

Heath Hayes Academy



Social & Emotional Well-being Policy

July 2021

Audience: All stakeholders	
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Person responsible:	Mrs Mary-Ellen Krause
Approved by:	Headteacher
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HEATH HAYES ACADEMY

SOCIAL AND EMOTIONAL WELLBEING POLICY

Policy

At Heath Hayes, we aim to provide a clear and consistent approach across the school and enable all of the school community to understand our approaches to the support and guidance of children who struggle with their emotions, relationships and communication.

We understand that the most important aspect in children feeling valued, safe and secure is the sense of connection with the school community.

We believe that all children, regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment.

We have high regard for our children's spiritual, moral, emotional and psychological well-being. We endeavour to provide a caring and creative learning environment. We promote the right for children to speak out and seek help in all aspects of their well-being.

We foster an environment in which everyone feels safe, happy, secure and respected.

Family

We believe that parents and carers are key partners in helping us to support their children and their aspirations.

Good communication is vital, we aim to inform parents and carers of any significant or prolonged challenges, we will work together to guide and support their children to participate and engage positively in school life and learning. This will be conducive of; parental workshops, opportunities within school and the DSL to meet and greet parents daily as strict practice.

To enable us to build strong, trusting relationships with children and to facilitate their needs we expect that parents and carers will inform us of any significant home life changes or challenges.

This policy has been developed to ensure consistency for staff in promoting and focusing on emotional needs and development alongside academic learning. This will enhance teaching and learning, promote healthy outcomes, build resilience and improve wellbeing for all children in school.

Positivity

At Heath Hayes, we will endeavour to create an environment of mutual respect where children will instinctively respond in a thoughtful, polite and caring manner. We will ensure all children know that their effort, achievement and good choices are recognised and valued by means of positive, meaningful praise and encouragement which will nurture confidence, develop motivation and promote growth mind-sets.

At Heath Hayes we recognise that all behaviour is communication, when a child is struggling to manage their emotions or having difficulties expressing their needs this may present in many ways, for example; unkind actions, disruption to others, being unable to listen.

The 6 principles of nurture underpin this policy:

- **Children’s learning is understood developmentally:**
We will consider stage not age
- **The classroom offers a safe base:**
We will make the classrooms a welcoming environment, we will clearly display the worry monster, emotion first aid kit, have a ‘relax and recharge zone’. Teachers will individually greet children (ensure all children are ‘welcomed’) and show them that they care!
- **The importance of nurture for the development of wellbeing:**
We will regularly talk about mental health, emotions, developing children’s confidence and self esteem.
- **Language is a vital means of communication:**
We will encourage children to express their feelings and to speak to each other in a respectful and kind way.
- **All behaviour is communication:** Behaviour communicates NEED, the child often doesn't know to ask for help or even understand their need, but the behaviour is driven by an unmet need that the child needs adults around to help them identify and meet.
- **The importance of transition in children’s lives:**
We will pre-warn of changes and put plans in place according to individual needs.

Aims:

- To focus on emotional needs and development alongside academic learning which will enhance teaching and learning, promote healthy outcomes, build resilience and improve wellbeing for all children.
- To ensure that all children feel happy, secure and that their basic needs are met.
- To build strong relationships between staff and pupils.
- To break down the barriers to learning through connection not correction. Correction can come, but connection is needed first so that the correction is collaborative NOT imposed, and from a place where the child feels safe, recognised and understood.
- To be fair and consistent with children (always taking into account individual needs).
- For children to know that staff see them as individuals, and that they are cared about and valued.
- For staff to recognise that for some pupils, adaptations will need to be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.
- To recognise that changes in routine can be difficult for some children and will be carefully managed with preparation and support.
- To ensure children feel safe, confident and understand that they have a voice and will be listened to.
- To create a reliable and consistent approach alongside an educational balance of emotional containment and cognitive learning.
- All staff will contribute towards providing an environment where good choices are consistently modelled, encouraged, and reinforced.
- When a child is communicating through behaviour staff will respond in a non-punitive way.

Expectations:

Heath Hayes Academy has high expectations for our children, whilst also recognising some children have specific needs and providing the necessary support. We ensure that the school's expectations, aims and strategies are widely known and understood by the school community. It is everyone's responsibility to remind children of our expectations and to comment positively.

Expectations are reinforced through every interaction with children as positive role models. Our interactions with one another are important, we recognise that children mirror what they see and how adults interact with one another.

