

Behaviour and Well-being Policy



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The staff and Local Governing Committee at The Horsell Village School believe that our children have the right to be happy, secure and confident individuals that ask questions, challenge thinking and are highly motivated to learn. At school, children are active and engaged learners, experiencing a first-class education with a high achievement culture, providing them with the skill set to continue as life-long learners.

We believe that behaviour and well-being are interlinked and therefore aim to promote and develop the emotional well-being of every child in order to provide them with the skill set to develop effective self-regulation skills and behaviours for learning.

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn as well as providing guidance and information on how to support our children in becoming emotionally resilient learners.

We are consistent in our principles but flexible in our approaches.

Intent

- To promote a love of learning and a thirst for knowledge which permeates through every lesson and wider school life.
- To encourage children to have high expectations of their own behaviour and that of others.
- To develop a whole school approach to promote outstanding levels of learning and well-being behaviours supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- To create a caring atmosphere, thus ensuring high quality teaching and learning can take place in a safe and happy environment.
- To support our pupils in the development of their emotional literacy skills and social skills, to be aware of their own thoughts and feelings as they happen and to develop a range of strategies to help them manage them.
- To support children in their development of Mindfulness, tools for life, regulating emotions, building emotional resilience whilst enhancing their ability to concentrate and focus.
- To teach through all aspects of the curriculum, rights and responsibilities, values and attitudes alongside knowledge and skills.

Implementation

Guiding Principles

In order for the above to be achieved it is essential that every member of the school community acknowledges and reflects the values promoted by the school

- **Respect-** Respect self, fellow pupils, teachers and other adults. Respect their own and others property. Respect the right that everyone can have their own thoughts, values and opinions.
- **Honesty-** Be truthful to ourselves and others.



- **Co-operation** – collaborate with our peers to gain the most from our learning, to learn from each other and utilising everyone's skills.
- **Appreciation**-to learn to build positive relationships with others by developing effective communication, trust and to understand the worth, quality and importance of something or someone.
- **Responsibility** - To develop a sense of community, knowing that actions have an impact on them and others.

Our values are underpinned by the core principle of kindness, which we plan to teach through:

“ Kindness to yourself. Kindness to others. Kindness to the world”

We also intend to...

- Create an environment in which emotional well-being is promoted throughout each day eg: relaxation, leisure time, 1:1 discussion time, mindfulness, sensory circuits, physical exercise, forest schools, gardening.
- Ensure staff focus upon getting to know each child and building trusting relationships to provide the foundations for effective behaviour management.
- Implement a consistent approach to behaviour management which encompasses: teaching and learning, school leadership, classroom management, rewards and consequences, behaviour strategies and the teaching of socially acceptable behaviour, staff development and support, child support systems, liaisons with parents and other agencies.
- Recognise that children with high anxiety can seek opportunities for control. Work with these individuals help develop socially acceptable approaches for managing their anxiety.
- Raise a child's self esteem and help them to develop a positive self-image.

Development of Emotional Well-being and Self-regulation

We will:

- Create an environment that is able to offer individuals activities that will promote and support emotion well-being
- Reflect on a daily act of kindness.
- Use the emotional coaching approach throughout- developing a consistent language to use be used by children, staff and parents.

Development of Learning Behaviours

Procedures

We believe that a child's emotional state and well-being has a direct impact on their learning behaviours. Children need to be in the stable state of mind before they can focus on their learning. To support we use the phrase 'Ready to look, Ready to listen, Ready to learn' at the beginning of each session. This is physically represented in all inside and outside classrooms as well as shared areas.

Ready to look
Ready to listen
Read to learn.





These form part of the essential skills we want our children to be able to do before they leave to support in developing the skills needed to be lifelong learners. These are taught through:

- Jigsaw PSHE lessons
- Reflections
- Modelling by adults
- explicit reference during particular learning activities.

Our visual representation of our Behaviour and Well-being Policy has been designed to symbolise growth. Not only physical growth but growth in behaviours for learning, our motto of kindness and our school values.

There are 3 branches on the Learning Tree in each classroom. Each child is represented by a leaf on the branch.



Each branch is clearly labelled with the 3 stages that link to behaviours for learning, our motto of kindness and our school values.

Horsell Superstar.

This section of our behaviour for learning focuses on identifying children who have strived to demonstrate effective behaviours for learning, an act of kindness or living out our school values.

Ready to Learn.

All children start each day with their leaf on the 'Ready to Learn' branch. Children are celebrated for be able to maintain this or achieving the branch above.

Make a Change.

This is also about being kind to yourself and others. Children will be moved onto this branch **after** a verbal warning is not responded to. During this stage the adult will have a conversation with the child to discuss the changes in behaviour that are needed into order to return to 'Ready to Learn'. We believe that a child's behaviour has an underlying cause. Once children display the change in behaviour they can move back to the 'Ready to Learn' branch.

If a child's behaviour does not improve following a conversation for them to make a change then this may lead to:

- Time out in another class. This will be the class of the year group leader and will be for a time period that is appropriate to the age of the child. If the child is in the class of a year group leader they will be sent to another year group leader's class. During this time the

year group leader will have a discussion regarding behaviour and changes that need to be made before return to class. When a child returns to their class, they will place their leaf back on the 'Ready to Learn' branch.

