

Emotion Response Policy

Reviewed: March 2019
Next Review: March 2022

Emotion Response Policy

The title of this policy has been carefully considered with a move away from 'behaviour' policy. This 'Emotion Response' policy encompasses deeper thinking and understanding based on current research of neuroscience, child development and how children behave based on their emotional responses.

Introduction

This policy has been developed to provide guidance for staff in order to promote positive behaviour at Western. The procedures and guidance in this document ensure a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour resulting from children's emotional responses.

'Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.' Dr. Dan J. Siegel

'We all need a secure base in life. School is an important secure base for all children and young people, but for some, it may be the only secure base that they have experienced and therefore is hugely important'.

'We advocate an 'Authoritative' versus 'Authoritarian' approach where adults are 'in control' versus 'controlling'.

Our Ethos

Educating and investing in children and encouraging them to grow up to lead safe, happy, healthy and successful lives, is at the heart of what we do at Western Primary School.

We recognise that a pupil's happiness and well-being are the foundation for their success and that it is essential to nurture, not just the academic progress of the child, but to look after and care for the 'whole person'. We encourage children to learn about health and wellbeing and the importance of looking after our social, emotional and mental health as well as our physical health.

We want our children to develop a set of values that will stand them in good stead now and in later life. These include a sense of community, and responsibility. Children are encouraged to be kind and considerate, and to have respect and show tolerance for all. The promotion of British values and an understanding of the spiritual, moral, social and cultural aspects of learning are at the heart of what we do.

We take every opportunity to teach strategies for building social skills, resilience and raising self-esteem. At Western, these are seen as vital steps in preparing our pupils for the opportunities, responsibilities and experiences of life. Our children develop a range of strategies which enable them to manage their emotions and self-regulate their behaviour.

Strong routines:

Staff ensure strong, predictable routines for their classroom.

These expectations are reinforced around the school, through assemblies and daily interactions with children. It is everyone's responsibility to challenge children when these expectations are not met but equally to comment positively when they are.

Strong routines are in place for:

- Start and end of day
- Transition times
- Lining up
- Assemblies

- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

Teaching and promoting positive behaviour

We teach children about our expectations for behaviour through:

- PSHE lessons
- SMSC lessons
- RE lessons
- Class assemblies
- Whole School theme days/weeks

These cover areas such as 'Me and my relationships, Keeping myself safe, My healthy lifestyle, Me and my future, Becoming an active citizen & Moving On. There is a plan for the year with themes for each week which will include specific issues relevant to our school and community including: Racism; Homophobia; Gender based language; Tolerance and respect; Disability awareness.

Our Rationale

'The most important aspect in children feeling valued, safe and secure is the sense of connection with a member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing'.

At Western, we recognise that strong relationships between staff and children are vital. Staff must be fair and consistent with every child, taking into account individual needs. Children need to understand that the staff member is in control at all times, enabling pupils to feel safe. Equally, staff must be approachable and there to help (not only there to discipline) and children understand this. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.

Our Expectations:

- We all belong to the school community and have a positive part to play
- We share space happily and respectfully
- We show respect and consideration to each other regardless of differences
- We behave sensibly around school (e.g. move around in a controlled manner, use appropriate language, tone and volume when speaking)
- We look after and respect our own and others' property
- We work hard and follow instructions

Our Approach

Creating an inclusive and positive school ethos around behaviour is driven by the Headteacher and SLT so that it is endorsed by, and embedded across, the whole school community. We strongly believe that responding to the SEMH needs of a child is not the responsibility of a few staff in school; it is everyone's responsibility.

'Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)'.

All staff know that behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social

Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties—helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly.

We have a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

Children with behavioural difficulties are regarded as vulnerable rather than troublesome, and we are aware that we have a duty to explore this vulnerability and provide appropriate support.

“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”

We actively promote strong relationships between staff, children and their parents/carers. We rely on our positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

Relationships are central to our sense of belonging and to our emotional well-being. This includes: staff-pupil, pupil-pupil, staff-staff, staff-parent/carer, child-parent/carer relationships.

We maintain clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, we ensure that their educational environment is rich in both nurture and structure. We have consistent, predictable routines, expectations and responses to behaviour. These are in place and modelled appropriately, within the context of our safe and caring school environment.

