

Our school is a Rights Respecting School whereby all respect the United Nations Convention on the rights of the child and the responsibilities that come with those rights.

Supporting Social and Emotional Development: Our new Behaviour Policy

Rationale

All school staff use a consistent attachment- based approach where relationships are central. All staff act as secondary care givers and recognize that all behaviour is communication. All staff consistently reinforce with children how to keep emotionally regulated and how to behave well in everyday social situations and in more challenging interactions.

Key understanding that is shared by all staff

Recognise that children’s basic needs must be met for emotional growth.	Children with a specific vulnerability (SEN/LAC/CPC/Family/PP) may not behave as their chronological age	Recognise that interacting positively and respectfully is a complex skill and needs to be explicitly taught in each year group.	All children are vulnerable and do not hold any power.
If children have no other option, they will quickly move into fright/flight/freeze or flop mode.	All staff need to consistently demonstrate that they care and can be trusted.	Children are best supported through strong staff & parent connections.	Adult communication to children is key to raising self esteem
All staff need to be well regulated as raised voices create fear and tension.	Strategies and skills to manage behaviour take time and effort to learn – small successes need to be celebrated.	Acknowledging and taking responsibility for actions can only be done when we are calm state.	Children may not be able to read social cues or deal with strong emotions without adult support.

Social and Emotional Teaching that is reinforced by all staff

- We all belonging to a school community and share space
- Everyone has rights that need to be respected
- Staff can be trusted to support when we need help
- There are a range of emotions that also physically affect our body
- Strategies can be learned to control our emotional response and behaviour
- Personal differences and experiences may affect our responses.
- Looking after our wellbeing is key for positive physical and mental health
- Our actions have consequences



Key desired behaviours that all staff promote and encourage

- We move around school calmly and quietly.
- We share our space happily and respectfully.
- We need to put things right when we are calm.
- We all have different responses to our emotions



Understanding the Behaviour – A checklist for professional reflection

Children are supported in their emotional and social growth by a relevant curriculum and learning environment that is modified in response after professional reflection on observed behaviours.

- What are the precursors to any behaviours?
- Does the curriculum match the child's learning needs?
- Does the learning environment match the child's learning needs?
- Does the child have a particular vulnerability (SEN/PP/Attendance/CP/LAC/CPC)?
- What is the child's viewpoint? (Put self in child's shoes)
- What is the parent's viewpoint? (Put self in parent's shoes)
- Have basic needs been met- developmentally & historically?



Strategies to be used across school by all staff

- Sensory snacks and movement
- Child's back story
- Positivity, consistency and calmness.
- Visual timetables
- Visual reminders of expected behaviours
- Working alongside parents
- Acknowledging positive behaviours and emotional control, particularly small successes with vulnerable children.
- Relevant and frequent teaching of SEAL & PSHEE skills to build resilience and emotional literacy
- Awareness of emotional states



Motivators

Rewarding positive behaviour is effective only when children understand when and why they are being given it and that all staff apply this consistently. *Eg this week I am looking for everyone using please and thankyou*

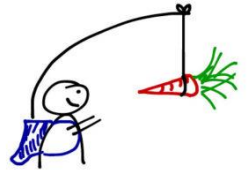
Or Can all staff on the yard support Ben to develop his skills in following 2 step instructions as this is his class target

Staff use their professional skills and knowledge of the cohort to identify appropriate motivators – particularly relationship based ones eg a special activity with a key adult /working with a champion/ raffle tickets/dojos/extra time on ipads/

The best motivators are worked towards incrementally and the final gain is relevant to the child.

Eg after 10 dojos you will earn 5 mins ipad time

Vulnerable children may need to adapt the motivator to suit their stage of development Eg they may only have to earn 5 dojos for 3 mins ipad time, so they can have more chance of being successful. Or they may need a totally different system to suit their development eg much smaller rewards over a shorter time frame eg across a half hour session rather than a morning, or a morning rather than a day.



Responses/Natural consequences

Using any sanction is effective only if children are clear about why it has been given and that it is given after have a chance to reflect on their behaviour when they are in a calm state.

Behavioural responses should not be presented visually or referred to again after they have been applied.

They need to be given by an emotionally present adult.

Staff should reflect on the environment and curriculum to avoid the behaviour reoccurring.

Next steps when behaviours are more challenging

When all the above strategies are not supporting a child the CT will involve the support of the SEN and the Behaviour Lead. A behaviour strategy plan will be created to enable the child to learn well and interact in socially appropriate ways. All staff will have greater awareness of a child's specific vulnerability and strategies to employ. This may involve accessing alternative provision in school or a reduced timetable.



Extreme Behaviours

School operates an On Call Crisis Team who can offer immediate support should a child's behaviour suddenly have an extreme negative impact on class learning.



This Policy is reviewed by the Wellbeing team each year. Next review Autumn 2019