

# Positive Relationships & Behaviour Policy

Chisenhale Primary School



Learning Together for a Better Future

March 2021

Review Date: March 2022

### Positive Relationships & Behaviour Policy

Our vision and values support Articles 3, 28, 29 and 31 of the United Nations Convention on the Rights of a Child. Article 3: The best interests of a child must be a top priority in all things that affect children. Article 28: Every child has the right to an education. Article 29: Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

#### **Policy**

This policy has been written following discussion with staff, children and governors. It reflects the values and principles we consider to be important for the school; in particular those laid down in the United Nations Convention on the Rights of the Child and our commitment to being an attachment-aware school. This policy should not be seen as something static, but as responsive to changes within the school.

#### **Aims and ethos**

At Chisenhale our overriding aim is to provide a safe, happy, secure, calm and welcoming environment, which promotes self-regulation, mutual respect, empathy and self-esteem. We aim to provide a school environment where children are treated as individuals and have the best opportunities to learn and develop academically, socially and emotionally. We encourage children to take as much responsibility for their own behaviour as they are able to and give them every opportunity to be involved in its management. We encourage children to consider both their rights and the rights of others.

We see behaviour primarily as a communication of need and we believe that strong, positive relationships are central to good behaviour management and so aim to foster these within the school.

We have high expectations of the behaviour of all members of the school community and it is an expectation that staff will be role models for the children. We believe that children do well if they can and that it is our job as adults to provide support and guidance when they are finding things difficult.

Relationships can be challenging but as a school committed to emotion coaching and restorative practice we aim to enable staff and children to address their conflicts in a restorative way. When dealing with incidents, adults are encouraged to take a non-judgemental and empathetic approach and to focus on the feelings and emotions that may be driving the behaviour, rather than on the behaviour itself.

### **Behaviour and rights**

Article 28- I have the right to an education: Our positive relationships and behaviour policy is designed to be primarily positive by celebrating when children demonstrate values that allow their peers to enjoy their right to an education fully. When children do not do so we aim to support them in making better choices.

Article 2- Every child must have their Rights respected regardless of race, religion, gender, religion or abilities, whatever they say or think, whatever type of family they come from: The positive relationships and education policy aims to allow every child to know that they will be treated fairly and equitably and with dignity.

Article 19: I have the right not to be harmed: The positive relationships and education policy is very clear that everyone has a right to feel safe from harm at school and that this requires everyone to respect each other's rights to not be hurt. As duty bearers, the staff will immediately intervene in any situation where a child is being hurt to protect this right.

### **Zones of Regulation**

A key aspect of our positive relationships and behaviour policy is supporting pupils in recognising and describing their emotions and in developing strategies for self-regulation. We teach this explicitly through a programme called 'Zones of Regulation' but also reinforce it through our daily interactions with children. The Zones programme aims to help pupils in gaining an increased vocabulary of emotional terms, in developing skills in reading other people's emotions, in gaining perspective about how others see and react to their behaviour, in developing insight into events that trigger their behaviour, in learning calming and alerting strategies, in developing problem-solving skills and self-regulation. The Zones programme is taught to all children across the school as part of our PSHE curriculum. Children who need additional support in this area are given the opportunity for further Zones work in small groups or individually.

See Appendix 4 for further information on the Zones of Regulation

### Interpreting behaviour

We believe that how we interpret behaviour can determine how we respond to it. As a result we try to be careful about the language we use when describing a behaviour and to frame behaviours in a positive rather than a negative way.

### Examples

attention seeking .....attention needing  
won't.....can't  
acting like a child.....is in survival mode  
forgets everything.....can't remember  
lazy and does not try.....finding it difficult and needs support  
does not care.....does not understand feelings  
unable to sit still.....over-stimulated  
fussy/ demanding.....hypersensitive

### Procedures

There are agreed procedures that staff strive to apply consistently across the school. We are a Gold Level UNICEF Rights Respecting School. Each class writes their own Class Charter at the beginning of the school year. The Charter is created by the children. They select the rights that they want on their Charter. The children then agree on what children and adults need to do in order to enable these rights. All adults use, and encourage children to use, rights respecting language when discussing issues around behaviour. Although children choose certain rights for their Charter, it is made clear to them that these are not more important than other rights, as all rights are indivisible.

