



Springcroft Primary School

Mental Health, Wellbeing Policy and Behaviour for Learning Policy

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Approved	Signature	Date

Our Mission Statement:
The place to learn, the place to succeed, the place to make friends,
the place to grow.

Our Vision

Our vision is that all children feel safe and secure, and are happy and healthy both inside and out, enabling everyone in our community to learn. We strive to ensure all children are motivated to share in positive, creative learning experiences and are confident to share their emotions at all times. Our expectation is 'Respect for All by All' to include all members of our school community. At Springcroft, we maximise potential and support achievement through mutual trust and respect. Everyone is expected to take responsibility for their actions and to show care and concern for people, the school and its contents. We offer clear guidelines for behaviour and conduct through celebrating and modelling positive interaction with others. We set clear guidelines and expectations for 'behaviour for learning' here at Springcroft as well as clear consequences for when children make the wrong choices. We acknowledge the rights and responsibilities for the individual to make the right choices within a caring and supportive environment.

Our Aims

At Springcroft, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents and carers and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health.

We recognise that children's mental health is a crucial factor in their overall well-being and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

The [Special Educational Needs and Disabilities \(SEND\) Code of Practice](#) identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

All children go through ups and downs through their school career and some face significant life events. About 10% of children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement.

The Department for Education (DfE) recognises that: *'in order to help their pupils' succeed; schools have a role to play in supporting them to be resilient and mentally healthy.'*

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting pupil's well-being and can help engender a sense of belonging and community.

Our role in school is to ensure that they are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Behaviour is an especially important consideration, whether it is disruptive, withdrawn, anxious, depressed or otherwise, as it may be related to an unmet mental health need. We consider ***behaviour to be a message.***

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where we:

- All pupils are valued
- Create an ethos, policies and behaviours that support mental health and resilience that everyone understands

- Provide a calm, safe, purposeful, happy and supportive nurturing environment for all children and adults ensuring we all feel valued
- Pupils feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued
- Foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
- Help children develop responsibility for their own behaviour as individuals and in groups, both on site and when they are taking part in educational activities offsite by providing opportunities for them to develop their independence, self-discipline and sense of responsibility towards both themselves and others.
- Ensure classroom management approaches promote positive behaviour for learning.
- Encourage positive relationships between children, staff, parents and carers.
- We recognise the role that stigma can play in preventing understanding and awareness of mental health and behaviour issues and aim to create an open and positive culture that encourages discussion and understanding of these issues. We aim to be a talking school with an 'open door policy' for both children and parents to raise any concerns.
- Support all pupils to:
 1. Develop positive self-esteem
 2. Learn how to keep good physical and mental health
 3. Develop excellent social skills

We acknowledge that positive pupil well-being includes good mental health.

'.....a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.'

World Health Organisation's definition of mental health and wellbeing.

A child needs the opportunity to:

- *Develop psychologically, emotionally, intellectually and spiritually*
- *Initiate, develop and sustain mutually positive personal relationships*
- *Use and enjoy solitude*
- *Become aware of others and empathise with them*
- *Play and learn*
- *Develop a sense of right and wrong*
- *Resolve(face) problems and setbacks to learn from them*

Mental Health and Behaviour in Schools DFE Departmental Advice for School Staff ~ June 2014

Our Commitment

To value and respect the rights and responsibilities of every pupil.

To model and encourage positive implicit and explicit behaviours for learning.

To ensure that social, moral, spiritual and cultural education is embedded in our school culture

To ensure personal, social, health and economic (PSHE) education is an integral part of the curriculum.

To offer opportunities for reflection and 'circle time' for pupils to share successes and concerns.

To teach pupils strategies to resolve conflict.

To ensure pupils have the opportunity to share ongoing concerns with an adult and be 'listened to.'

To involve parents and carers in discussions about individual pupils as appropriate.

To provide support for individuals and groups identified.

At Springcroft, we aim to ensure all staff take responsibility to promote the mental health of students, however key members of staff have specific roles to play:

- Emotional and Well-being Lead/HOPE Mentor (Mental Health Lead)
- Designated Safeguarding Lead
- SENCO

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to our Emotional and Well-being Lead/HOPE Mentor, Mrs Gleave, and refer through HOPE.

If there is a concern that the student is high risk or in danger of immediate harm, the school's [safeguarding](#) procedures should be followed.