Relevant rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce ‘sanctions’ that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.

‘Not all behaviours are a matter of ‘choice’ and not all factors linked to the behaviour of children are within their control. Therefore, the language of choice (e.g. ‘good choice/bad choice’) is not always helpful.’

We encourage parental engagement and involvement and see this as absolutely crucial when addressing and planning support for children’s SEMH needs.

“The parent-child connection is the most powerful mental health intervention known to mankind” (Bessel van der Kolk)

It is important that indicators of SEMH are clearly recognised to ensure that it is not just pupils who are displaying observable and active/ ‘acting out’ behaviours (e.g. those who are non-compliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries) that are identified. Pupils who display more passive behaviours (e.g. those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear very anxious, who refuse to accept praise, are reluctant to speak) sometimes go unnoticed because their behaviour can feel less challenging to manage.

It is also important to view children whose behaviour is externalised or whose emotional distress is internalised as equally vulnerable. Early intervention is imperative for addressing both active and passive behaviours to ensure that low level features/difficulties can be addressed early. It is essential to be aware of the tendency to make judgements around behaviour (e.g. ‘mad’/’bad’) and important to see all behaviour as an indicator of emotions to which we must respond in an empathic and caring manner. This can be particularly hard to do when a child acts in a way that hurts or frightens others.

Attachment Awareness

Our job is to teach the **PUPILS** we have, **NOT**
those we would like to have,
NOT those we used to have,
But those we have right now
ALL of them

At Western, we value the power of relationships and understanding behaviour in context. All staff consider the context when interpreting behaviour. All behaviour, however bizarre it may seem, makes sense at some level. We ask ourselves 'What is the story?'

There can be a tendency to look for within-child factors – i.e. 'What is wrong with the child?' This can often lead to a search for a label or diagnosis, which is not always helpful, especially when planning effective SEMH interventions.

Thinking about the child systemically, within a risk and resilience framework (e.g. child/young person, family, community) is both helpful and important.

Please see Appendix A: Video explaining Attachment Theory and examples of restorative language

Applying an Attachment Aware Approach

Jones and Bouffard (2012) and Banerjee, Weare and Farr (2014) suggest that interventions for pupils' social and emotional learning should be integrated into the daily life of the classroom rather than provided through discrete programs.

Western advocates an integrated Whole School Attachment Aware Approach. Through sharing information on CPOMs, pupil progress conferences, team meetings and through individual inclusion plans, plans are in place to support children's individual differences and attachment needs.

Core Agreements:

In our school, we recognise that children communicate their needs via their behaviour.

Every adult in our school is encouraged to look beyond behaviour and think about children's needs.

All children will be offered compassion and co-operative learning with a caring adult. No

child will intentionally be shamed.

All children will be treated with respect and a belief in their goodness and desire to learn. For all

behaviour every child and adult will receive:

- calmness
- connection
- co-operation

to enable compassionate learning and the building of empathy and esteem for themselves and others.

Key understanding:

ALL children are vulnerable. Some children are 'particularly vulnerable'.

Acceptance – staff recognise that for some children the behaviour seen was possibly the only option for the child.

Basic physiological and emotional needs (Maslow's Hierarchy) must be met before a child feels safe enough to relax, play and learn.

Behaviour can indicate the developmental stage of a child.

Prosocial behaviour and emotional regulation need to be explicitly taught across school. Raised voices, angry faces and body language create fear and stress.

Children who are identified as particularly vulnerable need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These are planned in conjunction with parents/carers and relevant professionals, and shared sensitively, as deemed appropriate.

Please see Appendix B: Supporting vulnerable children – list of examples

Approaches to Positive Recognition and Classroom Strategies

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

We can categorise positive recognition as either personal or public. We create an ethos of every child as an individual and that all children are at different stages with their learning and development and achievement is based on their own personal progress – not as a comparison with others.

For children with additional SEMH needs we look at the specific needs of these children to determine how we approach the use of personal and public recognition.

The use of public positive recognition (praise, awards and rewards etc.) can, in addition to the desired positive impact on the target children, often have negative impact on all children but especially children with additional SEMH needs.

At Western, we have thought carefully about all the types of public positive recognition that are used in order to maximise the positive impact for all children and minimise any potential negative associations.