### Values

In addition to their Class Charter, every class displays our Vision & Values poster (see Appendix 6). Through our positive relationships and behaviour policy we aim to promote our core values which are displayed on this poster:

**confidence curiosity ambition resilience creativity co-operation kindness**

### Behaviour steps

- If children make inappropriate choices then they are **quietly reminded** of the expected positive behaviour/action. E.g. 'We don't call out. You need to put your hand up and take your turn so that all the children in the class can have their right to an education.'
- Children will be given up to **two reminders**.
- Following the reminders, children will be given a **warning**.
- If a child gets a warning, an adult who has been dealing with the behaviour will spend time discussing this for a short period with the child. This discussion, which we call '**Reflection Time**', might happen during class time, if the adult can be released, but may also have to happen during playtime or lunchtime. The adult will use an emotion coaching approach. (See Appendix 3 for details of emotion coaching chat prompts). At times, adults from the class may not be free for a 'Reflection Time' with the child and then this may be done by a member of the Senior Leadership Team (SLT) or another member of staff. We aim to have a discussion as near as possible to the event so that the child can have a fresh start in the next session.
- Where a child is repeating the same behaviour, despite 'Reflection Time(s)' with an adult, they may be asked to have **a further short 'Reflection Time' with the Head teacher or Assistant Head**. During this time the child will be supported in regulating their emotions. They will be helped to reflect on what has happened and the impact this may have had on others and to think about what they might need to do next so that they are ready to continue with their learning. Where a child has needed repeated 'Reflection Time' parents will be contacted so that possible reasons for the behaviour can be explored and any further support needed by the child can be considered.

**Serious incidents** occasionally occur in school and these will lead to the child spending time with a member of the Senior Leadership Team (SLT). If a child refuses to go where they have been asked, the teacher will send another adult or child with an 'SLT Needed' card to the office. Again, when spending time with the member of SLT, the child will be supported in regulating their emotions, reflecting on the impact of their behaviour on others and thinking about what they might need to do next. Parents or Carers are always informed of serious incidents.

The most serious incidents can lead to internal exclusion or fixed term exclusion.

### Exclusions

We are an inclusive school and we work hard to develop strategies to include all children. Thankfully external exclusions are very rare and are seen by the school as an absolute last resort.

#### *Internal*

An internal exclusion is when a pupil is excluded from the classroom for a period of time and asked to work in another class/ space. Internal exclusion will be at the discretion of the SLT and will be in response to a culmination of behaviour incidents or an extreme and serious single incident. Parents will always be informed of a decision to exclude internally.

#### *External*

Only the Headteacher can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been explored. External exclusions will be in line with the Borough's 'Guidance on the use of Pupil Exclusion'.

(See the TH 'Exclusion from School – Information for parents and carers' leaflet on our website for further information.)

### EYFS

Due to the children's age, the procedures for dealing with behaviour in the EYFS varies slightly from those used in the rest of the school.

If a child is engaging in a behaviour that is causing concern they are first reminded of the expected behaviour. For example: 'In this school we use kind hands with our friends. We don't push'. If the behaviour is repeated, following a second reminder, the child is given a warning. If the behaviour continues after the warning then the child may be directed to another area of the provision, away from the area where the behaviour occurred. For example, if a child was pushing other children outside, they might be directed to a calming activity inside. An adult will then also have a short emotion coaching conversation with the child.

### Incidents between children

Where there are incidents between children (arguments, name-calling, fighting etc.) the

children will be brought together by an appropriate adult and supported to engage in a restorative conversation. The conversation should follow the agreed format:

1. Telling the story (the what and the why)
2. Exploring the harm (this could be physical harm or harm to feelings)
3. Acknowledgement (and apology)
4. Developing a plan including follow-up
5. Close

We understand that there may be barriers to participation in this type of conversation, such as pupils' communication, cognition or behavioural difficulties. We aim to ensure that the process is appropriately adapted for these children. For example, where children have language and communication difficulties we will ensure they have access to appropriate visuals to enable them to tell their story

See Appendix 1 for details of restorative practice.

#### Pupils with social, emotional or mental health needs

We acknowledge that for some pupils, particularly those with social, emotional or mental health needs (SEMHN) this general approach may not be appropriate. For these pupils we aim to provide a more individualised, differentiated approach. We know that stress, anxiety and trauma are potentially significant factors regarding behaviours of concern in children and for some children we may need to develop individual plans with them, in consultation with parents and with appropriate outside agencies, where necessary.

