms.

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 contact the NGS team to discuss this

On a half termly basis, the tracking sheets will be reviewed by the NGS team and any children who appear to be causing concern (and whose parents have not already been 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 (if appropriate), parent and a member of the senior management team. An individual behaviour support 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 NGS team member if needed) to discuss the issues and agree improvements needed.

Where individual behaviour plans are applied, parents will be consulted and where necessary a further intervention will be applied. This 'Team around the Child' Strategy requires regular meetings with all parties involved and may



include input from external agencies such as the Behaviour Support Service or Educational Psychologists. Individual behaviour plans will always be discussed with parents and the outcomes will be reported to parents at an agreed time scale, most probably on a daily basis.

Supporting Children with Additional Needs

"Fair isn't everybody getting the same thing....fair is everybody getting what they need."

THE SEN Code of Practice 2015

Much of the guidance in the code of practice focuses on the individual duties owed to children with Special Educational Needs. It recognises that high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. However, it recognises that some children will need educational provision that is 'additional to or different from this'. (Children and Families Act 2014). Schools **must** use their best endeavours to ensure that such provision is made for those who need it. Our graduated approach to meeting the needs of children with SEN, including those children who have related social, emotional and mental health difficulties is at the heart of our whole school behaviour strategy and implicitly incorporates the following expectations:

The Equality Act 2010

The Equality Act 2010 protects all individuals in society from discrimination and guarantees certain rights. It contains a legal obligation for education providers to introduce 'reasonable adjustments' to enable children with additional needs to access their service without being disadvantaged. Our graduated approach to behaviour ensures that children with additional needs have their needs uniquely met through a personalised approach that draws upon a range of strategies and interventions.

Social model of disability

The social model of disability was endorsed in August 2014 by the Government Equalities Office who recommended the model for use by all government departments. The model emphasises the need for society to change the way it views and treats individuals traditionally viewed as different and outside the mainstream. The features of this model include:

- A recognition that all human beings should be regarded as equal
- A recognition that difference and diversity should be celebrated
- A recognition that society has **a duty to adapt to meet the changing needs** of a population that is recognised as diverse



Alongside this model, the term 'neurodiverse' has become more widely used to refer to differences in the way people think and behave. This term encompasses an acceptance that whilst people with Special Educational Needs may be 'different' to 'neurotypical' people, they are not inferior, disabled or deficit, they are just different. Research tells us that many neurological conditions such as Autistic Spectrum condition, ADHD, Dyslexia, Dyspraxia, Sensory Processing Disorder and Epilepsy are likely to have related difficulties with their behaviour. We accept this model and readily accept our duty as teachers to accept these differences, make reasonable adjustments and identify strategies to support these children to achieve well and lead happy and fulfilled lives.

Trauma/Attachment informed practice

We recognise that there are a number of children attending our schools who have had 'Adverse Childhood Experiences', and/or have experienced trauma resulting in attachment difficulties. This includes children who are in the care system. A recent piece of research revealed that approximately 40% of children lack strong parent attachments (Connection matters – Sutton Trust), which can have a long lasting, detrimental impact upon their education and lives in general.

Our behaviour strategy aims to identify the underlying needs behind the external, often erratic behaviour of these children and support them through identifying the underlying emotional needs. Children are treated as individuals and strategies meet the unique circumstances and experiences required by each child.

In doing this, we utilise the following trauma-informed practice for children as part of our whole school approaches:

1. Creating safety
2. Regulating the nervous system
3. Building connected relationships
4. Supporting the development of a coherent narrative through emotion coaching and restorative practice
5. Practising 'power with' in place of 'power over' strategies
6. Building social emotional and resiliency skills
7. Fostering post traumatic growth through therapeutic interventions

Nurture Provision

We currently have the following provision in place:

- Early morning group – for children who struggle with transitions from home to school
- Lunchtime group – for children with sensory processing issues and/or social anxieties
- Morning 'Supported Learning Provision' – A learning provision that is based upon nurturing principles



- Afternoon SEMH Nurture – Full nurture group based upon the six principles of nurture as identified by Marjorie Boxall

Our nurture provision directly replaces the early experiences of attachment that may have been lost or damaged. It provides a safe, developmentally appropriate space for children to build and develop secure relationships with other children and adults. Children are not withdrawn from the curriculum but it is modified to enable them to engage in it at the appropriate developmental level.

