

Statutory

Behaviour and Mental Health Policy

Purley CofE Primary School

Date of policy: Summer 2023

Review Cycle: Annual

Reviewed By: Welfare Committee

Approved By: Full Governing Board 13th July 2023

Last Reviewed: Summer 23

Next Review date: Summer 24

Learn to love, love to learn



'Let all that you do be done with love', 1 Corinthians 16:14

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Behaviour and Mental Health Policy

Policy Statement

Our school's Christian ethos and values system provides a strong foundation for everything we do at Purley School. We encourage our pupils to be caring, supportive and to demonstrate our core values of **love, courage and wisdom**.

All staff support pupils through positive learning experiences: promoting self-esteem and self-worth through recognition of potential and effort, development of positive relationships with the pupils and use of positive behaviour management strategies.

All staff understand and recognise that positive emotional well-being leads to higher levels of emotional engagement and attainment.

This behaviour policy is the plan for the majority of our children. Others may need a more flexible approach at times of anxiety and change.

Purpose and Aims

At Purley Primary School our role is to develop the whole child. We prepare them for their role as an active citizen, contributing positively to their community now and in the future. As a Church of England School, we are inspired by Paul's instruction "**Let all that you do be done in love**" (1 Corinthians 16:14).

Aims:

To provide simple, practical procedures for staff and learners that:

- Ensure that there is a positive and inclusive environment for all learners
- Provide clear guidance for staff members and our school community, to ensure a consistent approach to behaviour throughout the school.
- Establish clear boundaries regarding acceptable behaviour.
- Ensure that positive behaviour is recognised
- Promote the development of pupils' tolerance for others that will give them the skills to work and play in cooperation with others
- Promote increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour and learning.

Roles and responsibilities

At Purley Primary School we recognise that it is not about controlling children's behaviour but about teaching behaviour.

The Headteacher and Senior Leaders are responsible for:

- Ensuring that the school has a behaviour policy and procedures in place that are in accordance with Government guidance
- Making the Behaviour and Mental Health Policy available to parents
- Ensuring all staff undertake appropriate behaviour training
- Monitoring the effectiveness of the policy
- Address behaviour considered to be 'dangerous', pro-socially and in a prompt and transparent manner, to provide protection to all members of the school community.

- Promote internal-discipline and self-regulation amongst all members of the school community
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).

The Governors are responsible for:

- Applying sound financial planning in order to ensure capacity for therapeutic approaches including small gardens and extensive alternative provision.
- Conducting climate checks to understand the culture of the school.
- Monitoring data on behaviour incidents and exclusions via the Welfare Committee
- Convening a governors' disciplinary meeting if required as a result of a 'dangerous' behaviour incident.

Parents are responsible for:

- Accepting, contributing to, and supporting the school's Behaviour and Mental Health Policy
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- Recognise and understand the context and need for equity in the school and the benefits it can have for all.
- Making children aware of appropriate behaviour in all situations
- Keeping the school well informed about situations at home that could affect their child's behaviour in school.
- Attending meetings when requested.

Pupils are responsible for:

- Following school rules and guidelines.
- Cooperating with other children and adults
- Becoming increasingly responsible for the school environment and for their own learning and behaviour
- Taking responsibility for their own actions and knowing the consequences they will have.
- Taking pride in their learning, actions, and appearance
- Valuing each other's opinions

Our school rules

The Purley Church of England School rules have been developed in consultation with the children and in consideration of the Christian values:

Show **love**: We respect the school and everyone in it (for example, we are honest, polite, caring, helpful, look after property)

Show **courage**: We try our best in everything we do and stand up for what is right

Show **wisdom**: We make wise decisions in the way that we behave

Recognition

Predominantly, children expect feedback and recognition or support. For example, a staff member may use the sentence stems:

- ✓ Thank you for...
- ✓ I really liked...
- ✓ That behaviour really helped your learning/helped us all....
- ✓ I've noticed that....

There are a range of age-appropriate reward systems in place.