Praise is most effective when it is specific rather than general. e.g. Specifically identifying and praising part of a drawing they have done well rather than a general comment that it's a 'good' picture.

We ensure that systems are not based on control through bribery or over use of rewards.

Consequences are responsive. e.g. graffiti is cleaned up

Blanket class sanctions – e.g. whole class staying in or being held behind are not used. **Please**

see Appendix C: Positive approaches to behaviour used at Western

Reparation and Restorative Approaches

Restorative Approaches offer schools an alternative way of thinking about addressing discipline and behavioural issues and offer a consistent framework for responding to these issues.

When there is a significant incident, we use restorative practice:

Always ask as part of the interaction:

- 1 What happened?
- 2 How were you feeling at the time?
- 3 How has it affected others?
- 4 How can this be repaired?

Speak to each child individually and **listen** to their views.

Speak to the children involved together if appropriate so they can begin to understand how others feel and the differing viewpoints that may be held about the same incident.

Children may need help and support with their interactions. Adults need to offer support to the children around naming feelings (anger/sadness and knowing it is ok to have such emotions) and being able to help consider ways in which any wrong doing can be repaired.

When dealing with an incident, we consider:

- Knowledge and understanding of the back story and how that might impact upon behaviour
- When considering the child's viewpoint, adults need to see this from the child's perspective, rather than with the logic, cognition and emotional response of an adult.
- Basic needs – not only are they met today, in this moment, but have they been met developmentally and historically? This links with knowledge of the back story.
- Is the curriculum sensitive to the child's learning needs?
- Are learning activities and experiences sensitive to the child's backstory

Please see Appendix D: Restorative Practice visuals are used for EYFS (and for SEN pupils further up school)

The table below compares different ways of thinking and responding in authoritarian and restorative models of discipline.

Authoritarian Approaches The focus is on:	Restorative models of discipline The focus is on:
Rule breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
and, as a result;	and, as a result;

The needs of those affected are often ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

Working restoratively ensures that relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to 'manage' behaviour. There is a shift, moving from one model of discipline to the other.

We believe a restorative and reparative approach is important in supporting behaviour in school.

We are continuously reflective in our practice. We feel it is essential to support staff with: awareness of their own emotions and attachment styles; understanding of the behaviours from others that might trigger a particular response in them; maintaining appropriate boundaries; managing secondary stress. We have a school culture where staff feel safe and are encouraged as part of good practice to express how their work impacts on their emotions and vice versa.

Emotion Coaching

Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour. Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection. Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour. Research also indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion.

The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice
- Behaviour is a communication
- Emotional 'first aid' (calming, soothing) is needed first

'Connect before re-direct' (Siegel, 2013),

'Rapport before reason' (Riley, 2009)

'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gus, 2017)

- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying - their emotional state). This also involves explicit teaching and modelling

What Emotion Coaching means in practice (how co-regulation works)

<u>Step</u>	<u>What we do...</u>	<u>What we say...</u>
1	Recognising, empathising, soothing to calm	'I understand how you feel, you're not alone' (e.g. 'It's really upsetting when someone tells you 'no')
2	Validating the feelings and labelling	This is what is happening (e.g. 'you're kicking the wall'), this is what you're feeling (e.g. 'because you're cross')
3	Setting limits on behaviour (if needed)	We can't always get what we want (e.g. It's not ok to hit/ kick')
4	Problem-solving with the child/young person	'We can work it out' (e.g. 'we can find another...')

See Appendix E: Videos explaining emotion coaching

Language Use

We are careful in our language use when talking about behaviour.

We use:	Instead of:
consequence	punishment or sanction
expectations	rules
connection or care seeking	attention seeking
emotionally dysregulated	meltdown
(Language to explain situation) E.g. 'you were very cross and you hit X. That's not okay.'	*good/ bad choice

*We are very careful with the language around choice and avoiding simplistic labels – e.g. talking about 'good/bad choices' when referring to specific behaviours or incidents. It is important to remember that not all behaviour is simply a matter of choice. Although actions do have consequences, some children are not always acting out of choice, they are sometimes engaging in survival behaviours that are mediated by unconscious processes. Therefore, caution should be used with the word 'choice' Making a 'positive choice' usually requires being in a calm or 'thoughtful' frame of mind to do so. 'Bad choices' (i.e. often meaning 'inappropriate behaviours') are usually the result of feeling very emotionally dysregulated. With support to self-regulate, children can be helped to behave in more socially acceptable/appropriate ways and to make better 'choices'.