If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

If a member of staff is experiencing well-being concerns themselves, we encourage them to speak to the SLT, who can support them in their role at school and direct them to additional external support if required (Occupational Health, [ThinkWell](#) – Staffordshire County Councils Counselling Service)

HOPE ~ Helping Our Pupils Emotions

The [HOPE Project](#) is an early intervention project aimed at supporting the emotional needs of pupils in schools to ensure they are flourishing. This is done through 1:1 listening sessions, signposting, self-help, self-management, drop ins or group activities provided by a trained and supported school staff member. HOPE helps children within Springcroft Primary School by providing the support when and where the mental health need arises.

When a pupil has been identified as having cause for concern, either by self-referral (Listening Ear), parent referral or staff referral, the HOPE Leader will use a diagnostic outcome measures tool to ascertain a personal twelve-week programme, if necessary. This programme will be tailored to individual needs and delivered by the HOPE Leader with the aim to prevent the need for higher level specialist mental health intervention (CAHMS).

Please visit our [HOPE Project](#) web page for further information.

Teaching about Mental Health and Emotional Wellbeing

Through [PSHE](#) we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems.

At Springcroft, we follow JIGSAW in both Key Stage 1 and 2 exploring their own thoughts, feelings and behaviour through

- Being me in the World
- Celebrating differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges.

Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services. Details of how to access emotional well-being/mental health support is available on our [website](#) as well as in our current [SEND information report](#). Within the school (noticeboards, staffroom, toilets etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

- What help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next

Sources or support at school and in the local community

School Based Support is through the HOPE Project (Emotional and Well-being Lead/HOPE Mentor/Mental Health Leader/SENDCO).

Local Support

In Staffordshire, there are a range of organisations and groups offering support, including the [CAMHS partnership](#), [Dove Service for Bereavement](#), [Visyon](#), [Younger Minds](#), a group of providers specialising in children and young people's mental health wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

Warning Signs

Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert (Mrs Gleave ~ Emotional and Well Being Leader).

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with school nurses and their teams in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working closely with Staffordshire and Stoke on Trent City Council Children's Services, CAMHS, Local Support Team, CAF Staffordshire.
- and other agencies services to follow various protocols including assessment and referral;
- Identifying and assessing in line with the Early Help Assessment Tool (EHAT), children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan as the first stage of a 'stepped care' approach;
- Providing a range of interventions that have been proven to be effective,
- According to the child's needs;
- Ensure young people have access to pastoral care and support, as well as specialist services, including CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality;
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

Managing disclosures

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be recorded confidentially on the student's personal file, including:

- | | |
|-----------------------------------------------------------|----------------------------------------------------------------|
| • Date | • Nature of the disclosure & main points from the conversation |
| • Name of member of staff to whom the disclosure was made | • Agreed next steps |

This information will be shared with the Designated Safeguarding Lead ~ Mr Drew.

Confidentiality

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the student. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared, such as students up to the age of 11 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must always be informed, but students may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school contacts parents/carers.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

Whole school approach

Working with parents/carers

If it is deemed appropriate to inform parents, there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Supporting parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.
- Invites to HOPE Parent Support monthly meetings which have focussed emotional themes each time.

Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the student who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend needs help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe. A nominated member of staff will receive professional Mental Health HOPE training and on-going supervision.

Training opportunities for all staff are provided, through access to Creative Education on a termly basis to promote a greater understanding of mental health and emotional well-being.

Springcroft Primary School is committed to creating a safe and secure environment in which children can feel safe, happy and secure, enabling everyone in our community to learn. Everyone is expected to take responsibility for their actions and to show care and concern for people, the school and its contents. Springcroft recognises that every member of the school community has a responsibility for promoting consistent good behaviour in school. Staff are committed to working closely with parents, pupils and Governors to promote positive behaviour and to create a culture of mutual trust and respect. We will always take a consistent, considered and sensitive approach in order that we can support all of our pupils.

Our Expectations, Rights and Responsibilities

All pupils and staff who attend Springcroft are expected to follow our values:	
Resilience	Respond to challenges and make the best of our learning opportunities. To always try our best and be proud of our achievements.
Collective Responsibility	Be positive, responsible, ambitious and proactive Listen to others and work well as a team by being co-operative.
Integrity	We keep ourselves and others safe. Be kind
Creativity	Make wise choices and learn from our mistakes. Be friendly to others and show them respect. .

This policy acknowledges and supports the following rights:

- The right of all members of the school community to feel safe, both physically and emotionally.
- The right of all pupils to learn.
- The right of all teaching and support staff to teach and promote learning.

