



Personal Development, Behaviour & Wellbeing Policy

Our Vision

We have a strong commitment to giving all our children the best possible life chances and enabling them to play a full and active role in the local, national and international communities to which they belong. An integral part of this is being able to act and to interact with others in an appropriate and considerate way. All members of our school community are expected to uphold the values of the school and to support this vision for our children. We are committed to working closely with parents and families to support the personal development and wellbeing of the children and their wider families. As a school, we recognise and value the fact that we are able to influence and support the behaviour and wellbeing of our children by helping them to exercise positive decision making and problem solving skills. It is intended that the impact of this will not only be seen during their time with us but also in their future lives as responsible citizens and positive role models for others.

The Role of School Staff

All adults within school have a responsibility to uphold the school policies, procedures and to model the positive behaviours and interactions that we expect the children to demonstrate. In addition to this, certain staff within school have particular expertise and/or responsibility for specific aspects of personal development, wellbeing and behaviour. These are:

Name	Role	Specific Areas of Responsibility/Expertise
Mrs Jennifer Hunt	Head teacher	Safeguarding Lead
Mrs Rachel Parker	Deputy Headteacher	Behaviour & PSHCE Lead Deputy Safeguarding Lead
Mrs Sarah Johnson	Parent Support Adviser	Lead for working with parents and families Deputy Safeguarding Lead
Miss Lindsey Waugh	Inclusion Leader	Deputy Safeguarding Lead Supporting the behaviour of children with additional needs

At Hoyland Springwood we educate the pupils to understand the importance of being a positive citizen through the teaching of relationships, sex and health education (RSHE). This includes learning aimed at developing the understanding of respect, tolerance and responsibility of accepting differences and behaving in the most positive way to all.

Staff ensure children are equipped with knowledge of key concepts, such as child sexual exploitation, child criminal exploitation, physical violence, sexual harassment and child-on-child abuse, at a level appropriate to their age and understanding.

Staff and leaders ensure that allegations of child-on-child abuse, sexualised behaviour and discrimination are dealt with effectively.

Our Underpinning Principles



Golden Rules

The Golden Rules are a set of agreements that guide our behaviour towards others. They teach children moral values. We have five Golden Rules. These set out our expectations of behaviour for all members of our school community including children, staff, parents and families. The Golden Rules are:

- ❖ Be Safe
- ❖ Be Kind & Sensible
- ❖ Be Polite & Honest
- ❖ Try Your Best
- ❖ Respect Others & their Property

SHINE

Our school ethos is **'Together We SHINE'**.



These 5 core values encourage school 'connectedness' and promotes a feeling of being accepted, respected and celebrated. We believe that every child has unique talents which may take different forms, but are equally valued and encouraged. We use SHINE to create a school culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated, this is essential to the development of good relationships.

Incredible Me!



At Hoyland Springwood Primary School, the wellbeing of our pupils and families is of great importance. We have adopted the Incredible Me! ECM Trust approach to support the wellbeing of our children and ensure they are able to make the most of all school has to offer.

Incredible Me! is a wellbeing assessment and intervention system developed by ECM trust to identify gaps in children's social and emotional development and provide a holistic way of 'filling' these gaps to improve the outcomes for children.

The strands of The Incredible Me! Approach are :

Unit	Focus
Unit 1	I am important
Unit 2	I am an explorer
Unit 3	I am a problem solver
Unit 4	I am me
Unit 5	I am understanding
Unit 6	I am aware
Unit 7	I am accepting

We are committed to embedding the approach in school to enhance the school's existing policy and practice and use Incredible Me! to support children throughout school in developing resilience, independence and emotional regulation.

The system provides whole class, group and individual assessments that can be used to identify where children need additional support to develop age appropriate skills in respect of their emotional development. It provides appropriate activity ideas to support intervention that will address areas for development.

Rewards

The basis of our rewards systems continues to be positive descriptive praise. We recognise that often a smile, a 'well done', a post card sent home or a positive phone call home can be hugely rewarding and motivating for children. In addition to this, children are rewarded in the following ways:

Dojos

We use Dojos to recognise children's achievements in all aspects of school life but particularly linked to positive learning behaviours and following the Golden Rules. Children gain Dojos for good work as well. As children gain individual recognition and team rewards for dojos earned. The children can spend their Dojo's in the Dojo shop which has small items to recognise their good choices.

Celebration Assemblies

We recognise our SHINE children in our Celebration Assembly on a Friday. The SHINE award is to recognise a child who has done particularly well with one or more of our core values. The certificates are presented by the class teacher in assembly with a clear explanation why they have been chosen. The children are then celebrated further by having their photo displayed on our SHINE board and recognised on our weekly newsletter to parents.

Sanctions

There may be times where children make inappropriate choices about how to behave in school. We aim to support children to understand how situations could have been avoided and how they can avoid the same situations recurring. This is done through talk or non-verbal responses depending on age and cognition of the child.