Through this carefully planned curriculum, children are encouraged to connect, trust and regulate their own emotions. It is the intention that when their emotional needs are met, the children will become more able to learn alongside others and achieve their true potential.

Therapeutic services and interventions

Children who require a completely individual, therapeutic approach as a result of trauma and /or unmet attachment needs are supported through access to a range of therapeutic interventions with our trained counsellor and play therapist. (See appendices – catalogue of support). These include:

- Talking therapy
- Drawing therapy
- Play therapy
- 1:1 consultations
- FRIENDS groups

Reporting Serious Incidents

Staff (Teacher and TAs) should aim to deal with most behaviour incidents 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. Any ongoing incidents that cause concern should be recorded on CPOMS and the relevant people alerted.

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, Nurture team member or member of the Senior Leadership Team, who will investigate and decide on the next steps of action.

A Serious Incident Record will be completed by the person who initially dealt with the incident. This allows a record of the incident to be made and appropriate support and/or reparation to be planned for. Any victim or



Short Heath Federation



perpetrator indicated is also noted in order for us to identify children having difficulties or becoming regular victims.

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.**

If an allegation is made of aggressive behaviour, bullying, racist or homophobic/transphobic behaviour, the Head of School should be informed and the matter investigated. In this instance, a Serious Incident log will be completed by the Head of School or the person in charge at the time. The log should detail what was found out, any conclusions and any further necessary actions to be taken. A copy of the Incident Log is included in the appendices. These incidents must also be reported to the local authority on a termly basis.

When a child demonstrates behaviour that **persistently disrupts the learning of others or commits a serious one-off offence that puts another member of the school community at risk of harm**, for example assaulting another child or member of staff, the SLT has a responsibility to consider and respond to the needs of the individual and of the whole school community. Fixed term exclusions will only ever be used as a very last resort and when every other form of support and intervention have been exhausted. Where this option is implemented, evidence will be provided to demonstrate how the school's **restorative** policy has been consistently and rigorously applied.

This approach provides the best opportunity for children to change their behaviour and to come back from the threshold of Permanent Exclusion. It requires a team approach and children displaying behaviour at this level will be supported by external agencies. Families are considered key partners in working for positive change and resolutions and to maximise success, Early Help Support may be offered to families by the Local Authority.

Tracking/Monitoring Behaviour

The behaviour strategy will be monitored by the Head of School informally through classroom visits, and through termly Deep Reviews. The Nurture, Guidance and Support Lead, alongside the Link Governor will also monitor the effectiveness of the strategy on a termly basis.

The behaviour of all children will be tracked through a simple numerical tracking system. Children who need additional support will be monitored more closely through one or more of the following systems:

Tracking Behaviour	Assessing/Monitoring Behaviour
<ul style="list-style-type: none">● Whole School behaviour Tracking● Zones Tracking Record	<ul style="list-style-type: none">● Deep reviews● Learning Walks



<ul style="list-style-type: none">• Serious Incident Records (SIR)	<ul style="list-style-type: none">• Focused Observations – ABC etc• Individual Behaviour support plans (IBSP)• 'Team around the child' support plans (TACSP)• Boxall profiling (BP)• Strengths and difficulties Questionnaires (SDQ)
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 <p style="text-align: center;"><u> Serious Incident Record </u></p> 	
Date of incident:	Type of incident:



