

William MacGregor Primary School



Emotion, Well-being and Inclusion Policy

Ratified by staff and Governors - September 2019
Review date September 2020

Our School Vision

OUR VISION
TO OFFER OUR CHILDREN LIMITLESS, INSPIRING OPPORTUNITIES THAT IGNITE THEIR DREAMS AND ASPIRATIONS.

INSPIRE
WE WILL INSPIRE OUR CHILDREN BY:

- Offering them a wide and diverse curriculum driven by local context and needs
- Exposing them to their locality
- Inviting successful local people and businesses in
- Visiting people and places further afield
- Running an annual careers week
- Celebrating all achievements
- Encouraging children to vocalise their ambitions
- Listening to and nurturing their ambitions

ACHIEVE
ALL OUR CHILDREN WILL:

- Be masters of the curriculum
- Achieve their own potential
- Be life long learners
- Be socially able
- Be independent
- Be confident
- Be resilient
- Learn for the long term
- Be emotionally aware

ASPIRE
ALL OUR CHILDREN WILL ASPIRE TO:

- Lead a happy, healthy lifestyle
- Live a life with no limits
- Be proud of their own and others' achievements
- Be good citizens and role models in their own community
- Fulfil their dreams
- Inspire others
- Be independent
- Be ambitious

WILLIAM MACGREGOR PRIMARY SCHOOL

WILLIAMMACGREGOR.COM

Arthur Terry Learning Partnership

ATLP.ORG.UK

At William MacGregor we have a positive and inclusive approach to managing emotions and well-being, which is built on recognising that all behaviours are driven by emotions. With this in mind, we work hard to develop emotional intelligence leading to our pupils developing emotional literacy. We believe that no child wants to behave in a negative way, none of them would choose negative attention if they had the tools and self-esteem to communicate their feelings and emotions, leading them to gain appropriate attention through appropriate, positive behaviour.

It is our aim to develop a child's capacity to manage their behaviours by educating them about the emotions they are experiencing. We do this by guiding them using Emotion Coaching.

Emotion Coaching is imperative when managing emotions leading to behaviours at William MacGregor. It is important that all adults, parents and children accept responsibility for supporting the emotions that lead to behaviour appropriately. All adults working within William MacGregor do this by following the Managing Emotions, Well-being and Inclusion steps. (Appendix one, two & three)

We are a Rights Respecting School, this programme runs parallel with Emotion Coaching to support the development of positive behaviour and emotional wellbeing in the school.

As a Rights Respecting School we recognise Article 28 'The right of every child to a good quality education' and Article 19 'All children have the right to be protected from danger' from the UN Convention of the Rights of the Child.

Our school charter is displayed in all classrooms and is upheld by all.

- **Responsibility** - To be entrusted with responsibility and feel confident taking on responsibility. Be Responsible for own and others safety, wellbeing and emotional welfare.
- **Caring** - To put others before ourselves. To be kind, caring, supportive and respectful to all. Take pride in ourselves and our environment.
- **Honesty** - To always tell the truth and consider the feelings of all when doing so.
- **Hardworking** - To apply ourselves fully to all learning. To try our very best at all times and follow instructions given sensibly.
- **To be emotionally aware** - Show empathy by acknowledging own and others emotions and feelings.

Aims and Expectations

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between all

- Encourage all to be emotionally aware by acknowledging, identify and expressing our emotions and feelings
- To support children to develop their emotional regulation skills, which in turn will impact upon their ability to regulate their behaviour.
- Demonstrate consistent approaches to behaviour by raising awareness of emotions and self-regulation throughout the school.
- Show clear guidelines of acceptable behaviour to ensure safety of all.
- Embed the managing emotions, wellbeing and inclusion steps consistently across the school.
- Raise awareness of appropriate behaviour and promote it through positive reinforcement.
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- Foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

Roles and Responsibilities

Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

The Governing Body, Headteacher and staff are responsible for ensuring that all aspects of the school's Emotion, Well-being and Inclusion Policy and its application, promote equality for all pupils.