Our expectations for every member of the Heath Hayes family cover all times of the school day, and when representing the school out of hours/off site:

School Charter:

- Being Open-minded** doesn't mean that I can't think for myself. I will show willingness and enthusiasm.
- Being kind** doesn't mean that I won't advocate for myself. I will respect the voices and opinions of those around me.
- Being Brave** doesn't mean that I don't have boundaries. I can challenge myself with enthusiasm and fearlessness
- Believing** in myself and others doesn't mean I won't strive for excellence
- In all of these and every day, **I can Be The Hero** in my own unique way.

Our approach to supporting children:

Our approach consists of a combination of restorative practice alongside the simple sequence of the three R's.

The three R's:

The three R's assists children to learn, think and reflect using a simple sequence:

- Firstly help the child to **regulate** and calm their fight/flight/freeze response. be empathetic as opposed to sympathetic. This space to **regulate** means deferring any consequences, withholding judgement as in that heightened state those things will cause escalation and will shut down communication. At the **regulation** stage the child needs to feel safe, recognised, but will also just need space and quiet to calm, so minimum interaction. Unconditional positive regard is the state with which we have to hold children at this stage.
- Secondly we need to **relate** to the child: a sensitive, trusting relationship is key, as is positive reinforcement and a non punitive approach. Tell them that you understand, validate and name their feelings.
- Thirdly, **reason**, supporting the child in enabling them to reflect, learn, remember, articulate and become self-assured. (we will implement a reflection journey)

School transitions:

All staff should ensure clear, consistent and mindfully planned daily routines within the classroom, on the school site and on educational trips.

Consistent, mindfully planned, specific routines should be in place for:

- Start and end of day procedures (Including individual, personal greetings at the beginning of the day and a clearly displayed daily visual timetable)
- Transition times (including pre-warnings of events)
- Lining up as a group (as short a time as possible and mindful of individual needs)
- Getting changed for PE
- Moving around the school
- Break and lunchtimes

We promote and teach our school charter by:

- Consistently use a calm approach with a low tone of voice.
- Use the Three R's: Regulate, Relate and Reason (children who are dysregulated are unable to reach the thinking part of the brain).
- Ensure all children feel happy, secure and that their basic needs are met.
- Place great focus on developing positive relationships with children.
- Ensure that consistent positive reinforcement is given.
- Discover and celebrate every child's strengths and abilities.
- Ensure that there are clear pathways for concerns and support.
- Effective monitoring and accurate record keeping of incidents, concerns and individual needs.
- All children will have access to assessment using the Boxall Profile and will be monitored for nurture group /pastoral intervention.
- Through the Sunflower provision- The Nurture manager and her team reiterate and put into practice the charter and the Heath Hayes ethos
- Through the Peer Mentor Scheme in years Five and Six
- Whole school assemblies, class assemblies, focus days/weeks to build on social, emotional and behavioural aspects of learning.
- Ensure children are provided with appropriate support and guidance according to their SEMH, SEND, safeguarding and ACE needs at all times, but specifically throughout unstructured times and changes of routine.
- Teaching of Social, Emotional and Mental Health awareness and articulation.
- The teaching of the Social, Moral, Spiritual and Cultural (SMSC) curriculum.
- School Curriculum including RE and a thread through themes.
- We teach relationships education, an element of sex education, and health education (RSE).
- Understanding behaviour and developing self-regulation coaching is available to parents and children.
- The school charter will be clearly displayed within school.
- The class charter will be clearly displayed in each classroom.

Approaches:

Restorative practice:

Restorative approaches are more reliable and teach children valuable social skills. In a non-coercive setting, punishment is out of place. Children with social and emotional difficulties are less likely to react in a volatile way to intervention. Sanctions may make the wrongdoer feel like the victim instead of helping them to take responsibility, and is inappropriate when the issues arise because the child is trying to deal with emotional distress and well-being issues. Restorative responses can be therapeutic, helping to draw

out hidden issues. Natural consequences are explored with the child whilst they are feeling safe and supported, We will remain non-judgemental and allow the child to feel able to recognise the natural consequences for themselves. This leads to **consequences related to actions**.

- Identify the harm done by the wrong-doing
- Ask the child to give an account of their conduct and seek to progress them through the restorative process (recognise and validate feelings - include individuals actions)
- If necessary, provide a change of opportunity to the child (how to put things right)
- Seek a change in outlook from the child which will underpin a secure change in conduct (this process is their reflection journey).