Time of incident:	<input type="checkbox"/> Verbal	<input type="checkbox"/> Physical																
	<input type="checkbox"/> Theft	<input type="checkbox"/> Damage																
	<input type="checkbox"/> Homophobic incident	<input type="checkbox"/> Racist incident																
	<input type="checkbox"/> Other																	
Location of incident:																		
Frequency of behaviour:	Names and details of all children involved:																	
<input type="checkbox"/> One off, first time	<table border="1"> <thead> <tr> <th>Name</th> <th>V/P</th> <th>Class</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>			Name	V/P	Class												
Name	V/P	Class																
<input type="checkbox"/> Repeat of previously displayed behaviour:																		
<input type="checkbox"/> During this term																		
<input type="checkbox"/> In the last fortnight																		
<input type="checkbox"/> In the last week																		
Reported by:	Investigated by:																	
Description of incident:																		



ROSEDALE CE INFANT SCHOOL SOCIAL, EMOTIONAL & BEHAVIOUR SUPPORT OVERVIEW

	Behaviour	Support systems and/or sanctions	Monitoring					
STAGE ONE	EXEMPLARY BEHAVIOUR Child able to self regulate and make positive choices Kind Co-operative Follows instructions Self -motivated Self -regulated	UNIVERSAL APPROACH Adults support behaviour through: <ul style="list-style-type: none"> ✓ Embedding School Values ✓ Nurturing principles & structures ✓ Trauma informed practice ✓ High Expectations and Quality First Teaching ✓ Clear and consistent rules/routines ✓ Restorative approach & language embedded in every day practise ✓ SEMH Classroom Strategy Bank ✓ Zones of regulation utilised ✓ RICH learning attributes promoted and celebrated throughout the curriculum 	Class zone board used to monitor changes in behaviour (CTs) Monitoring of whole school behaviour tracker (stages 1-5) Pupil voice					
	GOOD BEHAVIOUR Some minor support required to help the child to self regulate and make positive choices As above for the majority of the school day Occasional incidents which distract learning for themselves and/or others	UNIVERSAL APPROACH Adults support behaviour through: <ul style="list-style-type: none"> ✓ Embedding School Values ✓ Nurturing principles & structures ✓ Trauma informed practice ✓ High Expectations and Quality First teaching ✓ Clear and consistent rules and routines ✓ Restorative approach/natural consequences for occasional behaviour incidents ✓ Zones of regulation utilised ✓ SEMH Classroom <u>Strategy Bank</u> embedded and utilised as and when needed by the child ✓ RICH learning attributes promoted and celebrated throughout the curriculum ✓ Short motivational interventions applied as and when required <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>I noticed you are ...</td></tr> <tr><td>It was the rule about ..</td></tr> <tr><td>You have chosen to ...</td></tr> <tr><td>Do you remember last week when you ...</td></tr> <tr><td>That is what I need to see today ...</td></tr> <tr><td>Thank you for listening ...</td></tr> </table>	I noticed you are ...	It was the rule about ..	You have chosen to ...	Do you remember last week when you ...	That is what I need to see today ...	Thank you for listening ...
I noticed you are ...								
It was the rule about ..								
You have chosen to ...								
Do you remember last week when you ...								
That is what I need to see today ...								
Thank you for listening ...								
	AGGRAVATING BEHAVIOUR Regular support required to	EARLY INTERVENTION Adults support behaviour through: <ul style="list-style-type: none"> ✓ Universal Approach (See above) 	Monitoring of whole school behaviour strategy to ensure it is consistently and rigorously applied (Deep Reviews)					