Assessment, Monitoring and Intervention

As outlined in the SEN Code of Practice and our local SEND Guide, we promote a differentiated approach following different levels of intervention using the Assess/ Plan/Do, Review cycle. Appropriate target-setting and information-sharing is extremely important, to ensure that bespoke provision and strategies are recorded using a range of suitable tools such as Inclusion Plans and Pupil Passports. These are jointly developed, agreed and reviewed, involving key adults. Most importantly this must include input and involvement from the child to ensure that they (alongside their parents/carers) remain central to this process and can voice what helps/hinders; what likely triggers might be; strengths and difficulties, etc.

We are aware of the very wide range of resources already being used across our school to support SEMH identification and to measure the impact of interventions.

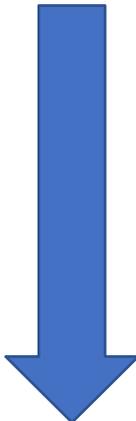
Please see Appendix F for details of assessment and monitoring tools

We follow various processes to ensure holistic support for a child with presenting SEMH needs, such as Early Help and CAF processes.

Reviewing what is working

We monitor the efficacy of strategies and interventions in case what was planned is not working –we ask ‘Do we need to try something different or give things more time?’ **What**

to do if a child is showing inappropriate behaviour

<u>TEACHER GUIDANCE</u>	
	<p><u>STEP ONE – Child demonstrates inappropriate behaviour</u> Member of staff highlights the behaviour to the child and clarifies/ reinforces expectations with them.</p> <p style="text-align: center;">See Level one in table below</p>
	<p><u>STEP TWO- Child continues to demonstrate inappropriate behaviour</u> Member of staff repeats expectations and makes adjustments to support the child.</p> <p style="text-align: center;">See Level Two in table below</p>
	<p><u>STEP THREE- Child continues to demonstrate inappropriate behaviour/</u> <u>SIGNIFICANT INCIDENT</u></p> <p>A Member of staff repeats expectations and makes adjustments to support the child. B Relevant consequences put in place through restorative conversation.</p> <p>Depending on age of child - Child may be asked to complete restorative reflection sheet (see Appendix G) – <u>scanned and added to CPOMS</u> OR Spend some time in the Junction/ with another member of staff in breakout zone to discuss expectations.</p> <p style="text-align: center;">See Level Two/ Three in table below</p>
	<p><u>STEP FOUR- Child continues to demonstrate inappropriate behaviour</u> <u>SIGNIFICANT INCIDENT</u></p> <p>SLT/ Inclusion team meet with teacher to plan actions/ interventions to support behaviour – recorded on CPOMS.</p> <p>Targets/ interventions recorded on child’s individual inclusion plan</p> <p><i>As appropriate: Restorative meeting with child/ parents to share actions and work together moving forward.</i></p>
	<p><u>STEP FIVE- Child continues to demonstrate inappropriate behaviour</u> Interventions reviewed and adapted Referral made to IES Reduced timetable offered</p>

Classroom Approaches when dealing with behaviour

Any behaviour that falls below the expectations of the school (e.g. disruption to learning, unkind or inconsiderate actions), requires some level of intervention. The following is a pathway of what to do:

Level	1	2	3
Concern:	Some minor support on more than one occasion	Needed support on a number of occasions	Significant support required Teacher response or actions Re-focus child
Teacher response or actions:	<p>Re-focus child Quiet word</p> <p>Offer of support: "You okay, do you need anything?"</p> <p>Cue name: "Bob – all okay?"</p> <p>Nip in the bud: "James, you're talking and we are working quietly in this lesson."</p>	<p>Direct an adult or give extra support (staff presence for the child/ containment)</p> <p>Noticing/ Wondering question: 'James, I'm noticing that you sitting too close to xxx is making it difficult for you to concentrate on your work. I'm wondering if you might be able to concentrate more if you sit here where I can help you.' (If they choose not to move and say they will work THEN they <i>still</i> struggle, make the decision to bring them closer using a firm but warm voice).</p> <p>Distraction/ Redirection: 'James – please pop next door and ask Miss if I can borrow a xxx – Thanks.'</p> <p>Name the need: 'You seem very cross because you wanted to go in the ipad group. Is that right? (check in) I can see that is hard. Everyone will get a go this week.' (reassure)</p> <p>What do you need options:</p> <ul style="list-style-type: none"> - Learning break - Busy box - TA support in class - Time away from situation to calm - Go and see someone - Work in a different place e.g. Library/ Junction 	

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 changes they have made.