#### **Rewards**

Although our ultimate aim is for children to be self-motivated, we believe that rewards can have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards of behaviour, by showing empathy and kindness to others, as well as by particularly noteworthy achievements. A particular emphasis is put on praising pupils who persist with a learning task, despite finding it tricky, pupils who

select a more challenging activity when offered a choice and pupils who are seen to put real effort into trying to manage their behaviour, even when this is really difficult for them. Staff are encouraged to make many more positive than negative comments to children and we try to ensure that good behaviour is praised equally as much as good work. We also try to ensure that our praise is given in such a way as to ensure that pupils are very clear on exactly the behaviour that is being encouraged and that pupils are usefully and appropriately rewarded for their achievement.

In addition to praise we also use a range of other rewards. Among those used at present are:

- comments in children's books
- public praise, in front of peers
- sharing achievements with parents through postcards home
- Dojo Points – these are particularly used to promote our core values, so children are awarded them for showing kindness, co-operation etc.
- weekly reading treat for completion of home reading

### **Additional support**

We recognise that, from time to time, many of our pupils may struggle socially, emotionally or behaviourally. We have a range of support in place for these pupils. Our staff have received a range of relevant training including: attachment, ACEs, supporting children's mental health, emotion coaching, active listening and restorative practice. We currently have access to two trained counsellors, both of whom work in the school for one day a week. In addition, a manager from one of our counselling services works in the school for one day a week. We have a full time Learning Mentor and two members of support staff are trained as Emotional Literacy Support Assistants (ELSAs). In addition to pupils receiving individual support we regularly run group interventions such as social skills groups and Lego Therapy groups. Staff in all classes have identified emotionally vulnerable children and have plans to support these children and hold them in mind. Where appropriate, we access support from outside agencies, with parental permission.

See Appendix 6 for more details of the support available to pupils in the school.



### Behaviour in the playground and at lunchtime

Playtime should be a safe and enjoyable time for all children in the school. It is essential that all staff on duty are actively engaged in supporting children in playing successfully and in monitoring behaviour. All staff should be noticing and praising good behaviour and addressing behaviour causing concern appropriately.

- When children are observed to be becoming overly exuberant/wound up in the playground, staff should intervene early and encourage these pupils to take some calming time-out/ take some deep breaths/ get a drink in order to calm down etc. Staff should use the language of the Zones when talking to pupils.
- As in class, children who are seen to be behaving in a way that is causing concern should be encouraged to change their behaviour, using an emotion coaching approach, in the first instance. They should then receive a warning. If the behaviour continues then the child can be asked to have a short reflection time-out and will be encouraged to use one of their calming strategies.
- When sorting out issues between children, adults should use the 'Restorative Chat' prompt cards.
- Where a child's behaviour is posing a risk to themselves or to other children and they are not responding to the adults in the playground, other children should be directed to move away and another child could be sent into the office with an 'SLT needed' card.
- Behaviours causing concern in the playground will be recorded on CPOMS by the staff on duty at playtime or by the senior mid-day staff at lunchtime. Where other mid-day staff have observed and dealt with an incident, they will ensure that they have given a full account to the senior mid-day staff before leaving the premises on that day, so that the recording can be completed.
- Children who regularly show behaviours causing concern may need to spend some time with a member of SLT or may have alternative provision put in place for a short period of time, if it is felt that they are not able to manage in the playground or if their behaviour is posing a risk to their safety or the safety of other children. Alternative provision might consist of playing with Lego or art or craft work, for example.

### **Bullying, racist, homophobic, transphobic and biphobic name calling**

Bullying needs to be tackled immediately – please see the Chisenhale Anti-Bullying Policy details of how this should be done.

All racist, homophobic, or other discriminatory incidents need to be logged as soon as possible on CPOMS.

### **Recording and monitoring**

Incidents should be recorded by the adult who observes/ initially deals with the incident on CPOMS. Relevant staff should be alerted via CPOMS at this time. (The Head and Assistant Head responsible for inclusion will receive notifications of all incidents.)

Follow up action will also be recorded on CPOMS by the relevant member of staff. This may be the class teacher, other member of staff or member of the SLT.

The Assistant Head responsible for inclusion will be responsible for the overall monitoring of incidents throughout the school.

All serious incidents need to be recorded on CPOMS.

### **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is a cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the plan for supporting the child. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Assistant Head so that support can be put in place as soon as possible.

Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action.

Our parental engagement officer regularly offers parents advice on dealing with children's social, emotional and behavioural needs and also can signpost parents to outside agencies providing parental support.

### Dealing with behaviours causing concern

The health and safety of staff and pupils is paramount at Chisenhale. Behaviours causing concern can be a potential risk to staff and other pupils in the classroom or other environments and need to be addressed immediately.

Any pupil who is regularly displaying behaviours causing concern MUST have a support plan. Behaviour causing concern: in this context, we mean behaviour that is likely to:

1. cause physical harm to either the pupil themselves or others
2. regularly cause serious disruption to the education of other pupils
3. damage school property

Some behaviours are predictable and happen regularly. Other behaviours may be infrequent and totally unpredictable. When behaviours have happened once, and it is judged that they are likely to reoccur, they must then be planned for.

It is the class teacher's responsibility to consider the behaviours of the pupils in the class and liaise with support staff and other relevant staff when writing a plan. Plans should focus on addressing the issues that are judged to be driving the behaviours. Once a pupil has been identified by the class teacher as being in need of a plan, the teacher can seek advice and support from the Assistant Head in devising it. A discussion then needs to take place with the pupil and the parents/carers in order for them to contribute to and agree to the plan. A member of the Senior Leadership Team should also be involved in this discussion. It is the class teacher's responsibility to review plans regularly and to update them with any new information and to ensure that all staff working with the pupil are aware of the strategies agreed in the plan. Once completed, plans should be saved on the shared drive, in the behaviour folder. It is the responsibility of other staff working with the pupil to make themselves familiar with his/her plan.

(Note: Templates for plans can be found in Appendix 5 and are available in the behaviour folder on the shared area.)

### Physical interventions

Physical interventions are discouraged and should only be used as a last resort and in order to avoid an imminent risk of harm to the child themselves or to another. If a physical intervention is deemed necessary, it should be carried out with minimum force and for the

shortest time possible. Following a physical intervention, the incident should be recorded on CPOMS and parents should be informed. A plan should then be devised with the view to preventing the need for further physical interventions.

## **Appendix 1**

### Principles of Restorative Practice

1. Restoration (Acknowledge harm. Enable all parties to move on.)
2. Voluntarism (Both sides need to want to engage in the process.)
3. Neutrality (Adult does not take sides. On both sides.)
4. Safety (Victim – process could re-traumatise.)
5. Accessibility (Children understand process and can make sense of what they are being asked to do.)
6. Respect (Both parties.)

#### **Restorative Chat Prompt Card (EYFS & KS1)**

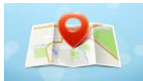
- Let's stop and use our words.
- Tell me what happened / I'll tell you what I saw.
- So you felt... / I wonder if you felt.... (to both children)
- How can we can fix this? (should we shake hands / have a hug / say sorry / play together with the...)
- So next time you need to..... (ask her for a turn / use a sand timer / choose something else)

#### **Restorative Chat Prompt Card (KS1 & KS2)**

- Tell me what happened
- What were you thinking at the time?
- What do you think about it now?
- Who has been affected? How have you been affected?
- What's needed to make things right?
- How can we make sure this doesn't happen again?

**Appendix 2****Restorative Chat - Tell me what happened?**

Where did it  
happen?



Who was  
there?



When did  
it happen?



What did you  
think/feel?

What did they  
think/feel?

What did you do?



First?

Next?

What did the other person/people do?



First?

Next?

What happened in the end? ( for you / for the other person)

What are you  
thinking/feeling  
now?

What are other  
people  
thinking/feeling  
now?

What is needed to make  
things right?



What could you do next time?

## **Appendix 2 - Emotion Coaching**

### **Connection before correction**

Emotion coaching requires that all the adults are willing and able to build a trusting, respectful relationship with children.

Trusting others is often something which vulnerable and traumatised people find difficult, making it particularly hard for them to initiate and maintain positive relationships. They will erect protective barriers and it is up to adults to demonstrate that they are trustworthy and treat children respectfully. This emotional engagement can feel risky for adults but is necessary if the child is going to be able to co-regulate.

The phrase 'connection before correction' (Golding et al 2012) is a powerful way to remind yourself of the importance of making the empathetic connection as a first step.

### **Step 1: Empathise, validate and label**

What will the adult be doing?