Teachers, support staff, parents and carers, and visitors are responsible for:

- Ensuring the physical and emotional safety of others, especially children
- Setting high expectations for good levels of behaviour
- Upholding the school rules and values
- Creating a safe, stimulating and pleasant environment for learning
- Treating all children and adults fairly and with mutual respect
- Being a good role model
- Recognise each child as an individual and to consider the needs of each child
- Establish effective partnerships with parents so that children can see the key adults in their lives share a common aim

Pupils are responsible for:

- Managing their own behaviour according to school rules and school values
- Looking out for the safety and wellbeing of others, especially younger pupils
- Treat others with mutual trust and respect at all times
- Co-operate with children and adults in all aspects of school life
- Share in celebrating the achievements of all members of the school community

Governors are responsible for:

Ensuring that the policy meets the needs of the school and is in accordance with both Local Authority Guidance and Government Guidance.

Supporting Mental Health, Wellbeing and Behaviour for Learning Policy

Reviewing the policy annually. However, it can be reviewed earlier should the government introduce new regulations, or if the Governing body receives recommendations on how the policy might be improved.

Responsibilities of the Headteacher

1. It is the responsibility of the Head-teacher, under the School Standards and Framework Act 1998, to implement the school Mental Health, Well-being and Behaviour for Learning policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

2. It is the responsibility of the Head-teacher to ensure the health, safety and welfare of all children in the school.

Our Approach to Modelling Positive Behaviour

The approach used in school is:

- Encourage and acknowledge pupils who make good choices in their personal conduct through positive praise and rewards
- Offer pupils the opportunity to change direction and make good choices
- Ensure that there are clear consequences for pupils who choose not to make good choices
-

Each child's starts their day in a good place. Children are encouraged to make the right choices throughout the day and these are rewarded to demonstrate positive choices.

Reward systems are in place - these differ operationally depending on the age and abilities of the pupils in each class and the agreed classroom rules. The underlying principles of the reward systems are however, the same.

Some of the ways we reward children are:

- Verbal praise and feedback
- Written feedback in children's workbooks
- 'Star of the Week' awarded in Celebration Assemblies
- Stickers/certificates
- Class Dojo's for different merits – links to whole school team points
- Verbal and written messages home to parents
- Visiting the Head-teacher with 'good work' and good news

Growth Mindset and Resilience	Class Dojo's	Classroom Awards	Star of the Week /Friday Celebration Assembly
All pupils are encouraged to develop resilience in their learning. These values are threaded into the curriculum.	Pupils from Reception to Year 6 are allocated a house and collect class dojo's during the week.	Teachers encourage positive relationships in the classroom through a range of incentives including class dojo's	Teachers identify one pupil a week as star of the week.

Steps to help pupils who need reminders to make wise choices in the classroom or playground:

Reminder of expectations

Teachers may remind pupil/s of classroom expectations when they are not being met. This action will prevent the children and class from accessing an excellent lesson.

Formal Warning

Teachers may use a verbal reprimand to address pupil/s not meeting classroom expectations. Pupil/s are given a formal warning that their behaviour is preventing an excellent lesson from taking place.

Moving area/seat

If both a reminder and formal warning have been implemented by teachers, then they will move children into a designated area/seat within the room explaining what the pupil has done that puts their conduct in question. At this point the class will be reminded that if anyone else reaches this stage then they will be moved to another classroom. It will be made clear what they need to do to turn their behaviour around. Teachers will offer an opportunity to support them to change their behaviour.

Moved classrooms

If the behaviour persists, the pupil/s are sent out of the room to another classroom that has been pre-determined. This will be recorded in the school behaviour log on SIMS. Schools are not required to give notice of behaviour log entries but we will endeavour to inform parents if possible. When working in another classroom, a pupil may be set extra written work or asked to repeat work until it meets the required standard.

Time Out

If a pupil who has been moved classrooms continues to misbehave, or a pupil/s refuses to enter another classroom then they will be sent to Time Out. Once in Time Out, pupils attend a 15-minute discussion with a member of staff from 1-1.15pm during the end of lunch time. This will be recorded in the school's behaviour log on SIMS. The pupil uses this time (with the support of a staff member) to reflect on their behaviour, consider what has happened and to suggest what may have been a better, more considered course of action (thus providing distinct links with our work using JIGSAW resources). If a pupil becomes a regular visitor to Time Out (3 occasions in a half term or the same inappropriate behaviour is repeated) the pupil will be placed on an individual behaviour programme, which will be monitored over a half term and parents will be invited to discuss the problem with the class teacher and/or a member of the SLT.