Consequences

All children need support in developing pro social skills. As a school, we are supported by West Berkshire's Therapeutic Thinking approach, to ensure that our children receive provision matched to their individual needs. Children who exhibit unsocial and antisocial (difficult or dangerous) behaviours will be supported in the form of appropriate consequences

At Purley Primary School there are two types of consequences which are used in tandem:

- **Protective consequences (definition)**
Removal of, or limited freedom to manage harm to self or others
- **Educational consequences (definition)**
The learning, rehearsing or teaching so the freedom can be returned.

See appendix 2b for further discussion of consequences.

Reporting Behaviour Incidents

Behaviour incidents will be recorded and shared with the Senior Leadership Team [SLT] when support other than class level intervention is required. A log of the number of behaviour incidents reported to SLT will be kept and anonymised data shared with the Welfare Committee. We will work with parents to provide our pupils with the right support at the right time and keep them updated about their child's behaviour. This might include letting them know if the pupil has broken the school rules, for example, as well as celebrating successes and improvements in behaviour.

School Exclusions

Exclusions may be required for the safety of child and adults, and to allow time for school staff to create a new plan to support the child.

Depending on the levels of behaviour and severity of specific incidents, the Headteacher may consider a **fixed term exclusion** at any time. While they are excluded the staff will plan how they will be helped when they come back to school. If they choose to continue with unacceptable behaviour and have further fixed term exclusions then we may decide that a **permanent exclusion** is necessary.

(See the school's *Suspension and Permanent Exclusion Policy*, written with reference to DfE Guidance July 2022: Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement, for further details)

Mental Health and Behaviour

We recognise that both anti-social and unsocial behaviours can be a sign of mental health needs. The staff, including the Headteacher, SENDCo and ELSAs (see below) work together to regularly analyse behaviours and review and improve support for children.

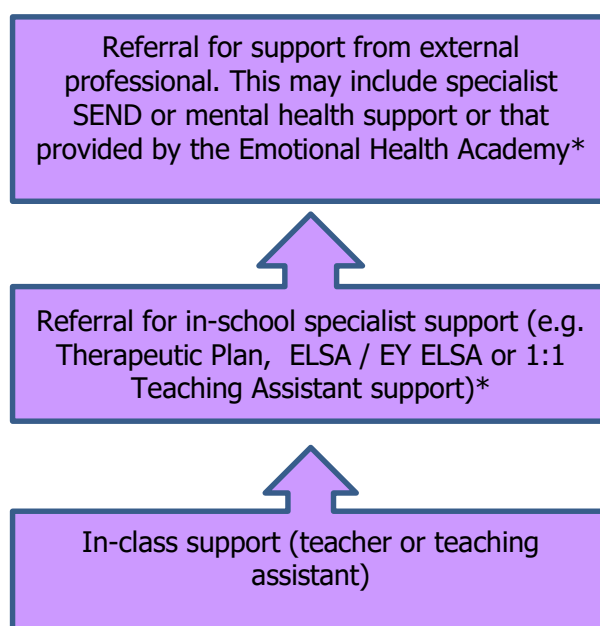
At our school, we recognise the value of [Mental Health and Behaviour in Schools](#) as an important document to help staff understand and support children who might be at risk of experiencing mental health difficulties.

We have a **layered approach** to supporting pupil mental health and emotional wellbeing at Purley CE Primary School, and it may be appropriate for a pupil experiencing mental health difficulties to engage with the support of our specialist trained staff. Our school offer comprises of different levels of trained professionals.

At class level, through PSHE and Stormbreak sessions, an awareness of self-regulation is taught to pupils.

For those pupils requiring further individualised support, timetabled sessions with our **ELSA [Emotional Literacy Support Assistant]** or **EY [Early Years] ELSA** may be provided.

Our School also benefits from the support of an Emotional Health Worker via the West Berkshire Emotional Health Academy, who can offer pupil or parent support.



* Any support as detailed above will require completion of a referral form, which must be shared with and signed by parents. Sessions can only be carried out with parental consent.

Reflect and Re-set

After a behaviour incident, involving difficult behaviours a pupil will be given the opportunity to reflect and suggest a way forwards in an age-appropriate way. Children will have an opportunity to communicate their feelings, impact of their behaviours and suggestions for how to 'make it right' and move forwards.

