**Moor Park Primary School**

**Pupil Wellbeing**

**Policy**

**Mission Statement**

Moor Park Primary is a Happy, Caring School Where Everyone Matters and is Encouraged and Challenged to be the Best they can be.

The aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn to fulfil our vision to prepare young people to meet the challenges and demands of an ever changing world by becoming resilient life- long learners.

At Moor Park Primary, it is vital that every member of the school community feels included and supported and that each person is valued, respected and treated well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour

Policy is designed to enable all members of the school community to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

**The Role of Parents**

Parents have a vital role to play in their pupils’ education. It is very important that parents support their pupil’s learning and co-operate with the school to promote good behaviour. The school is very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents. The school will ensure that parents are kept informed as to their pupil’s behaviour at school, so that pupils receive consistent messages about how to behave at home and at school.

The School’s Behaviour Policy is accessible to all parents/carers via the school website and parents and pupils are asked to sign a home/school agreement when enrolling at the school.

If the school has to implement consequences against a pupil, parents should support the actions of the school. If parents have any concern about the way their pupil has been treated, they should initially contact the class teacher.

The school expects all members of the community to adhere to the principles as set out in this Behaviour Policy and therefore to behave in an appropriate manner within school.

Incidents of verbal or physical aggression to staff by parents/guardians/carers of pupils in the school will be reported immediately to the Head teacher who will take appropriate action.

**Key premises of our approach**

* **Being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity).**
* **Behaviour is a form of communication.** The 2014 Code of Practice of Special Educational Needs (SEN) views **behaviour as a communication of an emotional need** (whether conscious or unconscious), and responding accordingly.
* **Taking a non-judgemental, 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 need to be regarded as **vulnerable rather than troublesome,** and we all 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.”*

(From Colebourne Primary School’s Behaviour Policy)

* **Putting relationships first.**

This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters **connection, inclusion, respect** and **value** for all members of the school community.

* **Maintaining 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 a child feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that 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’ for some children** and not all factors are linked to the behaviour of a child are within their control.
* **Encouraging parental engagement and involvement is 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)

**Therefore, at Moor Park Primary, we aim to:**

• Promote and support a high standard of behaviour by providing a nurturing environment.

• Promote self-awareness, self-control and acceptance of responsibility.

• Create and maintain a positive and safe school climate where effective learning can take place.

**Our aims are achieved when:**

* School is consistent, safe and caring and all staff have high expectation and maintain boundaries at all times.
* Staff use a variety of approaches in their interactions with pupils.
* The choice to behave responsibly is placed on the pupil, and pupils learn how to make responsible behaviour choices.
* Pupils are provided with excellent role models.
* Pupils and parents understand that all behaviour choices have consequences, which are appropriate to the child**.**

**A whole school approach starts with ethos**

We strongly believe that responding to the needs of a child is not the responsibility of a few staff in school; **it is everyone’s responsibility.**

At Moor Park Primary, we believe that our Core Values provide the right ethos and environment for effective teaching and learning to take place.

FRIENDSHIP - We value friendship as fundamental to the development and fulfilment of ourselves and others, and the good of the community

RESPECT - We develop self-respect and encourage everyone to show respect and concern for the needs of others and their property. We encourage everyone to appreciate and value the diversity of people’s circumstances and backgrounds.

RESPONSIBILITY - To take responsibility for the way we lead our lives; how we use our talents, how we use our rights and how we approach opportunities given to us.

PERSEVERANCE - We encourage everyone to have an “I can’ attitude and aspire to achieve goals.

KINDNESS - Show care and concern, and exercise goodwill towards others.

BEHAVIOUR - We have the highest expectations for behaviour. We constantly reinforce our school values with the children and our aim is to develop self-discipline and the ability to take responsibility for their own choices and behaviour.

**To achieve this pupils will:**

* + Follow instructions from peers and adults.
	+ Use words and actions that help and don’t hurt.
	+ Respect other people and their property.
	+ Move safely and sensibly around the school..

**Moor Park Primary staff will do the following to support our pupils’ behaviour:**

* Listen to children and provide enough thinking time
* Help children to recognise and manage difficult emotions in an appropriate way
* Recognise the differing needs of pupils and respond appropriately.

Due to the differing needs pupils sometimes are in a state of high anxiety and so we offer pupils different calming strategies and areas around the school for them to regain composure.

**Areas around school include:**

* Multi-Sensory area
* Library
* Headteacher’s room
* Learning Mentor’s Room
* SENCO’s Room
* Low distraction room for pupils to who are displaying highly aggressive behaviours and/or disturbing the learning of others. This offers pupils the opportunity to regain composure in a sensory – free room.