Consequences for Serious Incidents

There are circumstances in which individual pupils may be required to leave the school site, namely where:

- There is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently.

- A pupil is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the head-teacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated off site for a certain period, subject to review at regular intervals.
- For medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances a head-teacher may send the pupil home after consultation with the pupil's parents. This is not an exclusion and may be done for medical reasons.

Behaviour during lessons

A decision to exclude a pupil for a fixed period will be taken only in response to breaches of the school's Mental Health, Well-being and Behaviour for Learning Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions for more than a day or two makes it more difficult for the pupil to reintegrate into the school afterwards.

Behaviour during Lunchtimes

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head-teacher's duty to notify parents still apply.

Behaviour off-site

Pupil's behaviour outside school on school business, for example, on school trips or away school sports fixtures continues to be subject to our Mental Health, Well-being and Behaviour for Learning Policy and we have high expectations for pupil conduct at all times. Poor behaviour in such circumstances will be dealt with as if it had taken place in school. Any incident will be followed up in line with the policy when the pupil returns to school.

Fixed term exclusions

If a pupil/s fails to behave in an acceptable manner following Time Out sessions (as evidenced through SIMS behaviour log), then they will face a one-day fixed exclusion. A fixed-term exclusion can only be sanctioned by the Head-teacher or Deputy Head-teacher. Upon return to school, the pupil, accompanied by a parent or guardian, will undergo a reintegration interview where expectations regarding future conduct will be presented. The pupil and parent/guardian must confirm an intention to meet these expectations before a full return to school will be allowed. If a pupil or parent/guardian does not confirm an intention to meet these expectations, the period of fixed-term exclusion may be extended and a further reintegration interview scheduled (see <https://www.gov.uk/school-discipline-exclusions/exclusions-for-guidance>).

One off serious issue Certain targeted behaviours may result in an immediate higher-level sanction being imposed. These behaviours include:

- Use of foul language directed at staff
- Physical Violence
- Use of a prohibited item (e.g. weapons or imitation weapons, laser pens, mobile phones if being used inappropriately)

In these instances, the actions will be investigated by a SLT member and an appropriate and reasonable level of sanction imposed by the investigating staff depending on the investigation findings. Springcroft Primary School defines the following as examples of prohibited items

- Weapons and imitation weapons (or anything intended to be used as a weapon)
- Pornographic images (including commercially available publications)
- Online abuse through social media
- Anything that has been, or is likely to be, used to cause injury or commit an offence
- Laser pens
- Mobile phones/electronic devices if being used inappropriately.
- Fireworks.

Searching, Screening and Confiscation

In line with the DfE's published [guidance](#): Searching, screening and confiscation: advice for schools 2022, the Headteacher, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to property of; any person (including the pupil).

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. The Designated Safeguarding Lead DSL (or deputy) DDSL should be informed of any searching incidents. The member of staff conducting the search must be of the same sex as the pupil being searched. Records of searches will be kept and parents will be informed of any search for a prohibited item.

Our Approach to Supporting Behaviour

- Make efforts to help pupils avoid potential conflict situations using diversion and de-escalation techniques and strategies
- Offer guidance on how to resolve conflicts through emotion coaching techniques using phrases like:
 1. *It's okay to be upset — it's good to let it out. ...*
We are both acknowledging how they feel, validating that feeling, and showing that the emotion itself, even negative emotions, are not something to be feared or avoided.
 2. *I hear you — I'm here for you — I'll stay with you...*
The key to holding space is being able to separate a child's emotion from their behaviour_— we see the behaviour we want to change and inadvertently dismiss their emotions.
 3. *It's okay to feel how you feel. ...*
It is necessary to use a very clear limit in *how* a child expresses their emotions. It isn't the emotion itself that needs to change, but rather **how** they are expressing it.

4. *How you feel right now won't last forever. ...*
In the moment a child feels (and acts) as if their entire world is ending. Their emotions are big and overpowering and they feel that they will never feel better again — which only compounds how they feel.
5. *Let's take a breath, take a break, sit down, pause for a minute...*
It is a hard thing to do to **sit with an emotion**. To just feel it — live in it. But if we allow ourselves to be in the moment with our emotions, then we can let them go easier. If we don't they get so big they explode out of us again.
6. *You are good and kind.*
Being dysregulated is not being bad. Being angry or frustrated is not being bad. Yet, sometimes when we are emotional, we don't always make the best choices.
7. I'll be over here when you need me.

