



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:

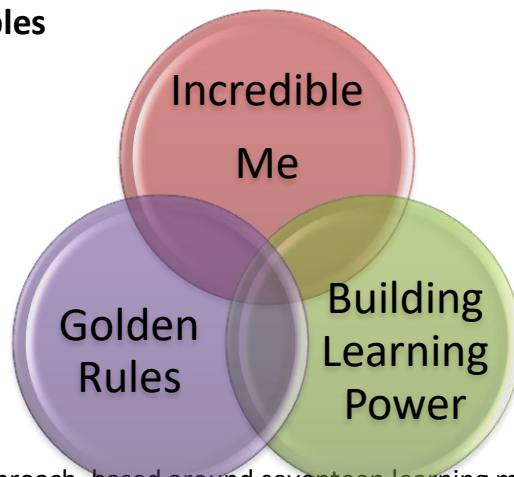
| Name | Role | Specific Areas of Responsibility/Expertise |
|--------------------|------------------------|--|
| Mrs Jennifer Hunt | Headteacher | Safeguarding Lead |
| Mrs Rachel Parker | Deputy Headteacher | Behaviour & PSHCE Lead Deputy Safeguarding Lead |
| Mrs Sarah Johnson | Parent Support Adviser | 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) which 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 and peer-on-peer abuse, at a level appropriate to their age and understanding.

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

Our Underpinning Principles



Building Learning Power

Building Learning Power is an approach, based around seventeen learning muscles, which cultivates positive habits and attitudes in learners. These enable young people to face difficulty and uncertainty calmly, and confidently and to think about challenges in a creative manner.



The learning muscles are displayed in all classrooms and the terms are used with the children to develop a shared vocabulary that is used and understood by all staff and children to support the development of these behaviours.

Golden Rules

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

The Golden Rules are displayed in every classroom and in the School Hall. There is a focus Golden Rule each week which becomes the basis for the 'Smartie Pants' award for each class for the week. A focus on social distancing, washing hands and maintaining healthy hygiene is also a focus for all pupils.

Rewards

The basis of our rewards systems continues to be positive descriptive praise. We recognise that often a smile, a 'well done' 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:

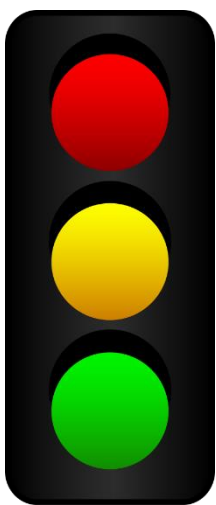
Dojos

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.

Smartie Pants & Learning Heroes

We recognise our Smartie Pants children and Learning Heroes in our Celebration Assembly on a Friday. The Smartie Pants Award is to recognise a child who has done particularly well with keeping the Golden Rule of the week and the Learning Hero Award goes to a child who has demonstrated the focus learning behaviour particularly well. These awards will be awarded in class along with special mentions for children who have adhered to social distancing and basic hygiene procedures in school.

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. We use a Traffic Light system to make it easier to understand. All children have a photo and start each morning and afternoon with their photo off the traffic light. If they behave in a way that disrupts learning, they will be given a verbal warning. If the behaviour is repeated, their photo will be placed on the green traffic light. Repetition of disruptive behaviours would lead to the child moving to Amber and subsequently Red. For more serious incidents, the child would move straight to Red.

If the children move to Amber, they will miss 10 minutes of their playtime. Children who move to Red will miss a whole playtime and part of their lunch time. Children missing break due to inappropriate behaviour will stay in their classroom with the teacher to reflect and restore from the behaviour shown. If a child moves to Amber (5 times in a half term) or Red (3 times in a half term) or a combination of both (4 times in a half term), the behaviour lead will be informed and their parents will be contacted to discuss their behaviour with the class teacher.

An indication of the behaviours that would result in children moving onto, or up, the traffic lights are given below. The list is not exhaustive and staff will exercise their professional judgement.

| Green | Amber | Red |
|---|---|--|
| <ul style="list-style-type: none"> ➤ Being rude ➤ 'Silliness' or inappropriate behaviour ➤ Talking when others are talking ➤ Name calling ➤ Inappropriate language ➤ Not getting on with work ➤ Disrupting others' learning ➤ Shouting out in class | <ul style="list-style-type: none"> ➤ If an adult has to speak to you while you are on the green light. ➤ Caught speaking in an assembly | <ul style="list-style-type: none"> ➤ Bullying ➤ Fighting ➤ Deliberately hurting another child ➤ Putting others at risk ➤ Deliberately damaging property ➤ Spitting |

The systems for rewards and sanctions work slightly differently for children in FS2 with the use of weather symbols rather than traffic lights and in-class timeout for a more immediate consequence rather than missed playtimes.

Impact of the Coronavirus

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. DfE guidance on [mental health and behaviour in schools](#) can help identify children who might need additional support, and to put this support in place. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example, being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils and students in the current circumstances can include existing provision in the school or from specialist staff or support services.