- Recognise all emotions as being natural and normal and not a matter of choice
- Becoming aware of the child's emotional state and recognising the opportunity for co-learning
- Accepting the emotions and finding words to name the feelings
- Recognising behaviour as communication- relational versus behavioural model
- Looking out for physical and verbal signs of the emotion being felt
- Taking on the child's perspective (attunement, mentalising, mindfulness)
- Using words to reflect back the child or young person's emotions and helping them to label the emotion
- Affirming and empathising, allowing the child to calm down through co-regulation. Co-regulation allows the child to mirror the respect given to them by the adult – emotional mirroring is more powerful even than the fear of emotional engagement felt by vulnerable children
- Providing a narrative for the emotional experience, creating cognitive links through co-learning with the child and then teaching

It can be appropriate to suggest moving the conversation to a different space if that is possible. A soothing environment where the child feels safe can help with co-regulation. Knowing when the child is able to accept this suggestion is a matter of your knowledge of and your relationship with the child.

What might the adult say?

*"I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that."*

*"I can see you're frowning and you're kicking the wall and expressing a lot of energy. I would be feeling like that too if I didn't want to do something."*

*"I noticed you looking around at the others who are working on their projects. I think you might be feeling nervous about whether your work will be OK. Have I got that right?"*

## **Step 2: Rapport before Reasoning – setting limits**

Establishing that there are clear limits about what behaviour can be allowed to continue is a critical second step in the emotion coaching process.

What will the adult be doing?

First – co-regulation, establishing rapport by:

- Building on attunement with the child
- Creating engagement with the social and emotional brain: mirror neurons
- Acting empathetically to set the emotional tone
  - It is important that the adult is not reflecting back the angry or distressed face of the child, so that the child is able to reflect back the calm and empathetic face of the adult

Then – co-learning, discovering what the child needs in order to move forward:

- Co-learning informs teaching
- Separating the emotion which is acceptable from the behaviour which may well be unacceptable
- Stating the boundary limits for what is acceptable behaviour
- Making it clear that some behaviours cannot be accepted



There may well be concerns about what happens if the shift in focus in talking about the child's behaviour causes the child to 'lose it' and flare up again. This is certainly a point to consider and it will probably happen sometimes! Returning to the previous step, and re-establishing the empathetic connection to co-learn what the child needs, may well be necessary.

It is also helpful to know that you are not working in isolation. Training all staff in a setting about emotion coaching reduces the risk that individuals will lose confidence and revert to previous disciplinary styles.

What might the adults say?

*"These are the rules we have to follow in the swimming pool. Doing that is not OK."*

*"We can't behave like that even though you are feeling annoyed, because it is not safe."*

*"You didn't do the task as we agreed. You're probably angry that you can't join in with the practical session with the others now because you have to complete the written assignment first."*

### **Step 3: Problem solving with the child**

When the child is calm and in a relaxed and rational state

What will the adult be doing?



Exploring the feelings that gave rise to the behaviour, problem or incident

- Remembering that all feelings are acceptable
- We manage our feelings by making choices about how we respond
- Encouraging alternative ideas and actions that could build on the positives and lead to more appropriate and productive outcomes. Remember that the adult will need to adapt the level of problem solving according to the developmental level of the child, enabling them to build on experience.
- Empowering the child to believe they can overcome difficulties and manage their own feelings and behaviour.

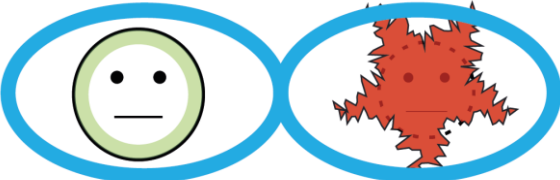
What might the adult say?

*"This is not a safe place to be angry. Let's go find a safe place and then we can talk."*


*"Next time you're feeling like this what could you do? How do you think you will react if this happens again?" "You need to work in a group with Ruth or work with me – which do you want to do?"*

		<p>Enables the adult to maintain their own self-regulation while attuning to the child. The psychological changes in the dysregulating child are safely mirrored in the body of the mindful adult.</p>
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**mindfulness**



	<p>Enables the child to benefit from the adult ability to self-regulate. The brain as a social organ mirrors the activity of the vagus nerve in the adult which calms the arousal of the nervous system.</p>
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**co-regulation**

	<p>Enables the child to learn from the adult because the adult has demonstrated that they have been learning from the child. Attunement and mirroring create trust which promotes learning.</p>
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**co-learning**

**When these processes have been effective, they result in the child being able to self-regulate like the adult**

	
<b>self-regulation</b>	<b>self-regulation</b>

## **Appendix 3**

### Emotion coaching chat prompts

#### **Step 1: Empathise, validate and label**

The adult acknowledges the child's emotion, lets them know it's okay to feel like this and helps them label their emotion.