At the end of the lesson (or during if appropriate) the teacher should talk with the child about the difficulties in the lesson and agree what improvement is needed for subsequent lessons.

The evaluative judgment about the level of difficulty in the lesson should be recorded on CPOMs.

Significant Incidents

Children need to have the opportunity to reflect on their actions and the impact this may have had on others. Below are examples for some situations that may occur in school and the types of response that are appropriate.

Incident	Type of Response
Incident against another person	Work with adult guidance restoratively to understand how the incident has affected another person. Child supported to repair the situation. This can be in the form of verbal, written, picture, or an action. However, we do not force children to say sorry. The adult will remind children of expectations. We don't shout but the children are aware through the adult's firmness and tone of voice that the behaviour is not acceptable 'It's ok to be angry but it's not okay to use your feet to hurt.'
Incident relating to theft, damage to property etc	Where possible – a relevant reparation should be used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.
A particular activity has been causing issues e.g. football at break time	Work with staff needed in order to ensure subsequent participation can be successful. E.g. having reduced time/ supervision /or not taking part in the activity.

Relevant Consequences

Consequences are always given and supported by an emotionally regulated and available adult.

Consequences can follow at some point after an event, when the pupil is regulated and able to reflect upon their behaviour.

Consequences will never involve taking away a previously earned privilege or any intervention time.

Staff will avoid any consequences which lead to shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can result in increased survival behaviour. Only the adult who is involved in the event should comment.

The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our pupils, and this should be kept in mind when deciding upon an appropriate natural consequence, as outlined below.

A supportive conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt.

Consequences need to be outcomes of behaviour, responsive to the needs of the child rather than punishing or isolating, e.g. child who repeatedly experiences difficulties on the playground does not play out with other children but does an alternative PLEASURABLE activity with an adult.

Relevant consequences include:

- making up *time for lost learning*
- *reflection time*, where the focus is upon the child's own bodily/ emotional state (to calm)

- *reparation time* (where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship). This can be in the form of verbal, written, picture, or an action, e.g. build a Lego model, offer a drink or snack, make a card. In all of these, the child should be supported by a regulated and supportive adult.

If the context is repeatedly problematic (e.g. assembly, playtime), plans are made so that the child works with an adult to ensure subsequent participation can be successful, e.g. having reduced time/ supervision/ or not taking part in the activity.

In these circumstances, the child is given an alternative, positive activity, supported by an adult. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.

Children are never forced to say sorry. Children are taught to understand why we apologise and are encouraged to do so.

After a pupil completes lost learning or reflection or reparation, it is important to repair and restore the staff-pupil relationship if this is necessary. Staff should praise his or her behaviour at the first opportunity to move attention away from the unwanted behaviour. Staff must reassure the pupil that the inappropriate behaviour has been addressed and it is a new start.

It is expected that teachers and children begin each lesson afresh with optimism and encouragement for success. If a child persists in exhibiting unwanted behaviour then there are a variety of options that may be taken:

- The class teacher will work collaboratively with the pupil to identify any reasons, concerns or difficulties which may be leading the pupil to exhibit unwanted behaviour.
- Professional discussion amongst staff involved to help plan, do and review. At this time the class teacher will usually inform the pupil's parent/carer of the situation and share the expected outcomes.
- Staff involved will meet with the SENCO/ Emotion and Wellbeing Team to discuss concerns.
- Parents will be invited in to discuss the concerns with the SENCO/ Emotion and Wellbeing Team.
- It may be decided that it is in the pupil's best interests to give them some supported time away from their class e.g. In the Junction.

Concerns about a child's behaviour

As a general principle where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent(s) to inform them of the concern and discuss what is happening in school. This contact should be recorded on CPOMS. Where the teacher feels additional support or action is required to support a child, they should contact the Inclusion team to discuss this.