The roles include:-

- a) The Governing Body defining the principles underlying the Policy.
- b) The Headteacher and Senior Leadership Team in framing and establishing an environment that encourage positive behaviour and regular attendance.
- c) The Headteacher and Senior Leadership Team ensuring school leaders are trained in emotional coaching and restorative practice, which is integral to our Emotion, Well-being and Inclusion policy, and that all staff are trained in this approach.
- d) All staff in ensuring that the policy is consistently and fairly applied.
- e) Pupils who are able to behave in a way that promotes the learning of all in the community.

Staff should contribute in the following ways:

- To gain the attention of all children following a whole class method.
Each year group will agree a method at the start of the year and all adults working in that room will apply the agreed method while working in that classroom.
- To follow the 4 steps of emotion coaching as a priority to identifying emotions and dealing with behaviour (Appendix 4)
- By referring to their emotion coaching prompt card, which should be worn alongside their staff ID card daily.
Step One - Ensure the environment is safe, recognise the emotion, empathise and soothe to calm the individual.
Step Two - Validate the feelings and name what you see (e.g. the emotion likely to be underlying the child's behaviour). For example, " , you look really angry today." Notice whether the child needs emotional regulation or whether they are ready to talk through the behaviour. If they need regulation, support the child to use their regulation strategies (e.g. Wellbeing station, calming strategies, kicking a football, having a cold drink, time in the Emotion Hub) Then give praise for the use of regulation skills.
Step Three - Set limits on behaviour. Use correction or problem solving where appropriate e.g. "But it is not okay to kick the door like that. Let's think about what you could do instead next time that you are feeling angry." This will enable the child to learn from their experience.
Step Four - Problem solving with the child. When the child is ready to reflect, be curious about the possible reasons behind their emotion e.g. "I wonder if these angry feelings are because you're feeling left out. "Show empathy and acceptance of the feelings e.g. "I get it. I would feel angry if I was feeling left out too." Where there has been a rupture in the relationship between a child and a member of staff, the staff member should lead the repair of this relationship, so that the child knows that 'the relationship is bigger than the act'.
- To follow guidance from the Managing emotions, well-being and inclusion steps.
- To provide an area within the classroom for reflection and self-regulation
- To speak calmly, clearly and listen appropriately at all times
- To refrain from pointing or leaning over children
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To physically and emotionally create a safe, pleasant and stimulating environment
- To be a good role model
- To develop a class charter with children that encompasses the school charter.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To deal with any incidents following the Managing Emotions, Well-being and Inclusion steps promptly.
- To recognise that each child is an individual and to be aware of his/her needs

Parents / Guardians can contribute in the following ways:

- Being interested in their child's learning.
- Supporting their child to continue to develop emotional regulation skills at home, building upon strategies learned through school.
- Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
- Being aware of their child's role within the community.
- Supporting the school's use of Restorative Practice (approach to resolving conflict and preventing harm)

Ensuring their child is ready for the school day by:

- Being punctual.
 - Wearing correct school uniform.
 - Following the Home/School learning agreements
 - To read 5 times a week and sign your child's planner
 - To support Ladybirds children to develop phonics knowledge and early reading
 - To support Y2 and Y6 children with additional home learning during SATs preparation.
- Alerting the school as soon as there are any concerns

What we do to encourage positive behaviour?

- We make clear our stages of Emotion coaching and share the importance of expressing how we feel.
- We discourage unsociable behaviour by promoting mutual respect and giving opportunities to self-correct.
- We encourage children to take responsibility for their own actions and behaviour, to make the right choices and consider the consequences of their actions by offering time to reflect.
- We identify positive behaviour as a priority in all situations.
- We refer to the Behaviour Charter regularly
- Through our SMSC curriculum (1 Decision and RRS)
- Through positive team ethos, encouragement and celebration.
- We display whole school recognition to promote P.E.R.F.E.C.T. learning and learners.
- We offer Zones within our classrooms to calm, reflect and refocus.
- We offer GoNoodle re focusing, calming and energising sessions.
- We offer use of an Emotion Hub to support emotional wellbeing.
- We offer support for the whole family with our Clinical Psychotherapist

What we do to reward positive attitudes?

