



Morecambe Bay
Community Primary
School

Behaviour and Wellbeing
policy

April 2021

Behaviour and Wellbeing Policy 2021

The behaviour and wellbeing policy at Morecambe Bay Community Primary School, inclusive of social, emotional and mental health, is central to our vision and ethos. It runs through every element of school life, it underpins every interaction within our school; it is reflected in the positive relationships of trust and defines how our school aims to teach and learn. In addition, our ethos and holistic approaches reach beyond the school grounds, distinguishing us as an important part of our community.

This policy is a document that should be shared, understood and used by the whole school community.

Key principles underpinning this policy:

- * Systematic approaches to behaviour— this recognises that there are a range of systems, in and out of school, that impact on behaviour and mental health
- * Humanistic approaches to behaviour — that we not only consider behaviour from an observer but also through the eyes of the person behaving
- * That everyone has social, emotional and mental health and that all have the right to be safe, be respected and be treated equally.
- * Developing children's emotional literacy through the promotion of positive values is an integral part of children's learning
- * Growth mindset — where our basic abilities can develop and improve through hard work, fostering a love of learning and a resilience that is essential for great accomplishment.
- * A Whole-school positive ethos which develops co-operation, self-respect and consideration
- * All relationships within the school are respectful and the role of the different staff are understood
- * Children know how to behave positively in school and beyond
- * Children are encouraged to take responsibility for their own behaviour and their impact on others

* That parents are involved in all aspects of their children's learning and are supported by staff as and when necessary

* That at all available points, children's emotional needs are provided for and that we promote positive behaviours for learning appropriate to age. Additional provision for emotional wellbeing is available as and when necessary.

* Reward and sanctions systems, if needed, are clear and personally designed

* There is a system to combat bullying * The school has a system for working with outside agencies for support

* Exclusion is only used as a last resort * IMPORTANT THING TO NOTE

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At Morecambe Bay Community Primary School we acknowledge that:

- All children deserve to attend a school where they feel safe and confident in order to learn.
- All behaviour is communication and we resist the use of stigmatising/ judgmental language when describing the behaviour we are seeking to manage. (See trauma-informed language appendix)
- Traumatic experiences/ damaged attachments and food/home insecurity can create deregulated behavioural responses from the children/young people we are seeking to teach.
- Relationships of trust, opportunities to make choices/ decisions, attunement to individuals i.e. knowledge of that individual, individualised responses, teaching emotional literacy and understanding can help to prevent damaging/ challenging incidents.

At our school we are proactive in teaching children/ young people what good behaviour in our learning environment is and how individuals can learn how to be successful learners. Our school Values are clear about the characteristics of successful learners.

At Morecambe Bay we are **HAPPY, KIND, RESPECTFUL, RESPONSIBLE, BRAVE learners.**

In discrete PSHE lessons these values are taught and reinforced (See PSHE Policy and Curriculum map). We teach all of our children/ young people about developing a Growth Mindset and develop a language and understanding about how emotions are experienced and managed by individuals.

When interventions are required, our Learning Mentors deliver specific programmes for small groups/ individuals e.g. safe touch, how to be a good friend, managing conflict.

A small number of children require personalised behaviour support plans, that are agreed between the child, classroom staff and SENDCO/ SLT.

Roles and Responsibilities

All adults have a role and a responsibility for promoting a high standard of behaviour. Even within nurturing, creative and differentiated lessons, where high levels of engagement are fostered, there can be circumstances of poor behaviour. Classroom staff (teachers and teaching assistants) are responsible as a first measure for acknowledging positive behaviour as well as identifying poor behaviour. Consistency within class and across school, when managing behaviour, is achieved by using the list of Encouragement Strategies Stair case (see figure 1). These strategies are used alongside classroom-specific positive behaviour systems. If behaviour persists and the 'Encouragement Strategies Stair case' is exhausted then the child enters into STAGE 1 of our behaviour pathway (see figure 2 - outlining process of escalation, recording responsibilities and expectations of the school as a team). REDLINE BEHAVIOURS have been clearly identified (see figure 3). On such occasions the child moves directly to STAGE 2 of the behaviour pathway (figure 2).

Things to note...

- It is the class teacher's responsibility to ensure that the necessary contact has been made either face to face or via phone by the staff member responsible before the end of the school day. This may mean chasing up as to whether higher tier management have met

this expectation. If not, this may mean doing it yourself (CT) or asking someone to do on your behalf. Higher tier management may instruct CT to make the contact on certain occasions if they are unable to do so themselves.