The behaviour process follows a 5 step process that fits into 3 behaviour tiers.

Behaviour tier	Consequence
Low	
Being rude Talking when another person is talking No getting on with work Lack of respect for school property	<p>Step 1 T or TA discretely addresses behaviour 1:1 with child in the lesson.</p> <p>Step 2 T or TA discretely addresses repeated behaviour 1:1 with child after the lesson</p>
Medium	
No improvement since step 2 consequence Inappropriate language Ignoring an adult Making a choice that could hurt yourself or others Lying	<p>Step 3 5 minutes time out at playtime / lunchtime / different class</p>
High	
Fighting Physically, or emotionally hurting someone else on purpose Asking another person to make a wrong choice Damaging property on purpose	<p>Step 4</p> <ul style="list-style-type: none"> - Miss 10 minutes off next playtime. - 2 step 4's in the same week, 10 minutes off next playtime and indoor choice for the rest of the week. - If a child reaches step 3, three or more times in a week, then they will miss the rest of their playtimes that week. - Restorative activity to be completed with a senior leader. Parents will be informed through School Comms <p>Step 5 Parents and carers invited in for a discussion about poor behaviour if a child reaches step 4. Three times within 1 half term.</p>

The list is not exhaustive and staff will exercise their professional judgement. Any incidents from step 3 and above will be recorded on SIMS.

Supporting Mental Health

We believe that children's emotional well-being is just as important as their physical health. Good mental health helps them develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults. To support this throughout school we prioritise:

- Relationships (through re-affirming sense of connection and belonging)
- Recognition (including the noticing and wondering around feelings)
- Regulation (through development of whole setting practices which enable pupils to feel emotionally and physically safe)
- Routine (providing preparation for pupils regarding changes of routine/use of spaces which may come into place)
- Reflection (allowing time and space for both pupils and a setting's staff to reflect on what has happened including positives and challenges to enable a sense of loose shared experience to be developed). Key principles of this guide include
- Restorative practice (working with conflict that puts the focus on repairing the harm that has been done)
- Understanding that every child or young person is unique, and their needs may change over time
- Building on existing strengths and skills of children.
- Building on risk and protection factors for a child or young person's mental health

Addressing many of the common mental health and emotional wellbeing needs will be incorporated into whole setting opportunities, such as PSHE lessons. In addition, children can access Books Beyond Words sessions. The children are identified through, parent information, pupil progress meetings, teacher feedback or recurring incidents, where there may be an underlying emotional need that requires specific work.

Supporting Families

We know that strong families support the development of confident, engaged and well-rounded children. We see supporting families as an integral part of our role. Our Parent Support Adviser works closely with families and outside agencies to ensure that all needs are met as fully as possible in order to maximise the life chances of our children. Support is offered individually and over the phone.

Parents are signposted to other opportunities and support and, where necessary, support is brokered on behalf of parents. We recognise the importance of Early Help and are proactive in putting in place Early Help assessments, supported by robust Team Around the Family meetings. A range of adult learning opportunities are offered to support parents in developing their own skills and in working with their children at home to have a positive impact on learning.

Children with Significant Behavioural Needs

Some children need more intensive support to manage their behaviours in school. These children are identified through regular monitoring of behaviour records and through staff knowledge and become the focus for targeted 1:1 support through the Incredible Me! Approach. Where necessary, the school also engages support from the Behavioural Support Service, Educational Psychologist and other professionals. CAMHS referrals may be made where there are concerns about underlying causes.

The Behaviour Lead works closely with other staff to produce robust Individual Behaviour Plans for identified children in order to ensure that there is a clearly understood and consistent approach to supporting these children's behaviour. Where necessary, Handling Plans are also written to run alongside these which also take account of the recent pandemic. Parents are involved in writing and reviewing these. A significant number of staff within school are Team-Teach trained. Staff undertake renewal training at least every three years. Clear and accurate records are kept of when children are held.

In some circumstances, it may be felt necessary to exclude a child for a fixed period or on a permanent basis. Further information relating to the process can be found in the Exclusions Guidance. Best endeavours will be used by school staff to work in a preventative way so as to avoid exclusion. Staff will use Teams or Zoom as a way of conducting meetings with other professionals to support families in need if required.

Bullying

The school has a robust Anti-Bullying Policy and procedure that supports the annually updated KCSIE guidelines. Any concerns raised in respect of bullying are logged and thoroughly investigated. Feedback is provided to parents and children. Bullying in any form, including cyber –bullying, is not tolerated at Hoyland Springwood Primary School.

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

- ❖ Personal, Social, Health & Citizenship Education
- ❖ Safeguarding
- ❖ Exclusions
- ❖ Anti-Bullying

Date written: July 2023

Headteacher signed:

Chair of Governors signed:

This policy is to be reviewed July 2025