

Behaviour and Social, Emotional and Mental Health Policy

At Ulverley we are committed to promoting a safe and secure environment where children feel happy and ready to learn. We aim to create an inclusive school community based on mutual respect and understanding, where each individual is celebrated. We promote positive behaviour from all children and adults working at Ulverley in line with Ulverley's Teamship Rules. High expectations and the encouragement of equal opportunities whatever a person's age, gender, ethnicity, need and background create an effective learning and working environment.

This policy has been written by the staff at Ulverley and has been shared with governors and is published on our website. It is intended to be a guide on how to respond to varying levels of behaviour, but also as a guide of how adults can build emotional reliance in children. At Ulverley, we understand that behaviour can manifest itself in different ways from children looking "out of sorts" to more extreme behaviour. Behaviour is not something that just happens, however, and all staff are mindful of what may be happening in the child's life for these behaviours to occur.



Rather than swatting the wasp ...let's try to identify where the wasp is coming from.

This policy has been written with the intention of being supportive and informative to enable consistency in action and response to behaviour for all children and staff. This policy runs concurrently with the school's Local Offer for Special Education Need and Disability plus the school's Child Protection and Safeguarding Policy.

At Ulverley, it is the expectation of all staff to maintain a duty of care and promote the best interests of **every** child. **Everybody** is responsible for the safeguarding of **every** child and must adhere to the systems in place at Ulverley to ensure this.

Tell everyone what they need to know, when they need to know it!

We believe in a consistent, fair and predictable approach to behaviour management where positive relationships can develop. Each child will be greeted into school by a member of staff

every morning to start the day positively. This is also an opportunity for parents and carers to leave relevant messages with the member of staff who will then deliver it to the teacher. For example, the child may have had a bad night's sleep and display behaviours of frustration throughout the day. By passing this information on to the teacher, they can make an informed decision over whether the child is simply tired or there is a further underlying cause and act accordingly.

Encouraging positive behaviour at Ulverley School

The emphasis of this approach is to focus on the positive and use praise and reward as opposed to criticism. The children will feel valued and more confident and therefore more ready to learn. All staff need to be consistent in:-

- Continued reinforcement of high expectations and clear, consistent boundaries agreed by staff and children creating a fair and respectful learning environment
- Use of praise and motivation
- Consistent approaches used by all staff members and working as a team
- Modelling of positive relationships, ie, between staff members, staff and children, staff and parents plus parents and children
- Good communication between all adults and child to ensure consistency
- Expecting polite manners
- Valuing each individual child
- Promoting independence from children in managing their own behaviour
- To model appropriate responses to problems and encourage seeing the situation from another's perspective
- Effective classroom management to create a calm learning environment
- Use of effective differentiation
- Awareness of group dynamics, ie, considered seating plan, groups etc
- Whole school/ class reward systems, ie, Gold Book/ Merit, Exemplary Behaviour Award
- Use of individual reward systems, ie, collecting stickers, tokens
- Start each day afresh
- Clear routine and structure
- Respecting the rights of children to express emotion and frustration
- Respecting the privacy of individuals
- Provide positive time out, ie, working in a quieter area, working 1:1

RESOURCES

- Sticker/ token chart
- Whole class reward/ sanctions (sunshine and cloud, traffic lights, rocket to the stars)
- Use of comic strips/ social stories
- Clear seating plan/ groupings displayed
- Noise metre to encourage appropriate levels of noise
- Class rules displayed for all to see
- Visual timetable clearly displayed
- Weekly Teamship Award
- Resources to aid a learning need; writing slope, pencil grip, voice recorder

The Graduated Approach

A child who may have a difficulty managing their behaviour will not necessarily have a Special

Educational Need. However, the principle of a graduated approach set out in The Code of Practice for Special Educational Needs and Disability 2014, are appropriate when responding to behaviour.

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When a child displays a change in behaviour, it should be responded to in graduated stages (see Flow Chart for a Graduated Approach to Behaviour Management).

What should I do if a child makes a poor choice or shows a change to their general behaviour? If you notice a child is usually quiet or teary or perhaps displays uncharacterised low level behaviours, ie, repeatedly calling out, not finishing work, falling out with friends, follow the below is a flow chart for the graduated approach.

Graduated Approach

- ***Adult to log behaviour on SIMS***
- Teacher to investigation into any changes in home life/ friendships etc?
- Is a positive approach being reinforced?
- ***Staff in class to trial de-escalation strategies***
- Observation of child by SMT in the classroom/ playground
- Use of class sanctions

Possible Action

- Meeting with parents/ carers, child, class staff. SMT
- Implementation of recommendations from observations
- Pastoral 1:1/ small group work
- Colleagues to seek advice from one another
- Monitor and review progress

Positive change in the child's behaviour

What should I do if the child's behaviour has still not changed and the intervention is not working?

It is always important to look for patterns in the behaviour displayed to be able to ascertain why it is happening. For example, is it only at lunchtime? Does it happen when there is a different teacher in the room?

When logging behaviour onto Sims, one **must** also, log the ABC's of when an incident or behaviour occurs.