Restorative Practice

After any antisocial behaviour that hurts a child or adult, a restorative conversation will need to be held for everybody to explain how the situation made them feel and agree way forwards. This is important for all people involved.

Bullying

At Purley Primary School, we have a zero-tolerance policy regarding bullying. Please see the separate Anti Bullying Policy for further information.

Behaviour Offsite

Pupil's behaviour outside school, for example on school trips, or away sporting fixtures, are subject to this policy. Behaviour in such circumstances will be dealt with as if it had taken place in school.

Monitoring and Evaluation

This policy will be reviewed regularly and will be updated in response to new guidance, legislation and/or development to the approach as necessary.

The Headteacher reports termly to the Governing Board to enable them to monitor and evaluate the impact of the school's policies, practices, and procedures.

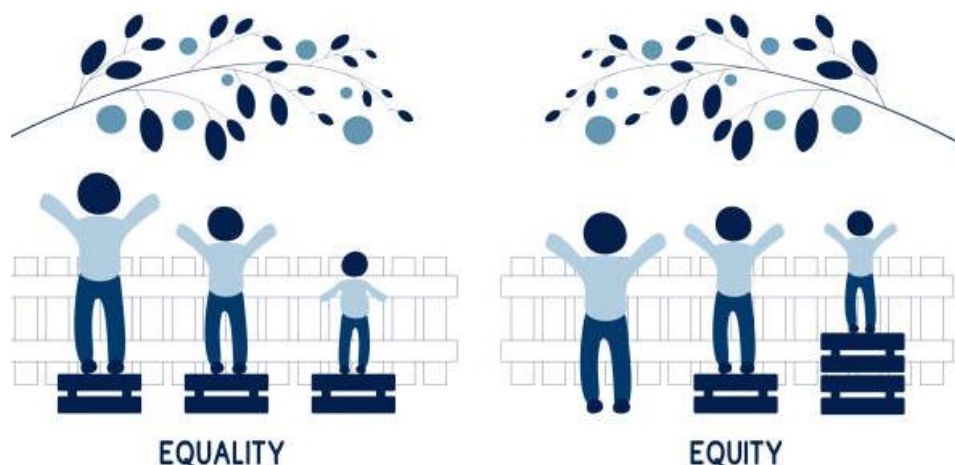
Review

Leaders should ensure the policy is reviewed annually; therefore, a review date should be included when published:

Policy adopted:	Spring 2023
Policy review:	Spring 2023
Date Agreed:	Summer 2023
Date of review:	Summer 2024

Appendix 1 Behaviour Policy in Practice

Equity and Equality



Equality is treating everybody the same.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success.

Equity focuses on eliminating differences between groups when those differences can be addressed.

At Purley CE School we advocate for each child to receive the resources, experiences, appropriate interventions, and support in their learning to achieve their full potential. We aim to address differences in a positive and supportive manner, removing barriers and supporting pupils to achieve and succeed.

Consequences

Inappropriate behaviour is split into 2 different levels.

Level 1

There will be a warning from the adult giving the pupil time to correct their behaviour, reminding them that they have a choice and that for a 'good choice there is a good consequence' and for a 'poor choice a poor consequence.'

Level 1 behaviour may include:

- Not wearing school uniform
- Leaving litter
- Not co-operating promptly
- Not completing work
- Being disruptive
- Lateness/time wasting
- Not having the correct equipment in school
- Defacing/ misusing books or other school equipment

Level 2

A level 2 warning will be issued and a formal record kept by the Senior Leadership Team . If five warnings are issued in a half term, parents will be informed. There will be a loss of privileges. (See Consequences Appendix 2b)

Level 2 behaviour may include:

- Persistent low level incidents
- Swearing /low level abusive language
- Name calling
- Spitting
- Stealing
- Play which becomes too rough
- Racism
- Bullying

Parents will be informed of any racist or bullying incidents.