- Perfect learner stickers are given during all opportunities to promote P.E.R.F.E.C.T learning/learners.
 - P - Positive Attitude
 - E - Enquiry
 - R - Resilience
 - F - Finding your own way/independence
 - E - Editing to improve
 - C - Challenge
 - T - Team work
- These equate to one house point that will be recorded on the class Dojo system. Children can collect stickers at the nearest break time and a record is kept on the class Dojo.
- Other opportunities to give house points are when children demonstrate any of the schools values (responsibility, caring, honesty, hardworking and being emotionally aware) these are also recorded as a house point on the class dojo.
- House Point system -children are divided into four teams. Each week they are totalled for a weekly winner and announced in an assembly. The running total is recorded and a grand total is announced at the end of a term. The winning team is rewarded with a House Trophy.
- Children also keep a running record of their own totals individually tallied on the class Dojo programme. These are rewarded with bronze, silver, gold, emerald and ruby badges when they reach 50, 100, 150, 250, 350 house points.
- Star of the week is given to one learner each week during celebration assembly. This must relate to one of the P.E.R.F.E.C.T traits or school values (responsibility, caring, honesty, hardworking and emotionally aware) Children should be made aware of the reason they are Star of the Week prior to the assembly so that they can talk about why they have been chosen and show their work. Work should be made available by the teacher to show in assembly.
- A PERFECT learner display will acknowledge a child from each class who has received the most P.E.R.F.E.C.T stickers in a half term. Each child will be awarded in assembly with a certificate in the final celebration assembly at the end of each half term.
- Children also receive 5 house points for being Star of the Week and 10 house points for P.E.R.F.E.C.T. learner of the half term.
- Parents/relatives are invited to these assemblies to share and celebrate their child's success.
- 20 Minutes 'Golden Time' on a Friday afternoon. This takes place in class or outside completing chosen activities. Whole school golden time will take place at 2.45 till 3.05pm.
- A note home certificate to praise any of the P.E.R.F.E.C.T or school values may also be sent home.
- MacGregor Mile weekly most improved/class winners will be announced in Friday's achievement assembly each week. Three MacGregor Mile class winners will be

announced and presented with medals at the end of each half term. A class winner will be announced and presented with a water bottle at the end of each term.

What we do if your child makes the wrong choice? - Whole school

- We follow the emotion, wellbeing and inclusion steps (Appendix 1)

What we do if your child makes the wrong choice? - Lunch Time

- We follow the emotion, wellbeing and inclusion steps (Appendix 2)

What we do if your child makes the wrong choice? - After school/Dragon Flies

- We follow the emotion, wellbeing and inclusion steps (Appendix 3)

Emotion Wellbeing logs are copied and sent home that day. The original copy is given to, Emotion Coach Lead for monitoring.

This Emotion, well-being & inclusion policy will be reviewed annually.

Date of next review.
September 2020

William MacGregor Primary School

Steps to managing Emotions, Wellbeing and Promoting Inclusion for all

You are learning independently and working with others well.

You are a P.E.R.F.E.C.T learner.

Step 1. You are preventing yourself from learning.

Your teacher will remind you to make the right choice, which will allow you time to focus on learning.

Step 2. You continue to prevent yourself and others from learning.

Your teacher will give you a warning following the Emotion Coaching stages.

Step 3. You will move to a wellbeing station in the classroom.

A teacher will speak with you at break time; using Emotion coaching stages and if needed, you will go to the Emotion Hub during break / lunch time.

Stage 4. You will go to a classroom in the opposite Key stage to complete missed work and an Emotion Wellbeing Log.