- Actions stated at the different stages of the behaviour pathway (figure 2) are a range of actions rather than a progressive and/or extensive list. Not all actions will happen in every instance at this stage. The Child, their chronology, details of the incident will all be taken into account when making a decision about actions to be taken.
- IMPORTANT TO NOTE - All procedural guidelines within this policy form a framework for professional decision making. The context of each situation will differ dependent upon personal backgrounds and events and there will be difference in the scale and speed of consequences of behaviour.

If there are any questions about actions taken that you are unsure of ask a member of higher tier management.

Encouragement Strategies Staircase – least intrusive to most intrusive interventions.

These strategies to be practiced in the everyday interactions within the normal parameters of the classroom.

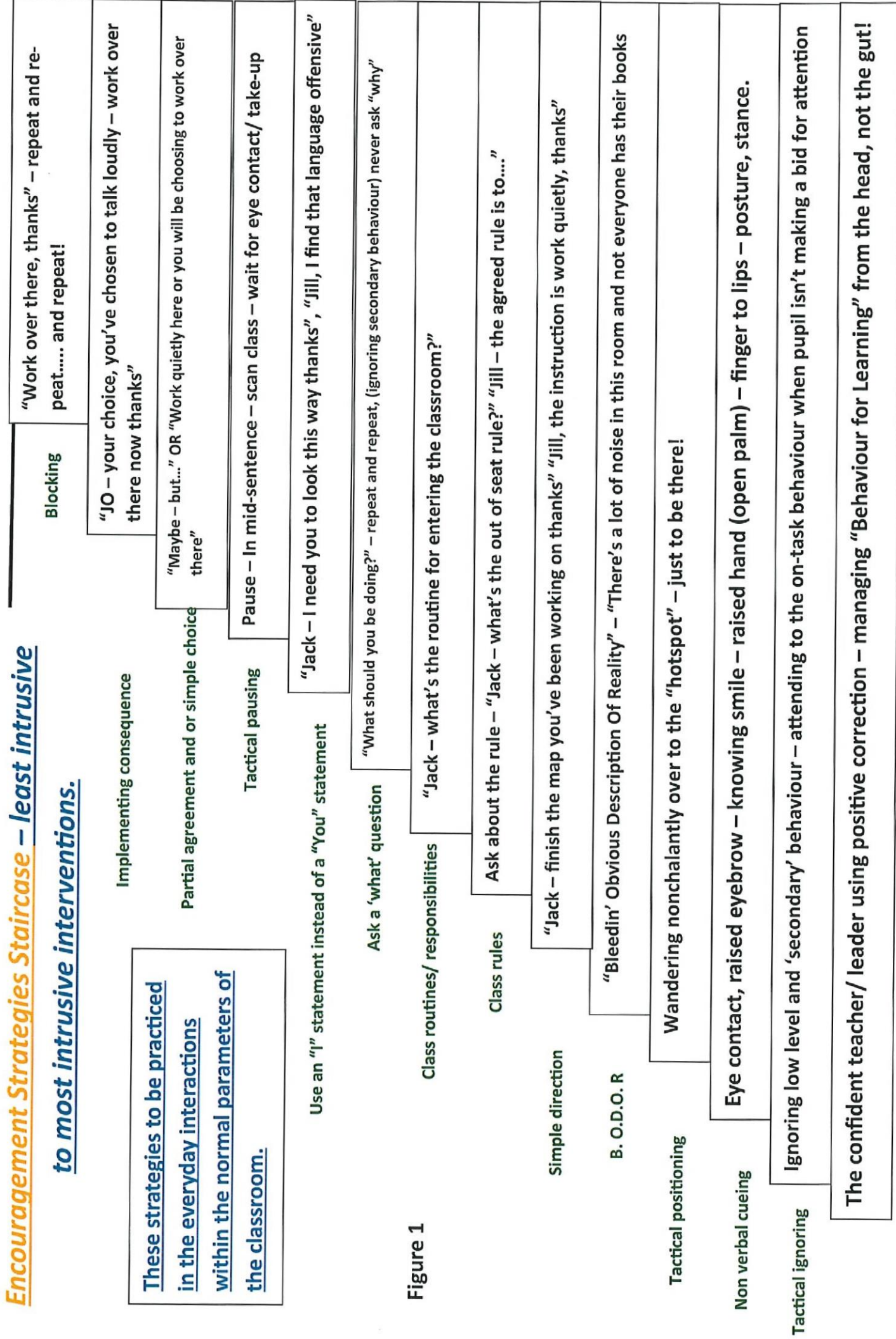


Figure 1

Figure 2

Within the normal parameters of the classroom, the child's behaviour/s have continued despite the 'encouragement strategies staircase' being used by classroom staff.