Natural consequences: (consequences related to actions)

In order to support the mental health of all our children **natural consequences** should follow an incident as soon after the child is able to calm and follow the restorative steps, the same day if possible. This allows the child to move on and to go home feeling positively about the situation. It also prevents unnecessary anxiety about coming into school to face consequences, which especially for autistic children and those with other SEMH needs such as trauma, can be too much to handle. The only reason for delay is if the child is not yet calm and able to reflect, which may take some time. In which case the child should be reassured that they are coming back into school to a positive, safe, reflective discussion about what happened, rather than imposed consequences.

Praise:

We use consistent, meaningful praise as the key to creating a positive atmosphere and providing the opportunity for all children to succeed. Meaningful praise will be given for any recognition or communication to support the school and class charters. In addition to this, praise will be given for any individual/group achievement; academic, social, emotional, pastoral and to recognise good choices.

Rewards:

We promote an extrinsic reward system of stars. Every child is able to collect gold stars throughout the day, by moving through the star chart from bronze to gold. A child is able to collect stars based upon demonstrating elements of the school charter. There are different points when these gold stars will be recognised:

25 - Hero's postcard home

45 - Headteacher's Prize

60 - Hero's event E.G: Cinema afternoon, trip to the park, hot chocolate with the Headteacher

For some children, extrinsic motivators may help them overcome barriers to learning. Personalised reward systems may also be used as an element of a personal support plan.

Additional Needs:

Some of our children's actions may reflect social, emotional and mental health needs, the SEND, Safeguarding and Nurture team work closely together to support such additional needs, for more information please read the SEND policy. For some children; the **Healing Minds Innovation Programme** will be implemented as a registered and comprehensive six week programme. This will work in line with this policy and aim to reduce the effects of trauma, loss or grief. This will be lead by the DSL.

Serious or persistent incidents:

- ❑ We will provide a community intervention (family meeting) facilitated by the DSL (or their designate/Relational Care team)
- ❑ A personalised support plan will be created which will include:
 - The conduct objectives that the child has not yet attained and the impact this has on learning and school life
 - The support plan to help the child achieve these conduct goals
 - The unmet SEMH needs the child may have and steps to address these
 - The changes of opportunity needed to support a change of outlook and conduct on the part of the child
 - Ways in which parents/carers can support the plan
 - Ways in which school may be able to support family life
 - In regards to the reporting and/or incidences of Peer on peer abuse; at Heath Hayes, we strive for a culture where children feel safe to speak to staff about their experiences. We know that the initial response to a report from a child is vitally important. We do not want to miss that opportunity and so we reassure victims that their reports are being taken seriously and that they will be supported and kept safe. We never give victims the impression that they are creating a problem by reporting sexual violence or sexual harassment. We reassure victims that they should not feel ashamed for making a report. We have well promoted and easily understood systems in place so that our children feel confident to knowing their concerns will be treated seriously. These allegations will be recorded on our Safeguarding electronic system, dealt with in accordance with our **Safeguarding and Child Protection Policy 2021** and such robust and timely actions will take place to ensure safe outcomes for all. It is in line with this policy that; victims, perpetrators and any other children would be supported.

Exclusion

At Heath Hayes, we endeavour to ensure that our support has a positive impact on emotional development and self-regulation. However, in the unlikely event of extreme cases of persistent, abusive or violent actions where the safety and wellbeing of our children are put at risk and the efficient education of others is prevented an exclusion will be issued.

A fixed term exclusion (following national guidelines) is for a specific period of time. A pupil may be excluded for one or more fixed periods. Pupils whose lunchtimes behaviour is disruptive may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion apply in all cases. Permanent exclusion (this would occur following a serious breach of school rules, or persistent disruptive behaviour). Permanent exclusion can occur on the school site or if the child is educated during a school planned offsite activity, at another setting or whilst wearing school uniform out of school hours. We will always impose appropriate, fair and effective sanctions that are relevant to the misdemeanour. A permanent exclusion involves the child being removed from the school roll.

Linked policies

This policy and procedures should be read in conjunction with other related school policies, including:

Safeguarding and Child Protection Policy
SEND Policy

Policy Review

The policy will be reviewed by the SLT.

Signed __ME Krause_____ Date __2021_____