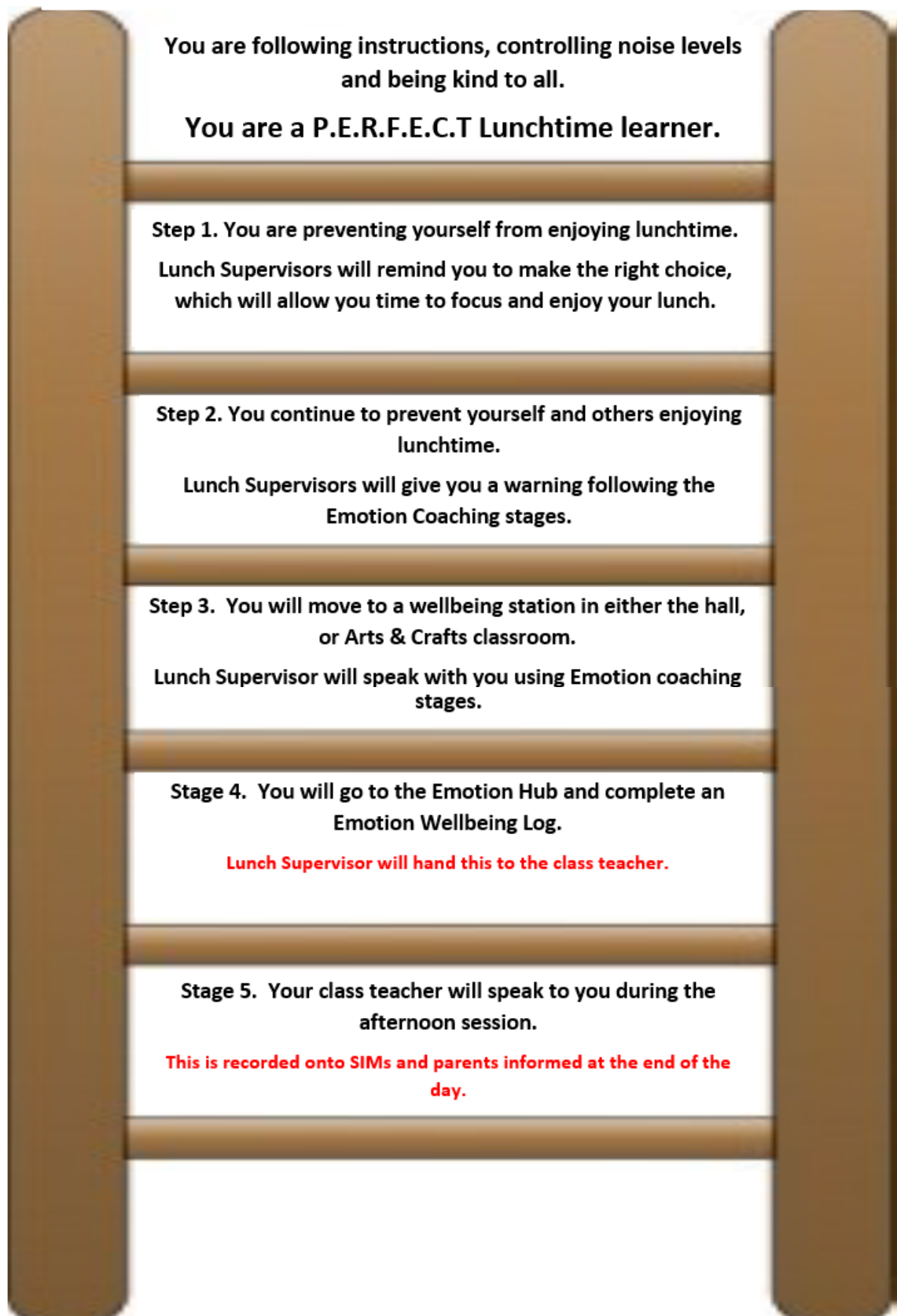
You will return once complete.