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">STAGE THREE</p>	<p>help the child to regulate emotions and/or make positive behaviour choices</p> <p>Ignoring instructions</p> <p>Work avoidance</p> <p>Regularly distracting learning through:</p> <ul style="list-style-type: none"> ● Persistent calling/shouting out ● Interrupting adults/pupils ● Talking when not appropriate ● Making inappropriate noises ● Overly excited, agitated 	<ul style="list-style-type: none"> ✓ Informal meeting with parents. A home/school link book may be used for a short period of time to break negative cycles (choice of 3 link books) ✓ Modified classroom diversion and/or distraction techniques: <ul style="list-style-type: none"> ○ Expression/gesture ○ Change of child's position within the activity ○ Re-focus/re-directing ○ Praise ✓ Consistent use of the 5 stepped intervention: <table border="1" data-bbox="470 705 1157 1512"> <thead> <tr> <th>Steps</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>1 Class Reminder</td> <td>Reminder of expectations, rules and desired behaviour. Clear instruction given. Link to positive behaviour prompts.</td> </tr> <tr> <td>2 Private Reminder</td> <td>Clear verbal reminder given privately - making child aware of natural consequences. Simple adjustments made to support the child. Offer class toolbox</td> </tr> <tr> <td>3 Decision</td> <td>Clear decision offered with consequences explained. Further adjustments made to support the child. Offer and support with personal toolbox.</td> </tr> <tr> <td>4 Time in/Time Away</td> <td>Short period of time in/away for the child to regulate, reflect and consider the situation from a different perspective. Supportive adult intervention required.</td> </tr> <tr> <td>5 Reflect and restore</td> <td>Restorative support Emotion Coaching Restorative sanction applied</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ✓ Focused observation of child – ABC /Zones tracking etc ✓ SEMH Classroom <u>Strategy Bank</u> (Quality First Support) ✓ Positive entrapment strategies and emotion coaching individually applied to problem solve ✓ Development of individualised behaviour support plan (Tier 1) in conjunction with NGS team: ✓ SEMH/Behaviour interventions and 'Personal Toolkit' developed. ✓ SEMH <u>School Based</u> Toolkit utilised and personalised as appropriate 	Steps	Actions	1 Class Reminder	Reminder of expectations, rules and desired behaviour. Clear instruction given. Link to positive behaviour prompts.	2 Private Reminder	Clear verbal reminder given privately - making child aware of natural consequences. Simple adjustments made to support the child. Offer class toolbox	3 Decision	Clear decision offered with consequences explained. Further adjustments made to support the child. Offer and support with personal toolbox.	4 Time in/Time Away	Short period of time in/away for the child to regulate, reflect and consider the situation from a different perspective. Supportive adult intervention required.	5 Reflect and restore	Restorative support Emotion Coaching Restorative sanction applied	<p>If persistently at stage 3, behaviour is discussed at half termly pupil progress meetings with NGS Lead /SENCo in order to advise on a more personalised approach.</p> <p>Monitoring and evaluation of focused observations/tracking by NGS Staff in order to identify any patterns or triggers</p> <p>Monitor use of SEMH School based Toolkit /Positive Entrapment model/emotion coaching (Quality First Support)</p> <p>Regular Review of Individual Behaviour Support Plan (frequency to be determined by NGS Staff). To include pupil voice</p> <p>Consider setting Behaviour targets (SEMH) at Early Response Level</p> <p>Half termly monitoring of behaviour interventions</p>
Steps	Actions														
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">STAGE FOUR</p>	<p>MORE SERIOUS BEHAVIOUR</p> <p>Lots of support required to help the child to regulate emotions and/or make positive choices</p> <p>Persistent aggravation (as above)</p> <p>Repeated refusal to follow instructions or carry out tasks</p> <p>Disrespecting adults and/or property</p> <p>Verbally abusive/aggressive to other pupils or adults</p> <p>Unpredictable outbursts</p> <p>Confrontational</p> <p>Inappropriate language</p> <p>Absconding from the classroom</p>	<p>HIGH LEVEL INTERVENTION</p> <p>Adults support behaviour through :</p> <ul style="list-style-type: none"> ✓ Universal approach ✓ Consistent and rigorous review and reinforcement of Behaviour Support Plan(Tier 1) by all adults involved (as above) ✓ 'Circle of support' intervention (Tier 2/3) implemented ✓ Informal restorative discussion/circles and restorative sanctions utilised ✓ SEMH <u>specialist support toolkit</u> utilised and pathways 1, 2 or 3 selected. ✓ Specialist and /or Therapeutic support provided by NGS Team/ IBSS/ Ed. Psych 	<p>Behaviour continues to be closely monitored by class teacher and NGS Staff</p> <p>'Circle of Support' intervention monitored, to ensure clarity of expectation and home-school communication. To include pupil and parent voice.</p> <p>Strategies and outcomes discussed and monitored with HoS/NGS team and/or other agencies.</p> <p>Focused observations/assessments to support implementation of behaviour plan (e.g Boxall Profile, SDQs)</p> <p>SEND Status/targets reviewed</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">STAGE FIVE</p>	<p>PERSISTENT SERIOUS BEHAVIOUR and/or /HIGH RISK BEHAVIOUR</p> <p>Constant and high level of support required to help the child to regulate emotions and/or make positive choices</p> <p>Persistent serious behaviour (as above)</p> <p>Unsafe behaviour</p> <p>Physically aggressive towards</p>	<p>VERY HIGH LEVEL INTERVENTION</p> <p>Adults support behaviour through:</p> <ul style="list-style-type: none"> ✓ Behaviour Support Plans consistently and rigorously applied by all staff ✓ 'Circle of Support' intervention (Tier 3) implemented ✓ Direct plans of intervention from external agencies including IBSS/Ed. Psychologists etc. ✓ Team Teach Approach/ Positive Handling plan in place (where appropriate) ✓ Formal Restorative intervention with restorative sanctions applied.. Clear expectations and follow up actions. 	<p>Further advice sought from IBSS/EP and other external agencies in order to avoid escalation and possible exclusion.</p> <p>Behaviour Support Plan and Positive Handling plan/risk assessment monitored in conjunction with the HoS/external agencies in order to ensure it is fit for purpose.</p> <p>SEN targets reviewed in order to assess suitability and consistency of SEN Support targets/EHCP targets</p>