		Child to phase leader or member of S.L.T		
		<u>Class teacher</u>	<u>Phase leader or S.L.T</u>	<u>Higher tier</u>
Persistent incidents at STAGE 1 = 3+ in a half term require a meeting with p/c, phase leader and CT.		Inform parents	Discussion with child.	No direct involvement other than informed via CPOMS
		Record incident on CPOMS, including mention to frequency and example strategies that the have been unsuccessful	Issue sanction. Possible opportunity for a behaviour chart/plan, Add to CPOMs actions taken.	of the details of the incident.
Issue continues with S.L.T		RED LINE BEHAVIOUR		
		Child to TW (FS)/ JC/ CJ/ SC (higher tier)		
		<u>Class teacher</u>	<u>Phase leader or S.L.T</u>	<u>Higher tier</u>
Persistent/ escalating/ unresponsive to strategies outlined in STAGE 2, move to STAGE 3.		Attend meeting organised by the higher tier.	Record actions on CPOMS	Contact parents/ carers informing them of situation. CPOMS all actions to inform wider school community if appropriate.
		Provide additional and specific information if necessary.	To remain informed	Meeting arranged between parent/carer, class teacher and member of higher tier.
Within the normal Within				IPBP (individual positive Beh.Plan)/ outside agency referrals/ SENDO/ PRU input.
	<u>Issue</u> continues passed higher tier or straight to Stage 3			Higher tier to issue and manage sanction.
		Alternative placement/exclusion		
		<u>Class teacher</u>	<u>Phase leader or S.L.T</u>	<u>Higher tier</u>
Within the normal Within		To provide necessary report details that would support an action for outside agencies and attend possible meetings around the case.	To support the class teacher in meeting their expectations e.g time, experience and expertise	To facilitate the all elements of the processes and keep all staff informed of the proceedings as and when necessary.
				Communication with parents/ carers. Continued or initial SENDO/ PRU involvement (dependent on case).

PASTORAL RESOURCES TO BE USED THROUGHOUT ALL 3 STAGES, IN TERMS OF MEETING THE NEEDS OF ALL CHILDREN

Persistent refusal of work

Where a child is persistently refusing, over a protracted period, to access classroom tasks despite phase leader, parental and behavioural interventions being in place and impeding the learning of others.

Bullying (and harassment?)

Acts that are persistent, intentional or conscious abuse or misuse of power, malicious or insulting behaviour towards and individual or group.

(See Bullying and Harassment Policy for wider definitions)

Vandalism—a significant act of intentional damage or defacing of school property.

Theft—the act of taking another's property with intent on depriving that person of what's theirs..

Discriminatory language—racist, homophobic, transgender language used negatively towards another or group of others.

RED LINE BEHAVIOURS

Any violent act, aggressive and/or intimidating act towards a child or adult.

Where the act leaves a child with a mark or is dangerous to others; or is shocking in intensity.

No mark is required in the case of an adult.

Verbal abuse towards others, child or adult.

Distinction to be drawn between inappropriate language, not considered red-line and abusive language which is.

Inappropriate language eg. "this place is shit", "my work's a f?@>ing mess"

Verbal abuse eg. Intended personally towards another "F@/> off", "You're a b@f>\$", "Skank"

Classroom-specific positive strategies will vary from class to class. Below are some class examples of positive systems and possible classroom sanctions.

Examples of classroom positive systems	Examples of classroom sanctions
<p>Growth mindset teaching practices Public celebrations of good work Daily reading points 'smileys' 'thankyous' Biscuit Friday</p>	<p>Time out Missing time from play time 3 warnings and removal of privileges Class discussion of appropriate sanctions Children are split up Recurrent problems discussed with parent Home/school diary Behaviour chart</p>
Whole school positive systems	Whole school sanctions
<p>Golden stickers and Headteacher's Award Readers reward time — termly basis Senior Leadership Team praise Corporate responsibility and consistency of approach CPOMS observations Effort trackers</p>	<p>Missing playtimes Time in phase-leader's classroom - postponed due to covid Parental involvement ● Senior leadership (DHT followed by H T) Restorative sessions Fixed term exclusion Permanent exclusion</p>

