



**CURDWORTH  
PRIMARY SCHOOL**

## **Curdworth Primary School Emotion, Well-being and Inclusion Policy**

Ratified by Jas Kang and staff- May 2022

Reviewed September 2022

NEXT review September 2023

### **Our School Vision**

Curdworth Primary is privileged to **serve** a thriving local **community**; where what we do is **led by the children, for the children**. As a result of our **innovative, ambitious** educational offer, children leave our school equipped with the tools to continue to **thrive and grow**, when taking their next steps into the wider world. ***We are a small school, with big opportunities.***

At Curdworth Primary 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 Curdworth Primary. It is important that all adults, parents and children accept responsibility for supporting the emotions that lead to behaviour appropriately. All adults working within Curdworth do this by following the Managing Emotions, Well-being and Inclusion steps. (Appendix one, two & three)

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

### **Our School Charter**

- **Ready** - always listen and try your best, be **hardworking**, always apply yourself to your learning, , be entrusted with **responsibility**
- **Respectful** - treat each other with **care** and respect, listen to other opinions and feel confident in share your own, always speak calmly and in a respectful way, be

**honest** in your learning and in social scenarios, show empathy by acknowledging your own and others **emotions** and feelings

- **Safe** - don't hurt others, physically or with words
- This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times.

### **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, identifying 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 good role models for our children as we develop their attitudes for all aspects of life.

The Governing Body, Executive Headteacher, Head of School 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 Executive Headteacher and Head of School framing and establishing an environment that encourages positive behaviour and regular attendance.
- b) The Executive Headteacher and Head of School ensuring staff are trained in emotional coaching and restorative practice, which is integral to our Emotion, Well-being and Inclusion policy.
- c) All staff in ensuring that the policy is consistently and fairly applied.
- d) 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.
- To follow the 4 steps of emotion coaching as a priority to identifying emotions and dealing with behaviour (Appendix 1).

- To follow guidance (ladders) 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 expectations.
- 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 including PE uniform
  - Following the Home/School learning agreements
  - Regularly read to and listen to their child read
  - To support Reception children to develop phonics knowledge and early reading
  - To support Y2 and Y6 children with additional home learning during SATs preparation.
  - To support Y4 children with timetables practice in preparation for the Multiplication Test
- 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 Whole School Charter regularly.
- Through our PSHE and SRE curriculum.
- Through positive team ethos, encouragement and celebration.
- We display whole school recognition to promote and recognise being a Curdworth Champion Learner.
- We offer Wellbeing Stations within our classrooms to calm, reflect and refocus.

### **What we do to reward positive attitudes:**

- Curdworth Champion attributes are celebrated through Class Dojos when children have shown one of the champion learner values: Teamwork, Taking Risks, Curiosity, Creativity, Resilience and Respect.
- Class Dojo points are awarded when children demonstrate any of the School Charter values (Ready, Respectful and Safe).
- Family Houses - children are divided into four teams. Curdworth Champions are given a corresponding house token to put in their house tube. Each term house tokens they are totalled and the winners are announced in an assembly.
- Curdworth Champion Learner Awards are given to 2 children per class each week during achievement assembly. These are based on the Curdworth Champion Learner attributes. Children should be made aware of the reason they are a Curdworth Champion during the assembly. Work can be shared in assembly.
- Children also receive 5 family group tokens for being Curdworth Champions.
- Parents/relatives are invited to these assemblies to share and celebrate their child's success.
- Verbal or Class Dojo messages to parents/carers communicate praise, success in learning and Curdworth Champion attributes.