Sometimes children escalate their emotions for attention. This is a big clue-in for adults that a child needs some one-on-one time. But not right now, later when things are calm again

8. Let's have a do-over!

Sometimes everyone needs a chance to **reset**. Sometimes children know they have messed up and they want to save face, they want a chance to do it better. A do-over is not always appropriate, for example, if feelings have been deeply hurt a do-over can be dismissive of the person with hurt feelings
9. *What can we learn from this? What is the lesson in this?*
Teaching our children that there is a lesson when we struggle is so important. That there is a lesson in our pain, disappointment, anger. That problems that are hard to solve lead to opportunities.
10. That it is through our mistakes that we grow.

You'll Remember Next Time. When a child does something they shouldn't do and you correct their behaviour— we say this. **“You'll remember next time.”** That one simple phrase communicates so much to children. It tells them that their behaviour today isn't a permanent failure and that they **can change it**

Special Educational Needs

All pupils will be expected to uphold the school rules and school values, including pupils with special educational needs. SEND pupils will be subject to the same rewards and consequences as others. At the same time support and adjustments will be made to enable SEND pupils to make good choices, as outlined in the Code of Practice 2014.

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage.

If a child has behavioural, social or emotional difficulties, behavioural assessments and profiling assist staff to assess the pupils' behaviours against recognised criteria and develop clear achievable targets within Individual Behaviour Programmes or Pastoral Support Plans (IBPs or

PSPs). These enable staff and families to work in collaboration to develop strategies to modify inappropriate or unacceptable behaviour.

When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school.

Some pupils may require intervention over and above the whole school system of behaviour management. In these cases, counselling and specific help will include

- Flexible teaching arrangements
- Explicit teaching of social skills and emotional literacy
- Specialised behavioural and cognitive approaches e.g. anger management
- Re-channelling or re-focusing to diminish repetitive behaviour

RELATED SCHOOL POLICIES

The Mental Health, Wellbeing and Behaviour for Learning Policy is one of the essential Safeguarding Policies.

‘.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of childrenproviding first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population’

The following school policies are related to the Behaviour Policy:

- [Safeguarding Policy](#)
- [Peer on Peer Abuse Policy](#)
- [Health and Safety Policy](#)
- [Anti-Bullying Policy](#)
- [Online Safety Policy](#)
- [Admissions Policy](#)
- [Supporting Children with Medical Conditions Policy](#)
- [Special Educational Needs Policy](#)
- [Equality Policy](#)

The child’s welfare is of paramount importance; we are a child-centred school.

We maintain a professional attitude of ‘it could happen here’ where safeguarding is concerned. When concerns about the welfare of a child, staff members will always act in the best interests of the child. This policy has been developed in-conjunction with our school culture of prevention, protection and support.

Our school will continue to maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and feel safe. Children at our school are encouraged to talk freely with any staff member at our school if they are worried or concerned about something.

ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF THE SCHOOL (INCLUDING VOLUNTEERS) and PEER ON PEER ABUSE

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will always follow the School's [Peer on Peer Abuse Policy](#), and further advice and support will be sought from the Staffordshire Safeguarding Children Board procedures that can be accessed at www.staffsscb.org.uk/professionals/procedures/ section 7 "Managing Allegations of Abuse made against a person who works with children". Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Headteacher.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Action

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a record
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher'
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The person against whom the allegation has been made will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Headteacher will consult with the Local Authority First Response Team and/or Local Authority Designated Officer, in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Headteacher will inform the Chair of Governors of any allegation.
- Every effort will be made to maintain confidentiality and to guard against unwanted publicity while an investigation is being investigated.
- Disciplinary action will be taken against a pupil who has been found to have made a malicious accusation. Advice will be sought from the Local Authority Designated Officer and the action taken will reflect the circumstances and nature of the accusation. This may involve a fixed term or permanent exclusion.

In the case of peer on peer, it will never be passed on as 'banter' or 'part of growing up', and will be dealt with as listed above. Where the worry is concerning online bullying, trolling or sexting the parents will be contacted immediately.

Equalities Statement

Through appropriate treatment of all, Springcroft Primary School aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and strive to maintain policies that comply with current legislation. This applies to all members of the school community – pupils, staff, governors, parents/carers and community members and is based on the School's core values. During the review of this policy the nine protected characteristics of the Public Sector Equality Duty, i.e. race, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment have been considered.

Review

The governing body reviews this policy every year. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.