



Marsh Green Primary School Behaviour and Well-being Policy



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Vision Statement

Marsh Green Primary is a nurturing school where we firmly believe that each and every child deserves to feel safe and have the very best opportunities and experiences to enable them to live fulfilling and successful lives and aspire to reach their full potential as a valued and respected member of the community.

'I will be the best that I can be'

At Marsh Green Primary we believe that children thrive in a safe and secure environment, free from disruption, violence, discrimination and harassment. When this is the case then they are able to achieve across all areas of the curriculum. Although the policy sets out our expectations, we also recognise that some children may need a personalised plan in order to more effectively help them manage their own behaviour. We promote a culture of praise and encouragement in which all pupils can achieve.

Marsh Green Values

- Follow instructions with thought and care
- Care for everyone and everything
- Show good manners at all times

Intent

The intent of this policy is to equip all members of the school community with the skills to regulate their own emotions, using the toolkit of the Zones of Regulation (Leah Kuyper). This policy also links very closely to our Safeguarding Policy and procedures and our Inclusion Policy. We are situated in a community where families experience a wide range of challenges, where increasing number of children who can struggle to manage their emotions and feelings with a wide range of additional needs. It is important that we give children the skills and knowledge to understand regulation. This will begin with adult-led regulation, moving to co-regulation and aiming towards self-regulation. We believe that this process will give our pupils the skills to build and sustain lasting and positive relationships. We believe that these skills need to be taught during direct lessons, through visitors and dedicated well-being weeks to reinforce expectations. The school provides a graduated approach to support the varied needs of our pupils through our culture, ethos and environment, including safe spaces in every area of the school, welcoming the school community at key points of the day, the Marsh Green values and the 5 ways to wellbeing. An effective Pastoral and Inclusion team supports positive behaviour of identified pupils and groups who require a more specialised approach.



We aim to:

- Encourage the children to understand their own emotions.
- Emphasise that emotions have an impact on our thoughts, feelings and actions and that they have an impact on others.
- Encourage increasing independence to self-regulate and make appropriate choices, according to stage of development, not age.
- Foster positive and caring attitudes towards everyone where achievements at all levels are acknowledge and valued.
- Ensure that the school community recognises emotions, can articulate emotions and feelings and can navigate through the different *Zones of Regulation* (See Appendix 3).
- Ensure *Marsh Green's Values* underpin all discussions around behaviour
- Work closely with parents to help them understand the ethos of the school, to help them support their own children.
- Resolve conflicts through peer mediation.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including:

- Education Act 1996, 2002
- Equality Act 2010
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'



This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy (Wigan Council)
- Anti-Bullying Policy

Roles and Responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to: age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour (See Appendix 1).
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.



The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the Safeguarding Team as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

The Safeguarding Team are responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

All school staff are responsible for:

- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs and support provided for any pupils as part of the graduated approach – using the APDR approach to document progress towards targets set for individual children.
- Recording information on CPOMs of any concerns about children, to be shared with the Safeguarding Team and SLT.
- Promoting a supportive and high-quality learning environment in line with our Nurturing Principles (all behaviour is communication).
- Modelling high levels of excellent behaviour.
- Being aware of the signs of behavioural difficulties.
- Understanding the Zones of Regulation and providing appropriate tools to help the child regulate their emotions.



Pupils are responsible for:

- Following the Marsh Green Values.
- Choosing a trusted member of staff to seek out when they need support.
- Using tools from the Zones of Regulation toolkit to regulate their emotions.

Parents are responsible for:

- Promoting the Marsh Green Values inside and outside of school in order to work collaboratively with the school.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Working cohesively with school, to show a united front in supporting their child's behaviour management.

Implementation

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Staff will promote children's positive mental health through supporting the journey from co-regulation to self-regulation, helping them navigate confusing emotions. Staff will have knowledge that all behaviour is communication and, through the tool of Zones of Regulation, will be able to recognise where children are and how to support them.

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

The school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of any pupil.

Significant incidents will be reported on CPOMS and monitored by the Safeguarding Team.