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

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

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

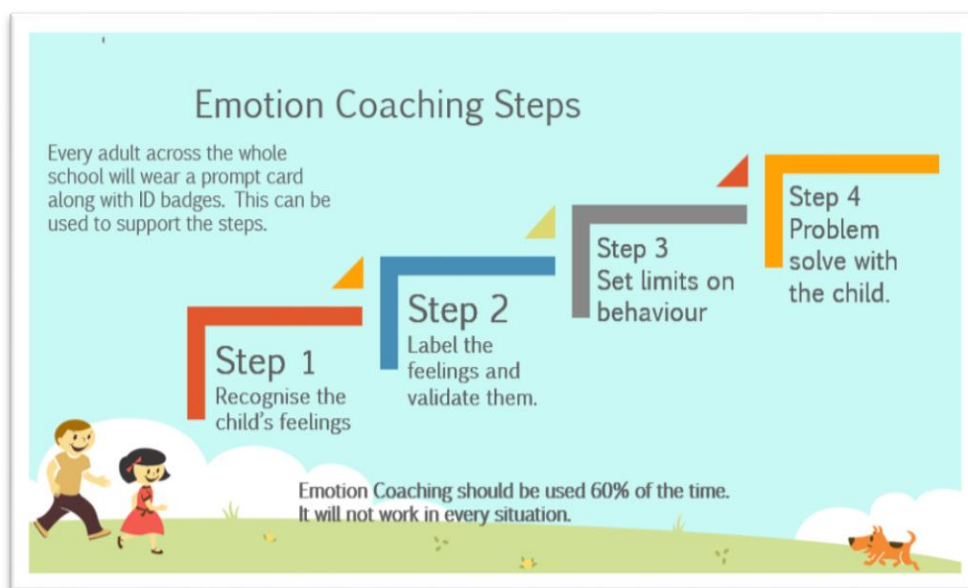
- We follow the emotion, wellbeing and inclusion steps (Appendix 3)

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

Date of next review: September 2023

## Appendix 1 Emotion Coaching Steps

### Emotion Coaching




Step One	Ensure the environment is <b>safe</b> , <b>recognise</b> the emotion, empathise and sooth to calm the individual.
Step Two	<b>Validate</b> the feelings and name what you see (the emotion likely to be underlying the child's behaviour). <i>For example, "You look really angry today."</i> <b>Notice</b> whether the child needs <b>emotional regulation</b> or whether they are <b>ready to talk</b> through the behaviour. If they need regulation, support the child to use their regulation strategies (Wellbeing station, calming strategies, taking a walk, having a cold drink). Then give <b>praise</b> for the use of regulation skills.
Step Three	<b>Set limits</b> on behaviour. Use <b>correction</b> or problem solving where appropriate. <i>For example, "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."</i> This will enable the child to <b>learn from their experience</b> .
Step Four	<b>Problem solving</b> with the child. When the child is ready to reflect, be curious about the possible reasons behind their emotion. <i>For example, "I wonder if these angry feelings are because you're feeling left out."</i> Show empathy and acceptance of the feelings. <i>For example, "I get it. I would feel angry if I was feeling left out too."</i> Where there has been a rupture in the relationship between a child and a member of staff, the staff member should lead the <b>repair of this relationship</b> , so that the child knows that the relationship is bigger than the act.

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

- Classrooms
- Library
- Hall
- Playgrounds
- Offices

## Appendix 2 Emotion, Wellbeing & Inclusion steps - Whole School

 **You are a Champion Learner!** 

**Reminder: 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.



**Warning: You continue to prevent yourself and others from learning.**  
Your teacher will give you a warning following the Emotion Coaching steps.

**Regulate: You need some time in the classroom's Wellbeing Station.**  
When ready to learn, you will be invited back to your table. Your teacher will share expectations of learning as a reminder. A teacher may speak with you at break/lunchtime, using Emotion Coaching steps.

**Removal: You need to complete learning in a different classroom.**  
If 'Regulating' is unsuccessful and learning continues to be impacted negatively, you will go to a classroom a different class. You will return once learning is complete. Your parents will be informed at the end of the day.

**Final: You need to go to the office.**  
You need to use the Wellbeing station outside the office. Mrs Kang, or another leader, will use Emotion Coaching to support you in explaining the reason you have been sent. It will be decided if your parent/career needs to be contacted.

Appendix 3 Emotion, Wellbeing & Inclusion steps- Lunch Time

 **You are a Champion Lunch Member!** 

**Reminder:** You are preventing yourself from enjoying your lunchtime.  
Your supervisor will remind you to make the right choice, which will allow you time to focus and enjoy your lunch.

**Warning:** You continue to prevent yourself and others from enjoying their free time.  
Your supervisor will give you a warning following the Emotion Coaching steps.

**Regulate 1:** You will be asked to sit in an alternative seat.  
When ready, you may be invited back to your table. Your supervisor will share expectations as a reminder.

**Regulate 2:** You need to finish your lunch on the Wellbeing table.  
If 'Regulate 1' is unsuccessful and lunch continues to be impacted negatively, you will finish your lunch on a separate table. Your class teacher will be informed.

**Removal:** You need finish your lunch outside the library.  
Your class teacher will be informed and will speak to you during the afternoon session if needed. Your parents will be informed at the end of the day.