A	Antecedent	What happened before the behaviour occurred? ie, change in routine unexpectedly, another child said a derogatory term etc Where did the behaviour happen? When? Who was involved other than the child?
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B	Behaviour	What behaviour did you see?
C	Consequence	What happened after the incident? How and how long did the behaviour take to de

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		escalate? Was the child sanctioned and how? What is the action plan if the behaviour is displayed again?
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Possible Action

- The class staff and SMT may right an Individual Behaviour Plan/ Lunchtime Plan in agreement with the child. No plan will look the same as another as every child is individual (see attached sheets for examples of IBPs). These must be reviewed and adapted termly.
- If a child is at risk of becoming a danger to themselves or others, a Risk Assessment must be written, implemented and shared with parents/ carers.
- Meeting between parents/ carers, class staff, SMT, child to discuss the child's behaviour and ways forward.
- Intervention put in place by pastoral team on a 1:1 basis or in small group work with specific objectives to encourage positive behaviour.
- It maybe necessary to seek external advice (SISS, CAMHS, Children's Services, Children Centre, Malachi)
- It may be appropriate to refer the child to an external agency for additional support. Consent from the parent must be obtained before a referral can be made.
- The external agency will the observe and possibly work with the child. Any recommendations must be implemented in school.
- Monitor and evaluate progress. Adapt where appropriate.

Positive change in the child's behaviour



What should I do if a child becomes verbally or physically aggressive towards others?

In September 2015, all staff have received training on The Use of Reasonable Force, DfE guidelines, 2013 (see attached). Staff are aware of when it may be appropriate to physically intervene to ensure the safety of the child and those around him/ her.

Every staff member can also send the RED HAND IMMEDIATELY to Mrs Hill's office. She will then find a member of SMT/ Pastoral Team who will come quickly to support the situation.

In these situations:

- It is vital to stay calm no matter how anxious you may feel inside

- Speak calmly and quietly to the child
- Use your voice, body language and facial expressions with care
- Try to diffuse the situation rather than escalate it
- Use positive time out, ie, asking child to help with a job, working in a quieter space
- Follow Risk Assessment/ Positive Handling Plan
- Consider space, proximity and exit points

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- Where possible, remove other children from the situation rather than attempting to move the child
- Aim for a positive outcome
- Remain patient, respectful and sympathetic towards the child
- Be assertive with the child
- Be clear and consistent in what you say to the child. Repeat statements exactly, *"I can see you are calm. Are you ready to change your behaviour and make a good choice?"*. Repeat this is exactly rather than rewarding it.
- Follow the ACT script
- Allow children appropriate calm down time in a safe space before addressing what caused the behaviour
- Talk through the situation when the child is calm and devise ways forward if a similar situation occurs
- Physical intervention may be required to ensure the child and others are kept safe. See Ulverley School's Positive Handling Policy for further details.
- **Ensure the incident is written up and logged**
- **Inform parents/ carers**

Every child is different and will require different strategies and approaches when managing their behaviour. Successful management requires thought, reflection, flexibility and the ability to move with changing dynamics and fluid situations. It is vital to know the children you are working with. Do they have any medical conditions, any emotional distress at home, any Special Educational Need? These factors can significantly impact on a child's behaviour.

Interventions

We use a variety of interventions at Ulverley to support the pastoral and behaviour needs of the children. The length of time interventions run for differ depending on the situations. They may be a one off, run for a six week block or be continuous throughout the year. Most interventions happen once a week but SMT/ Pastoral staff are available to support children as and when they need it.

Intervention	Reason for Intervention
Forest School	Develop self-confidence, team work, listening skills, following instructions, responding to boundaries.
1:1 sessions	Responding to individual need. These are run by Ulverley staff and/ or SISS. Children may have anger management difficulties, extreme anxiety, suffering bereavement, low self-esteem, attachment difficulties, lack of social awareness and require intensive support to provide strategies dealing with issue.

Small group sessions	These are particularly helpful to develop friendship skills and conflict resolution.
Whole Class PSHE sessions	These are delivered in response to a generic incident, ie, name calling using social media, friendship issues.
Lunchtime Clubs	These are used to provide a positive activity for a child who finds lunchtimes overwhelming.

Mindfulness

Mindfulness is the act of being in the present; not thinking about the past, not worrying about the future. Through Mindfulness, we can see things with greater clarity. Mindfulness helps to build acceptance and emotional resilience.



Ulverley is now becoming a Mindful school. All staff have received training on the benefits of Mindfulness and the strategies they can use in the classroom, on the playground and in the wider school community.

Mindfulness is personal to every individual. Some people may find it helps them to focus on their breathing. Others may enjoy visualisation exercises. For some people, they may need to be more physical, for example, practising shooting footballs into a goal. It doesn't matter how you are mindful, just that you are focused on the present moment.

From there, you can see things clearly for what or how they really are.

Involvement of Parents/ Carers

Children spend more time at home than they do at school and it is vital to work in partnership with parents/ carers. They know their child best and may see different behaviours at home than those that are displayed at school.

- Good, consistent communication is imperative between school and parents/ carers. The introduction of praise and concern books helps to achieve this.
- Listen to what the parents/ carers say about their child's behaviour and implement any recommendations they may have.
- Share IBPs/ interventions with parents/ carers and agree targets
- Parents/ carers must consent to any referral to an external agency
- Inform parents/ carers of any extreme behaviour displayed in school
- SMT/ Pastoral Team to be available to meet with parents/ carers
- Coffee mornings run termly to support families of children with SEND
- Staff to write up communication with parents/ carers on MyConcern if needed

Support for Staff

- Open communication where staff feel confident to seek advice where necessary
- SMT/ Pastoral Team to respond to SIMS behaviour logs quickly
- SMT/ Pastoral Team to respond to RED HAND immediately to support staff
- Ensure appropriate training is delivered throughout the year and refreshed when

appropriate

- Staff to write up communication with parents/ carers on MyConcern if needed
- Ensure all relevant information about a child is communicated effectively
- SMT to support staff members at meetings with parents
- Risk assessments to be written if a child becomes a danger to themselves or others
- Staff members to be involved in the next steps for dealing with an individual child's behaviour
- Staff to support one another by providing space for time outs, stepping in to situation where appropriate
- SMT to be available should a member of staff need to vent!!

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