What might the adult say? *"I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that." "I can see you're frowning and you're kicking the wall and expressing a lot of energy. I would be feeling like that too if I didn't want to do something." "I noticed you looking around at the others who are working on their projects. I think you might be feeling nervous about whether your work will be OK. Have I got that right?"*

#### **Step 2: Rapport before reasoning – setting limits**

The adult allows the child time to calm down, if needed and then helps them to co-regulate. The adult then sets some limits.

What might the adult say? *"These are the rules we have to follow in the swimming pool. Doing that is not OK." "We can't behave like that even though you are feeling annoyed, because it is not safe." "You didn't do the task as we agreed. You're probably angry that you can't join in with the practical session with the others now because you have to complete the writing task first."*

#### **Step 3: Problem solving with the child**

What might the adult say?

*"Next time you're feeling like this what could you do?" "How do you think you will react if this happens again?" "You need to work in a group with Ruth or work with me – which do you want to do?"*

## Appendix 4 – Zones of Regulation

### What are The Zones of Regulation?

The Zones are used to teach self-regulation by labelling all the different ways we feel, and states of alertness we experience, into four zones. The Zones provide strategies to teach students to become more aware of their emotions, improve controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem-solve conflicts.

#### The Four Zones

**The Blue Zone** is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored.

**The Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. Being in the Green Zone will help students be successful in the classroom.

**The Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone. A person is described as “out of control” if in the Red Zone.

**The Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions. However, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the ‘wiggles’, or nervousness when in the Yellow Zone.

## Appendix 5 – Support plan templates

### Emotional Support Plan

Needs to be drawn up in collaboration with child, family and staff

#### Why am I worried? (Child – What's happening to me?)

Consider changes. What am I seeing/noticing? What is the child doing? How is this different? Consider tracking mood for a period and look at peaks and troughs. Consider: Who were they with? What were they doing? What happened before? Involve child in tracking.

Consider: Is this really a problem for the child? Does it need changing? (Example: A child with ASD might be alone and lonely or might be alone and thriving.)

#### What is the child feeling? (Child – What am I feeling?)

Support child in identifying feelings. Use words, pictures, signs, symbols as appropriate.

#### What would make this better for the child? (Child – What would make this better for me?)

Things would be better for the child if..... In what way would things be better? What would success look like? How could we measure this? (Steps to success)

- What would help now? (this minute, this hour)
- What would help in the medium term?
- What would help in the long term?

## Stress Support Plan

Name of child:

Class:

Teacher:

Date:

Description of Behaviour/ triggers	Purpose/function	Preventative strategies (Proactive)	Early interaction (Active)	Adult intervention (Reactive)
Review Date:				

## The 5P Approach **Individual Green Zone**

**NAME:**

<div>⊕</div> <b>About X</b> <i>(General Information not in the 5P Profile and relevant to meeting x's needs)</i>		<div>Cancel</div>
<b>Communication</b>	<b>X</b> <i>(What X needs to communicate to others)</i>	
	<b>The adults</b> <i>(How adults communicate with x)</i>	
<b>Environment</b> (resources) <i>Visual, sensory, physical, social</i>		
<b>Approaches to teaching &amp; learning</b> <i>(strategies and specific programmes)</i>		

**Day to day behaviour strategies at Green** (*from profile & information about the pupil, from previous intervention hierarchies*)