- If the behaviour continues upon return to class the Headteacher or the Deputy Headteacher will become involved.

These incidents are recorded and tracked using the school's system to monitor behaviour. If a child has been sent to another classroom on a regular basis, ie: more than once a week over a month parents will be informed and invited in for a meeting with a member of the Steering Group and class teacher to formalise a short-term behaviour plan. It is the class teacher's responsibility to complete the tracker and record the incident on CPOMS.

Inappropriate behaviour

If a child displays behaviours that are considered socially unacceptable, ie: hitting, swearing, spitting children will be spoken to by the year group leader as well as their class teacher. To support, we will affirm good behaviours through our key principle of kindness.

"Kind hands, kind feet, kind words and kind actions."

Instances considered to be racial or bullying will be directly reported to the Headteacher or the Deputy Headteacher for investigation and will be logged on CPOMS.

Horsell Hero.

One Horsell Hero is selected from each class each day. A Horsell Hero is selected from the names of the children who are on the Horsell Superstar branch at the end of each day. Children will receive a 'Horsell Hero' sticker. Teachers will explain to the rest of the class and parents the behaviour for learning, values or act of kindness that was demonstrated for this celebration to occur.

At this point, the teacher will also celebrate all children who have successfully completed the day on the 'Ready to Learn' branch.

Celebrations

Celebrations should always take into account individual children's needs, age and understanding. It should be in the form of **positive feedback** which is specific, eg it refers to an action, **low key** and sincere; eg avoids hyperbole (children see through 'gush')

It could be given to the whole class, the whole school, to groups, pairs or individuals.

If given to the whole class or school, it is powerful in its ability to correct inappropriate behaviour which individuals may be demonstrating.

If given to groups or individuals, it can be shared or given privately to the people concerned.

Marble parties

Children, as individuals, groups and as a whole class, can receive marbles for improvements of any kind. These might include behaviour we want to see or acts of kindness. We also have Values marbles which are given when the children display our value of the month. There are 30 Values marbles in each class.

Once a marble is given it cannot be taken away.

Once the marbles have all been given the class will discuss the party they would like. Individual classes can decide on the frequency and size of jar and number of marbles. Marble parties are usually about 20 minutes long and we encourage the children to be active through free play.

Celebration Reflections

The school's 'Celebration Reflections' celebrates behaviours that are seen that reflect our school values and key principle of kindness. Each Friday a child from each class will be selected as the 'Kindness Ambassador' of the week. Teachers will provide a short explanation as to why the child has received this award and this will be celebrated as a whole school

Serious Behaviour Incidents

Serious incidents will be dealt with on an individual basis by the Headteacher and a member of the Steering Group. This demands a team approach involving not only the Class Teacher and Headteacher but will crucially need the active support of the parents as well. The Headteacher / Steering Group and class teacher will create an IBP (Individual Behaviour Plan). Parents will be informed and involved in the plan.

In rare cases, children will be excluded from school, for serious behaviour issues, in accordance with County guidance.

An exclusion is usually in the form of a "fixed term" period where a child will be excluded for a given number of days. There is an 'integration' meeting on the child's return to school, to ensure that the exclusion has been taken seriously.

In the case of a child being excluded, it is always the school's policy to talk to other children in the year group about our reasons for excluding. We do this for the following reasons;

- It sets the incident in context, and clarifies facts, to limit rumours.
- It makes the school boundaries explicit.
- It serves as a warning to other children whose behaviour may be similar, they can then realise the consequences of their behaviour.

The school also has the policy of forgiveness, and a fresh start when the child returns. Parents have the right to make representations to the School Governors Pupil's Committee and the decision to exclude can be reviewed.

Emotion Coaching – a common language.

Emotion coaching is a communication strategy which supports children to self-regulate and manage their emotions. Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

At The Horsell Village school a common language is used to enable all children to talk with all parents and be responded to in a consistent way.

		Common Language
Step 1	Recognising and empathising	"I can see that you get..... when that happens. I would feel..... if that happened to me. Its normal to feel like that. "I notice you looking around at others who are working on their projects. I think you might be feeling..... Have I got that right?"

Step 2	Validating the feelings and labelling them	<p>"I noticed that...."</p> <p>"I wonder if you might be feeling...."</p> <p>"I might be feeling like that too if..."</p>
Step 3	Setting the limits on behaviour (if needed)	<p>"These are the rules that we follow. Doing that is not ok"</p> <p>"We can't behave like that even though you are feeling.... because it is not safe"</p> <p>"This is not a safe place to be angry. Lets go to a safe place then we can talk"</p>
Step 4	Support with problem solving	<p>" Next time you are feeling like this, what could we do?"</p> <p>"How do you think you will react next time this happens?"</p> <p>"What could you do differently?"</p> <p>"What can we do about this?"</p> <p>"I wonder.... What do you think?"</p>

Positive Touch and Physical Intervention

There may be times when a pupil's behaviour requires staff to use physical intervention to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged.

The Horsell Village School will be guided by the following principles in these circumstances, in line with the advice from the Surrey Accredited Training Centre:

- Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.
- When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable, and proportionate action.
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.
- Schools should continue to explore non-restrictive alternatives that maximise safety and minimise harm at the point of risk behaviour.
- At the heart of all decisions is our desire to maintain the care, welfare, safety and security of everyone, staff as well as pupils.