Appropriate Language in a Trauma Informed Setting

Inappropriate Term	Suggested Alternatives
<p>Chosen behaviour</p> <ul style="list-style-type: none"> • Assumes intentionality. • Ignores role of brain architecture in response to trauma. • Pits child against adult. 	<ul style="list-style-type: none"> • Learned behaviour • Deregulated behaviour • Survival response
<p>Aggressive/ confrontational</p> <ul style="list-style-type: none"> • Focus on risk child poses. • Blame laden. • Judgemental. 	<ul style="list-style-type: none"> • Hyper- vigilant to threat • Mis-reading threat level and responding to perceived threat • Needs help to calm threat response • Is in survival mode • Deregulated • Fight/ flight response triggered • Sensitive to criticism or failure/ low self esteem • Difficulty in taking chances/ risks in learning
<p>Lacking aspiration/ disengaged</p> <ul style="list-style-type: none"> • Not responding to need of individuals. • Imposing value set of observers. • Blame of those focused-on meeting basic Maslowvian level of need. 	<ul style="list-style-type: none"> • Focused on basic needs • Needs to feel safe/ understood before able to learn • Difficulty in accessing learning • Reluctant to speak publicly – feels exposed to judgement of others • Requires sensory programme/ stimulation
<p>Uncooperative/ disruptive</p> <ul style="list-style-type: none"> • Assumes intentionality • Blames child • Encourages/ feeds adversarial relationship • Expects child to resolve issue 	<ul style="list-style-type: none"> • Finds it difficult to participate in class routines or meet expectations • Survival brain, withdrawn • Finds it difficult to access learning • Shut down • May benefit from sensory program/ mindfulness activities eg box breathing • Needs time/ assistance to regulate emotional state
<p>Uncommunicative/ truculent</p> <ul style="list-style-type: none"> • Assumes intentionality • Blames child • Encourages/ feeds adversarial relationship • Expects child to resolve issue 	<ul style="list-style-type: none"> • Unable to communicate effectively • Needs time to calm/ regulate verbal responses • Shut down and locked in behaviour • Requires sensory programme/ stimulation

Pastoral Support

At Morecambe Bay Community Primary School, we are aware that some of our children experience challenges outside of school or, for various other reasons, require an extra level of nurture and support. These include:

- Nurture groups
- Learning Mentors
- Higher level teaching assistants (HLTA)
- Home/School Liaison worker
- Family Support Worker
- Refer to Wellbeing and Early Help Prevention Service
- Child counsellor/Therapeutic services
- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMI-IS)

All teachers keep a CPOMS chronology which feeds into regular Pastoral Team Meetings, at which some or all of the above professionals discuss issues that arise and programmes of support for children or families are implemented.

Individual Positive Behaviour Plan (IPBP)

There may, on occasion, be individual pupils who exhibit repetitive challenging behaviours that relate to areas of need outlined in the SEN Code of Practice.

- Communication and interaction.
- Cognition and learning, Social, emotional and mental health.
- Sensory and/or physical.

On these occasions an Individual Positive Support Plan is opened. This is a monitoring and intervention process that begins to track strategies and their effectiveness for the individual addressing their specific difficulties. The plan is created by the classroom staff who know the children best along with a member of the SEN team (shared via CPOMS to relevant parties). Regular meetings are scheduled to update details and assess strategy effectiveness.

Where these events involve harm to the child in question or other children, damage to property, a risk assessment will be conducted and implemented. External specialist support and advice will be sought and staff training provided if necessary.

Positive physical intervention — Team Teach

Team-teach training in the theoretical aspects of behaviour management and positive handling strategies ensures that staff are informed and confident in delivering a holistic and whole school approach to behaviour management. Restrictive physical interventions are a very small part of this training and only used as a last resort in order to keep everyone in school safe. Staff may only use restrictive physical interventions whilst their training is up to date.

It must be noted that Team-teach techniques always seek to avoid injury to pupils and staff, but it is possible that bruising or scratching may occur accidentally and these are not necessarily a failure of professional technique, but a regrettable and infrequent side effect of ensuring that pupils remain

Exclusions

If a child's behaviour is very difficult to manage and/ or poses a serious threat to the wellbeing of staff/ children, or is having a sustained and considerable impact on the learning of their classmates, then it may be necessary for the school to exclude a child. Restorative sessions within school are sometimes an option, giving the child and a member of staff time to reflect, restore relationships and move forward.

Exclusions can be in the form of external fixed term exclusion or permanent exclusions. In such instances, the child's parent will be informed in writing of the reasons for the exclusion, length of exclusion, steps taken to avoid exclusion and how to appeal the decision. Work arrangements will be made so that the child does not fall behind their classmates and a full re- induction plan will be put in place and explained to the child at the first possible opportunity on their return to school.

Our school is very successful in avoiding the need to exclude, using this as a sanction of last resort.

Malicious accusations

Disciplinary actions will be taken against pupils who are found to have made malicious accusations against school staff. Concerned staff would be supported by trades union involvement if necessary. Pastoral and SLT may

both be involved in a case by case analysis of the incident and reach a suitable disciplinary action, which may well be in line with whole school sanctions.

Bullying

Bullying is often misunderstood by children and parents, but the school is adamant that it is never tolerated and always acted upon. For further information please refer to the School Anti-Bullying Policy.

This policy should be considered in conjunction with the following policies:

- Inappropriate Sexualised Behaviour

- Anti-bullying

- E-Safety.