As adults in the school we are committed to Managing Behaviour through:

- Treating all children fairly and with respect.
- Understanding and working within the *6 Principles of Nurture*.
- Raising children's self-esteem and developing their full potential.
- Providing a challenging, interesting and ambitious curriculum.
- Utilising the Zones of Regulation toolkit to support children to achieve regulation.
- Teaching specific mindfulness techniques.
- Promoting physical breaks to impact on positive mental health.
- The use of a range of strategies including: bucket-filling, growth mind-set, sensory breaks, a range of praise techniques, / *wonder if...*, naming and taming specific emotions and behaviours.
- Understanding the importance of a change, including environment or person, in helping children to regulate.
- Recognising patterns of children's emotional states and responding appropriately.
- Acting as an excellent role model at all times.
- Providing safe spaces with toolkits to help children regulate.
- Creating supportive teams where adults help each other to manage children facing difficult emotions.
- Using Restorative Practice to help children resolve conflict.
- Forming a good relationship with parents so that all children can see that the adult links in their lives share a common aim.

Exceptional Circumstances

Where it is deemed that a child is a danger to themselves or others, they will be supported by a key member of staff to a safe environment until it is felt they are safe to return. When this prevents the child from playing outside an alternative provision will be made for a physical activity.



Physical Intervention

In line with the school's Positive Handling Policy, staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Physical restraint will only be used as a last resort, after de-escalation strategies have been exhausted. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy. Where physical restraint has been used, parents will be contacted on the same day and the incident recorded in the Bound and Numbered Book.

Impact

As children grow and move through school they will learn to recognise, articulate and navigate the *Zones of Regulation*. Our high expectations of all members of the school community are communicated through our Marsh Green values.

The Marsh Green offer to promote positive mental health and regulation

As a staff we recognise that children have a range of different issues to deal with in their lives. We recognise that children will be at different places on their regulation journey. We know that most children remain quite settled but some find it more difficult to be able to regulate, whilst others may need quite intensive adult support and interventions to help them achieve this. If a child is displaying extremes of behaviour, within the red or blue *Zones of Regulation*, concerns will be shared with a member of staff from the safeguarding team for further investigation, external support and to involve parents. We feel very strongly that children should not be excluded but it is our responsibility to support children to manage their emotions, feelings and actions to enable them to function as a valuable member of our school community: exclusion therefore, is a last resort.



Whole School Expectations



We all walk around school fantastically (on the left hand side)
Use appropriate language
Hang all coats on pegs
Take care of the school environment
Put all litter in bins
Kind hands and feet
Kind words to others
Listen respectfully
Use good manners
Engage fully in all learning opportunities
We are all greeted at the door



Appendix 1: MARSH GREEN PRIMARY SCHOOL STAGED BEHAVIOUR MANAGEMENT

STEP 1	STEP 2	STEP 3	STEP 4
<ul style="list-style-type: none"> Speaking rudely to staff/other class members Answering back Unsafe movement around classroom Refusing to work Leaving the classroom without permission Playtime incident (first occurrence/depends on severity) Deliberately causing others to be angry/upset Name calling Low level disruption Any other behaviour that can be managed effectively in classroom by the Teacher/TA, 	<ul style="list-style-type: none"> Persistence of step 1 Physical contact with the intention of hurting others Threatening behaviour Use of bad language 	<ul style="list-style-type: none"> Persistence of step 2 Deliberate abuse of property Early signs of bullying Stealing (explore possible function of behaviour - hunger, special interest, home, keeping in mind) Threat of physical abuse towards staff Putting self and/or others at risk of harm 	<ul style="list-style-type: none"> Persistence of step 3 Significant incident Repeated incidents of bullying including text messages/cyber bullying incidents etc Racial/homophobic abuse Vandalism of school building/property Leaving school premises without consent Violent hitting/kicking/fighting
Actions to be considered	Actions to be considered	Actions to be considered	Actions to be considered
<p>Managed in class by class staff</p> <ul style="list-style-type: none"> Positive verbal reminder twice Push positive reinforcement where possible – use of Dojos Move places within class Reminder of school/class rules and values Private discussion with child 	<p>Managed in class by class staff (unless deemed significant for pastoral involvement)</p> <ul style="list-style-type: none"> Incident recorded on CPOMS and parents spoken to by class teacher Push positive reinforcement where possible Loss of playtime for fixed period for restorative conversation or task Move places within class Possible loss of privileges Possible Pastoral Team support if needed Thinking sheet where appropriate Use of peer mentors 	<p>Dealt with by Pastoral Team and class teacher (HT/DHT/AHT informed where necessary)</p> <ul style="list-style-type: none"> Incident recorded on CPOMS and parents spoken to by class teacher Loss of playtime for fixed period for restorative conversation or task Sparkling Moments book or sheet to be completed daily for one week and communicated with parents Parents contacted by member of Pastoral Team – behaviour meeting arranged where necessary 1 to 1 sessions with a member of the Pastoral Team where beneficial Involvement of outside agencies SLT or a member of the Pastoral Team to be sent for if the child needs to be supported using Positive Handling Strategies to keep them safe and other children safe. This is to be recorded on CPOMS, Bound and Numbered book and parents informed on the same day. Update PHP and Risk assessment if necessary Positive Handling Plan and Risk Assessment 	<p>Dealt with by HT/DHT/AHT with support from Pastoral Team</p> <ul style="list-style-type: none"> Incident recorded on CPOMS and parents spoken to by class teacher HT/DHT/AHT informed immediately Parents invited to formal meeting with HT/DHT/AHT pastoral team Action plan agreed between school and parents Sparkling Moments book or sheet for 2 weeks on return (playtimes can be earned, time using SM book can be extended if needed) – monitored daily by class staff, a named member of SLT or the Pastoral Team. Update Positive Handling Plan and Risk Assessment Individual behaviour contract Advice sought from external agencies i.e TESS, EPS or Outreach if the child has an EHCP. Referral to TESS to open a PSP if the child is at risk of exclusion. Suspension/Exclusion
If behaviour continues move to step 2	If behaviour continues move to step 3	If behaviour continues move to step 4	