On a termly basis, inclusion plans will be reviewed by the teacher, SENCO and inclusion team. Any children who appear to be causing concern, parents will be contacted and a meeting will be arranged to discuss interventions.

If no improvement is made during the next term a formal meeting will be held between the teacher, child, parent and a member or senior management or inclusion team. A written plan with clear targets for improvement will be written and monitored on a weekly basis.

Regular contact should be made with parents to update them on any further issues or improvements. The child will meet with the class teacher (and inclusion team member if needed) to discuss the issues and agree on how to support improvements.

Appendices

Appendix A: Video explaining Attachment Theory

<https://www.youtube.com/watch?v=WjOowWxOXCg&safe=active>

Appendix B– Supporting Vulnerable Children:

ALL children will need:

- Motivational, high interest teaching
- Varied task and pace of activities
- Whole school behaviour policy including a graduated response
- Whole school and class reward systems promoting learning behaviour
- Restorative practice
- Visual timetables
- Whole school/class rules
- Circle time
- Assessment/Key Skills/ELF
- Target setting/Success Criteria
- Active learning
- Class assemblies
- SMSC
- Celebration assemblies
- Western points

SOME children will need:

- Group support- Quiet Room/ The Junction drop-in
- Communication/ Interaction Groups
- Small group circle time
- Socially Speaking Programme
- Group Lego therapy
- Monitoring at playtimes and lunchtimes
- Use of barrier screens
- Movement breaks

A FEW children will need:

- Ordinary Magic/ Daily check-ins/ Corridor coaching
- 1:1 Quiet Room sessions (pastoral care – play/ talk therapy)
- Therapeutic counselling - The Retreat
- 1:1 support sessions – The Junction
- Junction drop-in sessions (break/ lunch time)
- 1:1 support especially during unstructured/ transition times

- Five point scale/ visual emotional check

- 1:1 behaviour reward (written plan)
- Individual timetable/ now and next board
- Use of social stories
- Stories e.g The Red Beast, Kindness book
- Drawing and Talking programme
- Individual reward system/ Home- school record
- Individual arrangements for SATS
- Additional planning and arrangements for transition
- Regular parent communication
- Resilience building Intervention/ Planting Positivity resources – Worry tree, blowing bubbles, Sedona method, Think Good/ Feel Good, CBT sheets, feelings work, bag of worries sheet
- ELSA resources – empathy game, posters, quotes, self-esteem rainbow, growth mindset,
- Just B – emotional, loss and bereavement resources
- Parent support

Outside agency support:

- EMS- Grove Road for SEMH
- Communication and Interaction Team
- Early years support teacher
- Educational psychologist
- 'Early Help' for support at home

Appendix C: Positive approaches to behaviour used

The following approaches are used at Western. Any additional approaches must be discussed with Phase leaders, the Inclusion Leader or Head Teacher. If in any doubt about any aspect of this – support must be sought from the Head Teacher.

	Purpose	What it looks like	Key notes
Individual			
Use of child's work as an example	To celebrate the child To help promote learning	Sharing of work on the board Reading out of child's work.	Be mindful of using the same child all the time.
Classroom praise – public/private	To give feedback/celebrate the child To help promote learning/conduct	Specific feedback "James, super clear reading – your use of intonation for the characters really helped me to understand how they were feeling at different points in the story."	This can be public or private dependant on the circumstances and the individual needs of the children. Be mindful of using the same child all the time.
Western points	To give feedback/celebrate good work, manners To help promote learning/caring for others	From Y1 upwards. Awarded verbally – 'Well done. Get 3 western points.' Written in books 'Well done. 3 WP.' Results are shared in assembly weekly. The winning team gets a treat at the end of the year.	Western points are awarded in proportion to achievement. See 'Western Way' Western points are not used to bribe children to get them to do anything. Staff discretion is used to decide how/ when western points are awarded. Children should not always <i>expect</i> Western points. Staff to be aware of ensuring all teams achieve.
Lunch points	To give feedback for good manners, social skills, eating well and being helpful.	From Y1 upwards. Awarded verbally – 'Well done. You have been awarded a lunch point.' Recorded on tally in canteen. Lunch reward at end of every term.	Lunch points are awarded in proportion to achievement. Lunch points are not used to bribe children to get them to do anything at lunchtime. Staff to be aware of ensuring all teams achieve.
Bucket Filling (Fill someone's bucket by being kind/ helpful/ caring)	To give feedback/celebrate the child To help promote learning/conduct/ caring for others	FS ~ Children have individual buckets and pom poms placed in them. Half termly certificates. KS1, Y3/4 ~ Children/ staff nominate each other for bucket filling. One is drawn out each week. Certificate presented in assembly	Keep an eye out for children who are not getting reward for being a 'bucket filler'. Children should not use this as a comparison to each other. This will need to be explained to the children