Situation/ Behaviour  
*e.g. hitting*

Strategy

Situation/ Behaviour  
*e.g. screaming*

Strategy



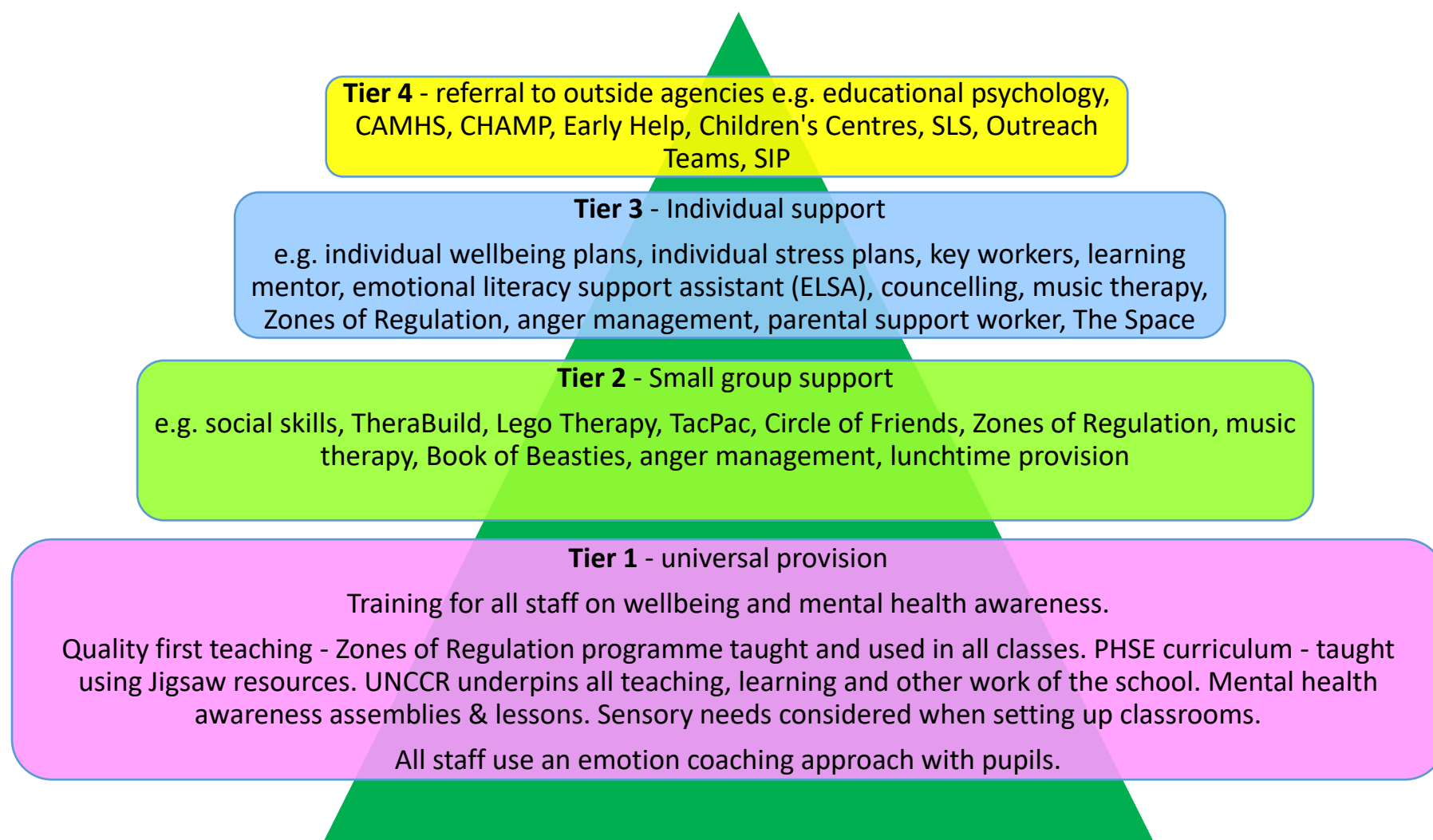
## Class vulnerable children provision

## Vulnerable Children Provision

Class: \_\_\_\_\_

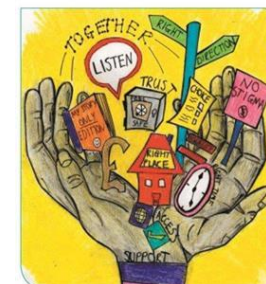
Term: \_\_\_\_\_

Child	Vulnerability (bereavement/medical need/DV/social skills/fears/home situation)	Provision/Adjustments (seating/grouping/additional time/how you talk/checking in)	People who need to know (therapist/ELSA/MMS/Support staff)	Review Notes (What went well/what changed/what needs to happen)	Outcome (continue with plan/refer to for further assessment support to../Monitor)

**Appendix 6 – Wellbeing provision**

### Support for Pupils' Wellbeing in Chisenhale Primary School

At Chisenhale we are committed to promoting positive mental health and social and emotional well-being for all of our pupils. We believe that supporting pupils' wellbeing is of equal importance to supporting their academic attainment. As a rights respecting school we try to promote an open culture, where children's voices can be heard. We aim to work closely with parents and with our young people to ensure that their social, emotional and mental health needs are identified and addressed, at the earliest opportunity. In trying to meet the wellbeing needs of all of our pupils, we have adopted a tiered approach.