This is recorded onto SIMs and parents informed at the end of the day.

Stage 5. You will go to Mrs Norton or Mrs Jones who will decide if they need to contact parents / carers.

You will agree a consequence and record on SIMs

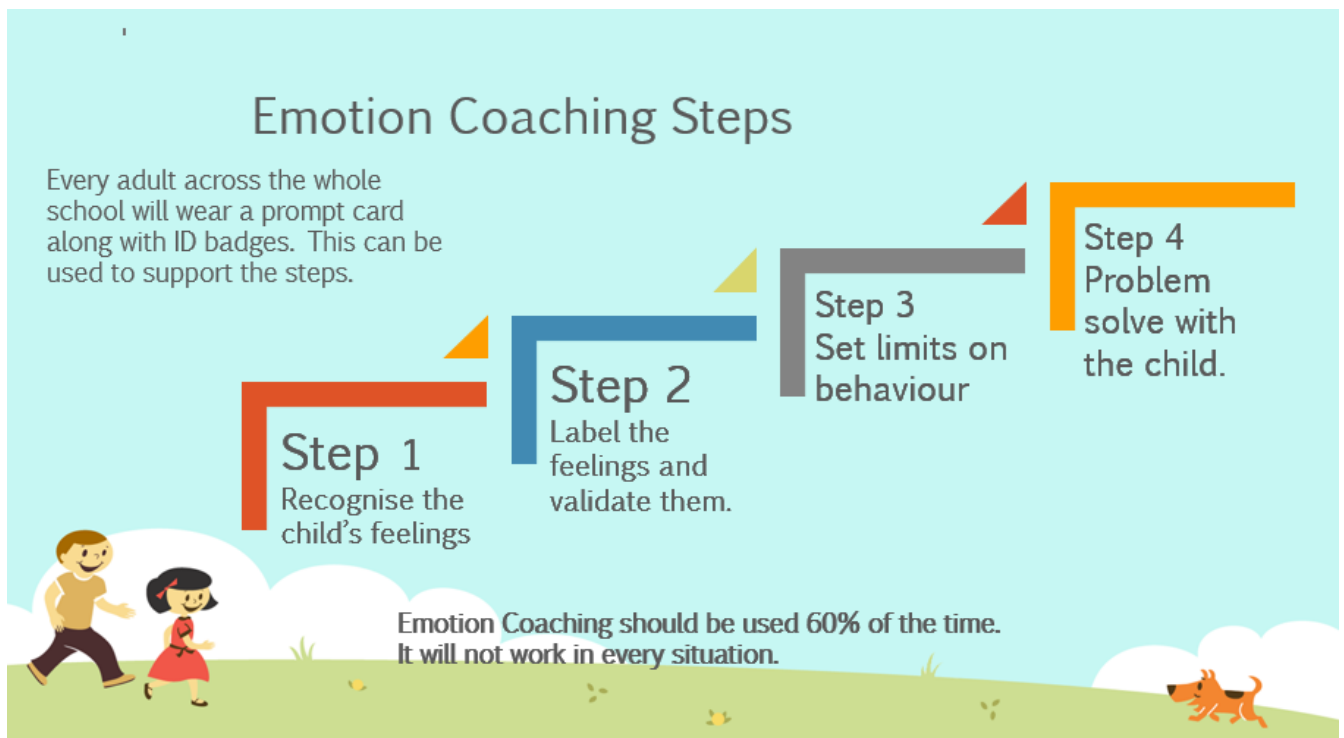
Appendix 2 Emotion, Wellbeing & Inclusion steps- Lunch Time



Steps to managing Emotions, Wellbeing and Promoting Inclusion for all



Appendix 4 Emotion Coaching steps.



A copy of these steps are displayed in all areas of the school.

- Classrooms
- Guided reading rooms
- Library
- Hall
- Playgrounds
- Emotion Hub
- Inclusion Office