**Calming strategies include:**

* Pesky Gnats and Go Noodle
* Interventions specific to their needs
* One page Profiles
* Coco time
* 1:1 Mentoring
* Walk and Talk therapy
* Theraplay
* LEGO therapy
* Check in, check out
* Stress toys
* Key Adults
* Sensory Circuits
* Learning mentor group sessions

**Moor Park Primary is committed to providing positive role models for our pupils:**

* Staff model appropriate, positive behaviour at all times
* Staff highlight pupils’ appropriate behaviour to their peers.
* Older pupils are given opportunities to act as positive role models to younger pupils.

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour, and encourage pupils who are choosing inappropriate behaviour to make different choices.

**Positive reinforcement may take the form of:**

* Acknowledgement of positive learning behaviours
* Special mention in school
* Positive messages communicated to parents i.e. text message home to parents/carers
* Individual reinforcement such visiting another member of staff to celebrate
* Golden Book
* Responsibilities around the school
* More subtle forms of praise for pupils who find overt praise difficult to accept e.g. thanking pupils for the task
* Recognising and celebrating achievements whilst in and out of school.
* Earning team points
* Coco time

**The use of positive reinforcements:**

* Creates a positive, respectful school environment.
* Increases pupils’ self-esteem
* Reduces pupils need for extrinsic motivation and increases intrinsic motivation.
* Promotes a model for appropriate behaviour and positive relationships.

**A restorative approach to behaviour is used within the school.**

This develops:

- RESPECT: for everyone by listening to other opinions and learning to value them

- RESPONSIBILITY: taking responsibility for your own actions

- REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

- RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

**Responding to behaviour choices.**

Due to the differing needs of our pupils, some may not follow an instruction due to their individual level of cognitive and emotional understanding of a situation, however boundaries are expected to be maintained and all staff deal with the situation in a **calm consistent manner**.

It is important that pupils are supported to understand that inappropriate behaviour choices lead to consequences and that it is the **pupil’s behaviour choices that are inappropriate, not the pupil.**

Therefore, at Moor Park:

* Consequences may follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that it will be spoken about later using a restorative approach.
* Consequences will never involve taking away a previously earned privilege or any intervention time.
* Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil’s self-esteem and wellbeing.
* The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences. We recognise that a ‘one size fits all’ approach is not appropriate for our pupils.
* Following a consequence, it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour.
* Pupils will be supported to reflect on their behaviour and be given an opportunity to make amends.
* It is expected that teachers and pupils begin each lesson afresh with optimism and encouragement for success.

**Continuous unacceptable behaviour choices.**

If a pupil persists in making inappropriate behaviour choices then there are a variety of options that may be taken:

* Whole class circle solutions led by class staff to restore issues.
* The class teacher will work collaboratively with the pupil to identify any reasons, concerns or difficulties which may be leading the pupil to make inappropriate behaviour choices and discuss actions to help alter the behaviour.
* If there is no change in the pupil’s behaviour, the pupil will discuss their behaviour with the SLT or learning mentor.
* If the pupil continues to make inappropriate behavioural choices, the most appropriate adult will arrange a meeting with their parent/carer to discuss their behaviour.

In cases of severe unacceptable behaviour (absconding, assault, bullying including cyberbullying, damage to property, racism and homophobia) it may be necessary to internally or externally exclude a pupil. The parents will be informed.

If a pupil struggles at more unstructured times such as break, or is perceived to be at risk of harming themselves or others by not following adult guidance then they will either be supervised 1:1 by a staff member or in some cases, attend nurture. This will be within an agreed timescale.

**Expectations on School Visits and Out of School Activities**

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out. Where challenging behaviour is due to a special educational need, appropriate support will be put in place. The school will endeavour to work in partnership with a pupil’s parents and on occasions may request them to accompany their pupil on a visit.

**Procedures for Absconding**

If a pupil absconds from the school building parents/carers are informed immediately and staff, where possible, will also follow. We will inform the Police. If a pupil does not return home after the normal school day it is the responsibility of parents/carers to contact the Police and report the pupil as a missing person.

**Procedures for Damage to Property**

We believe children will behave appropriately if they learn to be accountable for their actions therefore if a pupil wilfully damages property they may be expected to pay a contribution towards the repair.

**Recording behaviour**

Moor Park Primary monitors pupil’s behaviour and records incidents, including Physical Restraint, using an electronic system called safeguard and (where appropriate ABC sheets).

**Positive Handling**

Although every opportunity will be taken to diffuse a situation there will be occasions when pupils’ need positive handling. Parents will be informed if their child is involved in any significant incident. Designated staff are trained in positive handling.

**Appendix 1**

**Restorative questions**

**All participants should be sat in an open circle. Only one person speaks at a time.**

**Can you tell me;**

1. **What happened?**
2. **What were you thinking about at the time?**
3. **What have your thoughts been since?**
4. **Who has been affected by what you did?**
5. **In what way have they been affected?**
6. **What do you think needs to happen next?**