		Y5/6 ~ RETHINK	
Stickers	To give instant recognition for work/ behaviour	Staff gives stickers to child and says why /leaves sticker in books. Children have a sticker card /book if they wish to keep given stickers.	Keep an eye out for children who are not getting any stickers. Children should not use this as a comparison to each other or ask for stickers. This will need to be explained to the children. Sticker cards, if used should not be on display. Must not be used as a bribe (“If you do.... then you will get a sticker”) or consequence (“You would have got a sticker if you had / hadn’t....”)
SUCCESS Assemblies		Weekly assembly to share good work, effort and positive attitudes and behaviour (2 child from each class per week for SUCCESS, 1 bucket filler and 1 mathematician)	Every child must have the opportunity to be recognised in one of these assemblies. (recognise individuals who this may be difficult for or who may not want this type of recognition – for these children, look at an approach that is appropriate – liaise with Inclusion Leader and parents)
Head Teacher stickers	To provide positive recognition for hard work/ kindness	Child is sent/ brought to the office to show good work or for doing a good thing. A child is given sticker	Ensure a good mix of all pupils get the chance to bring good work/ achievements. Must not: - make an over public ‘announcement’ in the class - be used as a ‘bribe’ e.g. “if it’s great we can show it to ...”
Group/ Class			
Work on display	To recognise children’s work and celebrate all children’s work – regardless of ability	Group/Class – Children’s work on display. Every child has some work on display (unless they have asked for it not to be)	School ethos is to accept children’s work at different levels and that this is okay. When air playing work, children should be asked if they consent. Must not: - indicate a level or mark
Praising groups	To promote positive expectations and behaviour e.g. “Great yellow table – all settled down to work well”		Must not be linked to any aspect of competition, points or prizes. Must not be used to shame/name the individual tables that aren’t. WHY? Some

			children may struggle with organisational skills and need support with this rather than be criticised by peers for 'losing' points etc for them!
Collecting in of results e.g. spellings, comprehension, SATs.		Teachers collect in results from children and give out results to children individually. Teachers should emphasise that all learning is about individual progress and not about comparing to others.	Must not ask children to call out results Must not give out results publically.
Displays / Charts	Targets / progress charts should be for the child. They could be stuck in books or in a separate document accessible by the pupil/ teacher only.		Must not display any charts which could be used to compare individual or groups skills, abilities, achievements, targets etc. WHY? For children at all levels this can generate a 'better than you' approach mentality or for lower ability a reduction in self-esteem. Focus on individuals making progress at an individual level. Consider personal target sheets or progress sheets. *The above take into account the individual needs of children and where a child has any specific needs regarding praise

Appendix D: Restorative Practice Visuals for EYFS and SEN children

Restorative Language:

When our pupils find themselves in conflict or upset we will ask them:

What happened?

What were you thinking when it happened?

What needs to happen to put this right?

What would you do differently next time?

We might also say to our pupils:

What would you think if this happened to you?

How can we put this right?

What could you do differently next time?

What other choice could you have made?

How could you make sure this doesn't happen again?

Appendix E Videos explaining Emotion Coaching

https://www.youtube.com/watch?v=x8bKit_VZ3k

<https://www.youtube.com/watch?v=7KJa32r07xk>

Appendix F: Details of Assessment and Monitoring Tools

We are aware of the very wide range of resources already being used across our school to support SEMH identification and to measure the impact of interventions.