External exclusion is used if allowing the child to remain on site would seriously harm the education or welfare of the child or others in school. A formal record of exclusions is kept in the child's file.

Appendix 1 b Reflect and Re-set Form

Each class will use an age appropriate 'Reflect and Re-set' form. For some pupils, the questions below will serve as verbal prompts, and for others, a written response will be more appropriate.
PROMPTS:

- Discussion/depiction of our school values: **Love, Courage and Wisdom**
- What happened?
- How was I feeling?
- What was the impact of my choice?
- What can I do to make it right?

Appendix 2 Therapeutic Thinking

Appendix 2a. Scripted language

- **Start with the body language**

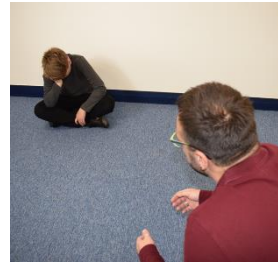
Escalating



Inside of an outstretched arm

- Too close
- Toe to toe, eye to eye
- Blocking the path
- Aggressive gestures
- Over bearing

De-escalating



Outside of an outstretched arm

- Good distance
- Standing to the side
- Relaxed hands
- Managing height

- **Word selection**

De-escalating script

Child's name

I can see something has happened

I am here to help

Talk and I will listen

Come with me and.....

Positive phrasing:

Come sit next to me for a story.

Limited choice:

Would you like to sit on the chair or bean bag? You can work with a friend or on your own.

Disempowering the behavior:

You can listen to the story from there.

You can choose to finish later

Consequence:

We will check you understand the story before going out for break time.

Appendix 2b. Consequences

Protective consequences:

Removal of, or limited, freedom to manage harm to self or others. These are actions taken by staff to ensure all pupils and adults feel safe in the school environment.

These may include:

- An increased staff ratio and specific staff support given at break and work requiring completion to be completed at break times or sent home, and supported by parents/carers
- Adaptation of access to outside space, day or residential trips, or extra-curricular activity
- Access to a calm room/space
- Escorted in social situations
- Differentiated teaching space
- De-escalating language
- Whilst all measures will be taken to support the child to avoid exclusion, there may be a time when exclusion from an area or school is necessary