<p>other pupils or adults</p> <p>Physically harming themselves</p> <p>Causing deliberate and directed emotional distress for other pupils</p> <p>Deliberately damaging property</p> <p>Absconding from school grounds</p>	<p>✓ In serious cases and where the safety of other children is continually put at risk, fixed term exclusion in order to provide extended time for the restorative process and reintegration to take place. The child will be supported through the process by a trained member of staff to offer the best chance of successful reintegration to the school community.</p>	<p>Boxall profile completed and analysed to identify any underlying social/emotional needs and possible access to nurture provision</p> <p>Therapeutic services monitored through SDQs and other suitable methods (as advised from professionals)</p> <p>'Circle of support' intervention monitored weekly to ensure complete clarity and consistency for a child 'at risk' of exclusion.</p>
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Appendices

Appendices	Documents
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Appendix 1	Brain Development Model
Appendix 2	PACE Guidelines
Appendix 3	Graduated Approach - SEMH
Appendix 4	Graduated Approach - Nurture
Appendix 5	Restorative Approach
Appendix 6	Emotion Zones & Interventions
Appendix 7	Emotion Coaching Guidelines
Appendix 8	Positive Entrapment Guidelines
Appendix 9	RICH Learning
Appendix 10	SEMH Learning Overview
Appendix 11	SEMH Strategy Bank
Appendix 12	5 Step Intervention Overviews
Appendix 13	Natural Consequences
Appendix 14	Happy Lunchtimes Guidelines
Appendix 15	Therapeutic services Catalogue
Appendix 16	A3 Social, Emotional and Behaviour Support Overview
Appendix 17	Social, Emotional & Behaviour Support Plan
Appendix 18	Circle of Support Plan of Intervention
Appendix 19	Useful Reading/references
Appendix 20	Case Studies