Teachers should be aware of the impact the current circumstances can have on the mental health.

To support mental health and to stay safe, the schools curriculum will revolve around wellbeing. There are:

- opportunities for one-to-one conversations with trusted adults where this may be supportive. Talk, talk, talk.
- some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe.
- pastoral activity, such as positive opportunities to renew and develop friendships and peer groups

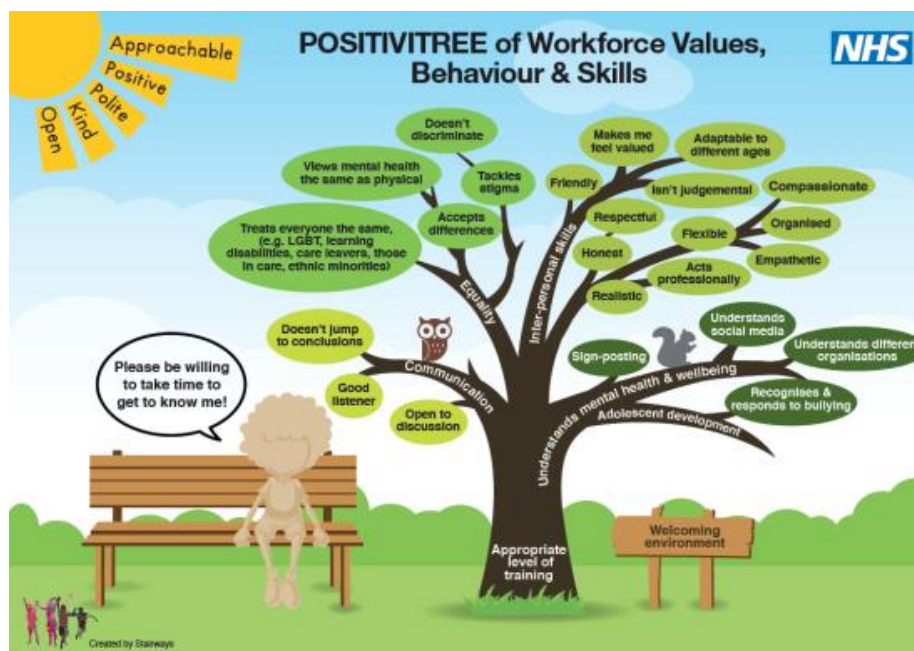
Supporting Mental Health after COVID

An extensive multi-agency and multi-profession task and finish group (including young people from Stairways, parents/carers and education settings) from across Yorkshire & the Humber recognised the need to proactively combine their efforts and consider what the mental health needs of children and young people may be as a result of COVID-19 and how to respond to these needs. This resulted in the '[A Guide for Education Settings Supporting Children and Young People's Mental Health and Emotional Wellbeing Needs Which Have Arisen from COVID-19](#)'. The ethos and principles of the overarching approaches for returning to education focus on key areas such as;

- 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;
- Not over-medicalising or jumping to diagnostic conclusions
- Appreciate that it is normal for children and young people to have various degrees of worry about returning to education - emotions are a part of normal, everyday life
- Understanding that every child or young person is unique, and their needs may change over time
- Viewing the reopening of education settings from a child or young person's perspective
- Building on existing strengths and skills of children, young people, parents/carers and education provision staff (for example, active listening with empathy can perform an important therapeutic function)
- Building on risk and protection factors for a child or young person's mental health

Addressing many of the following common mental health and emotional wellbeing needs will be incorporated into whole setting opportunities, such as PSHE lessons on living life with and after Coronavirus, open door policies, safe/calm spaces, regular class room check-in circles and dedicated mental health and emotional wellbeing sessions such as online meditation, yoga, breathing exercises, and mindfulness activities. Staff will model exemplary behaviours and values as show in the 'positivtree' below will have a high impact on how well children, young people and colleagues.



Staff will use the ['A Guide for Education Settings Supporting Children and Young People's Mental Health and Emotional Wellbeing Needs Which Have Arisen from COVID-19'](#) to support children with specific questions, using the resources, guidance and ideas to tailor education for the class and individuals. Alongside these, families are to be reminded that they can contact the local health visiting or school nursing service for advice and support around any physical health or emotional wellbeing concerns.

Incredible Me!



At Hoyland Springwood Primary School, the wellbeing of our pupils and families is of great importance. We have adopted the Incredible Me! 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:

| 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 the 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.

Incredible Me! advocates the use of the REACT approach as a way of interacting with children and supporting their emotional regulation. This helps to develop the child's sense of self and to give them the structures and language to work through feelings and specific issues and to teach them the skills to self-regulate.

In school, this approach is used at whole school and class level to support the general wellbeing and development of all children as well as being used with small groups and targeted individuals to address specific areas of need.

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 able to come into school when it is risk

assessed as appropriate. Appointments are made and only if safe to do so with if 2 metres social distancing guaranteed. Areas will be cleaned prior and after in line with school risk assessment.

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: September 2021

Headteacher signed:

Chair of Governors signed:

This policy is to be reviewed September 2023