#### Tier 1

This is the support that is offered to all of our pupils. We have achieved a Rights Respecting Gold Award from Unicef and so respecting the rights of the child underpins all that we do in our school. All staff have had extensive training on supporting pupils' wellbeing and on developing their awareness of mental health issues, such as: attachment, bereavement, active listening, emotion coaching and positive mental health awareness. A programme called Zones of Regulation is part of the taught curriculum across the school. The programme aims to give children the tools to recognise and talk about their own emotions and the emotions of others and to develop a range of tools for their own emotional regulation. We use a programme called Jigsaw to deliver our PSHE curriculum and through this, all children have opportunities to learn about and discuss topics related to their social, emotional and behavioural development. Mental

health awareness is raised with pupils across the school through assemblies and lessons and as a school we participate in Mental Health Awareness Week, through a range of activities. In setting up our classrooms and in planning our curriculum, we try to take into account the needs of pupils who may have additional social, emotional or mental health needs. For example, we try to ensure that our classrooms cater for pupils with sensory needs. When staff need to speak to pupils about their behaviour or about incidents with their peers, they use an emotion coaching approach. This is a 3 step approach which involves: recognising and validating the child's feelings, setting limits on the behaviour and helping the child to think about what they should do next.

**Tier 2**

We recognise that some of our pupils require additional support with their social, emotional and mental health needs. Therefore, we offer a range of small group interventions for them. Children are usually identified as being in need of additional support by staff, through discussions with parents, but parents can also raise concerns about their children. The interventions are delivered in the school, mainly by school staff who have received additional training, though some are offered by staff from outside agencies, who work in the school. The range of interventions on offer can vary from time to time but currently includes: social skills, anger management, TheraBuild, Lego Therapy, Circle of Friends, music therapy, TacPac, The Book of Beasties and alternative lunchtime provision.

**Tier 3**

We also provide a range of additional provision for children who need more tailored, individual support with their social, emotional and mental health needs. Children are mainly identified for this support by staff, following discussions with parents, but can also be identified by parents. While we try, as far as possible to meet the needs of all our pupils, we do also need to prioritise our most needy pupils and there are often waiting lists for individual support. Decisions about prioritisation are usually taken by the vulnerable children's team and parental permission is always sought before children start any individual support. Currently, we are able to offer a range of individual support to children. Two of our support staff are trained emotional literacy support assistants and can deliver this programme to individual pupils. Our learning mentor is trained on delivering a range of interventions to pupils, such as anger management, Draw and Talk and social skills. We currently have two counsellors, each of whom work in the school for one day per week and one of whom is a music therapist. Both counsellors can see 3 to 4 individual children at any one time. The length of the therapy depends on the needs of the child, but is generally for at least 2 terms. We have a full-time parental engagement officer who offers a range of support to parents who are struggling with both their own or their child's social, emotional or mental health needs. This support can include helping parents to access mental health services, support with benefits and housing and advice on parenting strategies. Our counselling manager offers individual support to parents and also has a weekly drop in session for pupils called 'The Space' to which pupils can self-refer. Where staff have concerns about pupils, individual wellbeing plans or individual stress



plans are drawn up in consultation with the children and their families and key workers can be allocated to these children. Strategies listed in these plans could include: daily check-ins with the child, additional movement breaks, sensory activities, quiet time, individual sessions with an adult.

**Tier 4**

For some children the school may need to access advice and support from outside agencies in order to better meet their needs. When this is felt necessary, discussions are held with parents. Parental permission is needed for any referrals to outside agencies. The school can refer to a range of outside agencies including: the educational psychology service, Child and Adolescent Mental Health Services (CAMHS), Children & Adult Mental Health Project (CHAMP), Early Help, Children's Centres, Support for Learning Service (SLS), Outreach Teams for special schools, Social Inclusion Panel (SIP).



## Appendix 7 – Vision &amp; Values Poster