Please note – All break time T/O's to be completed in class with class staff unless arranged with Pastoral team.



Appendix 2 – Provision Map for Pupil Well-being

Classroom based support from Teachers, Teaching Assistants and Lunchtime Supervisors	
Tier 0: Universal Support What provisions do we have for pastoral and general mental health and well-being concerns?	<ul style="list-style-type: none">• Shared understanding of mental health and anxiety disorders• Opportunities for regular exercise and play• Opportunities for positive social interactions• School values• School promises• Inclusive whole school ethos• Promote growth mind-set, resilience and build self-esteem• Sense of belonging for all pupils• PHSE curriculum• Bucket filling• Zones of Regulation• Promote strategies for good mental health• Outdoor Learning• Extra-curricular afterschool clubs• Worry bubbles• Safe space• Regulation toolkits• School Council• Peer Mediators• Positive behaviour management which runs consistently throughout school• Open door approach to parents and children• Celebration assemblies – Best Seat in the House• Collaboratively liaising with parents



Support from Pastoral Team, Inclusion Team and Classroom based staff

Tier 1: Universal Support
What provisions do we have for longer term pastoral and mental health and well-being concerns?

- Targeted check ins with pupils
- Sensory breaks
- Lunchtime support
- Voice of the child
- Wishes and Feelings
- Nurture Room
- Well-being Buddies
- Early Help
- SENDCO support
- Ted (school dog) time
 - Taking him for a walk
 - Cuddles
- Improving mental health through physical activities:
 - Scoot fit
 - Brain breaks
 - Outdoor Gym
 - Trim Trail
- Resourced Provision
- De-escalation conversations
- Team Teach
- Weekly meetings to provide the best possible support for groups or individual children and families; including but not limited to:
 - Safeguarding
 - Senior Leadership Team
 - Phase
 - Earliest help
- Parents drop in sessions on Friday mornings



External Agencies and Referrals	
<p>Tier 2: Targeted Support What provision do we have to help support significant mental health and wellbeing challenges which can impact almost daily?</p>	<ul style="list-style-type: none">• Freedom Project• MHST Referral• Out There Programme• Counselling• Play Therapy• Signposting Parents to:<ul style="list-style-type: none">○ Embrace○ Brighter Dayz○ Talk Listen Change○ We Are With You• Targeted Youth Service• Targeted Education Support Services (TESS)• Speech and Language Therapy (SALT)• Outreach Services
<p>Tier 3: Universal Support What provision do we have to help support high level mental health concerns?</p>	<ul style="list-style-type: none">• Educational Psychologist• Alternative Provision• CAHMS• Restorative Youth Support Services

Appendix 3: Zones of Regulation

The BLUE zone

How might you feel?

sad
tired
bored
moving slowly

What might help you?

Talk to someone
Stretch
Take a brain break
Stand
Take a walk
Close my eyes

The GREEN zone

How might you feel?

happy
okay
focussed
ready to learn

What might help you?

The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?

The YELLOW zone

How might you feel?

nervous
confused
silly
not ready to learn

What might help you?

Talk to someone
Count to 20
Take deep breaths
Squeeze something
Draw a picture
Take a brain break

The RED zone

How might you feel?

angry
frustrated
scared
out of control

What might help you?

Stop what I'm doing
Make sensible choices
Take deep breaths
Ask for a break
Find a safe space
Ask for help