This includes various assessment and monitoring tools/toolkits, such as:

Assessment tools:
Information gathering/ planning: <ul style="list-style-type: none">• Discussions with parents• CPOMS to record incidents• Emotion and wellbeing team meetings to pinpoint interventions• Classroom observations• Emotional Literacy scaling• 0-10 personal assessment scale• Grove Road SEMH assessment• Thrive assessment Assessing: <ul style="list-style-type: none">• Inclusion plans with analysis of target achievement• Impact section on intervention tracker• Review of inclusion plans• Emotional Literacy scale• 0-10 personal assessment scaling• Grove Road SEMH assessment• Thrive assessment• Early Help grading scales• Classroom observations• Teacher/ parent/ child feedback

Monitoring tools:
<ul style="list-style-type: none">• Tracker – Intervention section• Tracker - Academic data tracking• Attendance data tracking from Arbor• Behaviour data tracking from CPOMS• Thrive online system• SDP• Governor reports

A wide range of interventions are also used to support children with SEMH difficulties, including:

Interventions:
<ul style="list-style-type: none">• Ordinary Magic/ Daily check-ins/ Corridor coaching• Small group circle time• Socially Speaking Programme• Group Lego therapy• Use of social stories• 1:1 Quiet Room sessions (pastoral care – play/ talk therapy)• Therapeutic counselling - The Retreat• 1:1 support sessions – The Junction• Junction drop-in sessions (break/ lunch time)• 1:1 support especially during unstructured/ transition times

- Five point scale/ visual emotional check
- 1:1 behaviour reward (written plan)
- Individual timetable/ now and next board
- Stories e.g The Red Beast, Kindness book
- Drawing and Talking programme
- Individual reward system/ Home- school record
- Additional planning and arrangements for transition
- Resilience building Intervention/ Planting Positivity resources – Worry tree, blowing bubbles, Sedona method, Think Good/ Feel Good, CBT sheets, feelings work, bag of worries sheet
- ELSA resources – empathy game, posters, quotes, self-esteem rainbow, growth mindset,
- Just B – emotional, loss and bereavement resources

Appendix G



Reflection Sheet

Name:	Year:	Class:	Date:	Staff Member:
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What happened?

What were you feeling at the time?

How has it affected others?

What needs to happen to put things right?

What could you do differently next time?

Appendix H – Lunchtimes

Children have access to a range of support to help them have a happy and successful break. Every lunchtime, children have access to:

Junction - TAs in the playground - Teachers and TAs in the canteen supporting the children – First Aid – Artspa – Lunch bunch (KS1) Writing club – Fitness club – Library – Games club – Knitting club – Homework club - Film club (weekly) – Science club – Gardening club

If there are ongoing concerns about the behaviour of a child at lunch time, incidents are recorded on CPOMS and the senior lunchtime supervisors seek support from the class teacher in the first instance.

Lunchtime supervisors follow the overall principles in this policy in regard to dealing with children e.g. talking politely to the children; use of wondering questions; listening to the children; use of emotion coaching.

The use of 'bans' from certain activities should not be used e.g. bans from football. However, if what the child is doing causes an issue then the child may be asked to leave the game for a short period or stand with a member of staff to help resolve the situation. This should be for a period long enough for the child to be helped to regulate and not as a punishment.

Any immediate and significant concerns about a child must be brought to the attention of the senior lunchtime supervisor.

Appendix I: Use of restraint

As a result of our approaches to supporting the needs of children with additional needs it is very rare that the use of force is required. If a situation does occur, staff will use every possible solution to deescalate the situation and avoid having to resort to any physical contact in terms of managing a behaviour. Early help from a member of SLT/inclusion team is vital in supporting a difficult situation.

The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is a last resort and will only ever be used in the most extreme circumstances.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded on the restraint form, recorded on CPOMS and must be reported immediately to the head teacher. A record of these incidents is kept in the office in a paper file.

Appendix J: Specific circumstances - School trips/visits/swimming/PE:

Following the guidance of the Equality Act 2010, we endeavour to provide all children with full access to the school curriculum: this includes educational visits and trips.

If a child has significant difficulties where an activity may pose additional risks for that child or the safety of others – we will work closely with staff and parents to develop a plan of support in order for the child to attend the trip and ensure the best possible outcome for all involved. This may involve for example: additional staffing, different modes of transport, amended visit time/structure of the visit.

Trips/visits are never used as bribery linked to behaviour and not being allowed to attend is never used as punishment.