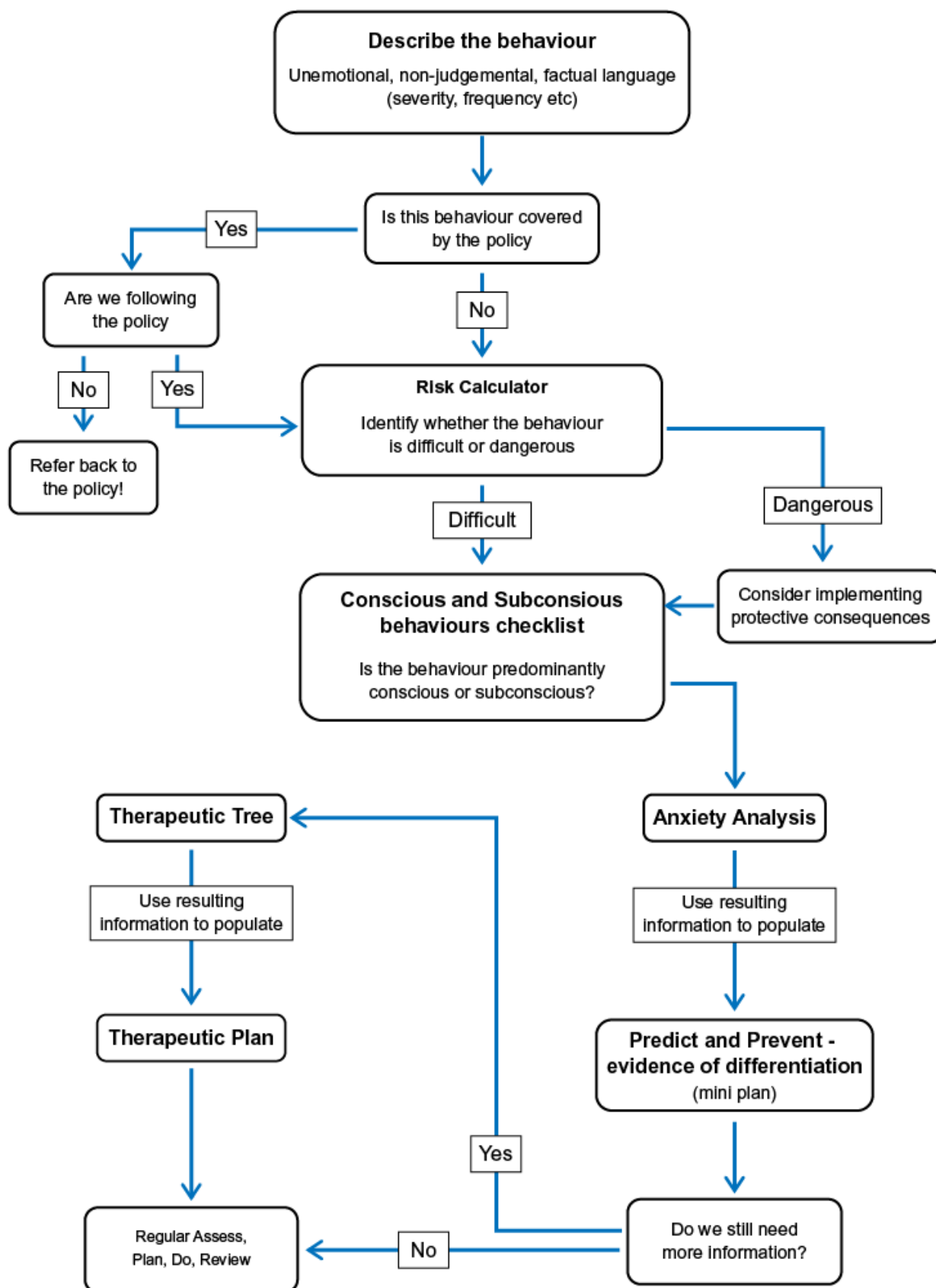
Educational consequences:

These are consequences put in place by staff to help the child to learn, rehearse or teach about their actions and the effect of anti-social behaviour, and to aid internalisation of pro-social actions to avoid repetition.

These may include:

- Third person role play to understand peer/adult feelings
- Social stories
- Completing or re-doing tasks to the expected standard for the child, to be completed at break times or sent home
- Restorative meetings with child and parent/carer
- Assisting with repairs or the planning for repairs/conversation and exploration

Appendix 2c. Therapeutic Thinking Flow chart



Appendix 2d. Pro-social and Anti-Social behaviour

Pro-social behaviour

- Relating to behaviour which is positive, helpful, and intended to promote social acceptance.
- Pro-social behaviour is characterised by a concern for the rights, feelings, and welfare of other people.

Pro-social behaviour can be taught in various ways:

- Personalised PSHE curriculum
- Positive relationships
- Role modelling
- Advocacy of the school values
- Consistency of therapeutic language, scripted where appropriate
- Routine
- Prioritising pro-social behaviour
- Planning alternatives to anti-social behaviour e.g., pro-social ways of accessing rest breaks for those who need to leave the classroom.
- Feedback and recognition (decide what this will look like in your context)
- Comfort and forgiveness
- Praise and encouragement are widely used in managing children's behaviour in order to promote positive self-esteem

Anti-social behaviour

- Behaviour that causes harm to an individual, a group, to the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of another person

Appendix 2e. Therapeutic Plan

Name	DOB	Date	Review Date
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<p>Photo</p>	<p>Risk reduction measures and differentiated measures (to respond to triggers)</p> <p>The differentiated experiences we give this pupil to help lower anxiety and create pro-social experiences, feeling and behaviours</p>
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Pro social / positive behaviour	Strategies to respond
Anxiety, antisocial difficult behaviours	Strategies to respond
Crisis, antisocial dangerous behaviours	Strategies to respond
Post incident recovery and therapeutic debrief	

Signature of Plan Co-ordinator..... Date

Signature of Headteacher.....Date.....

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

