



ENGAGEMENT AND MOOD MANAGEMENT POLICY

EYFS

REVIEW DATE	August 2024
Owner	FS1 Head of Year and FS2 Head of Year
Version Number:	1
Legal Sign:	N/a
Type of Policy:	Staff
Authorised by:	Emma Ledger, Principal
Authorised by Board:	N/a
Effective date of Policy:	1 st September 2018
Circulation:	All staff, parents

Table of Contents

Scope of this Policy2

1.Aims2

2.Principles3

3.The role of the Principal3

4.The role of the Class Teacher3

5.The role of Parents 4

6.Teaching and Learning4

7.Rewards5

8.Sanctions6

9.Promoting and Developing Positive Relationships6

10.Relating to children in an emphatic and positive way6

11.Dealing with Challenging Behaviour7

12.Stages of escalation7

13.System of Reward and Sanctions7

14.Monitoring7

15.Summary8

Appendix 1 - 9

1081

Scope of this Policy

Engagement and mood management is an integral part of school and indeed further life. All behaviours, communications and choices, be them verbal or on-verbal, are in response to a feeling, a stimulus or an experience. All of what we do and do not do contributes to behaviour and our resulting mood management. It is therefore crucial that staff, parents and children consider their own behaviour and what this communicates, as this is where behaviour management begins.

1. Aims

1. To create a community in which each member is respected and encouraged to reach their full potential, and behave in accordance with School Policy
2. To create a warm, caring, calm and orderly atmosphere of belonging in the school that positively promotes learning and a sense of community.
3. To promote in all pupils a sense of discipline and an ability to take responsibility for their actions
4. To encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils
5. To encourage all members of the School community to recognise bullying, acknowledge its unacceptability, and report it
6. To develop a partnership with parents which recognises and respects important factors in the home life and experiences of the child, and through ongoing dialogue, supports parents to take a proactive and confident role in the management of their children's behaviour and needs

7. To promote and encourage development of all staff in the understanding of working with children from diverse cultural backgrounds and review our practice regularly
8. To develop an environment of positivity and happiness

2. Principles

1. A high standard of behaviour (and good manners) is expected at each school both on and off the School premises. Any misconduct that affects the reputation of the School will be dealt with appropriately. All pupils and parents are expected to be familiar with RPS regulations and all other policies which relate to behaviour.
2. Misbehaviour by a pupil off-site may also be subject to normal School sanctions if the pupil was taking part in a School related activity, travelling to or from School, wearing School uniform or if their behaviour puts another pupil or a member of the public at risk, or could adversely affect the reputation of the School.
3. Teachers have authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
4. This also applies to all employees (unless the Principal says otherwise) with responsibility for pupils. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
5. The School has in place a range of options and rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the EMM Policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.
6. Under no circumstances will any form of corporal punishment be used or threatened at Ranches Primary School.

3. The role of the Principal

1. It is the responsibility of the Principal to implement the EMM policy consistently throughout the school, and to report to the Advisory Board, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school, as in "safeguarding children".
2. The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
3. The Principal keeps records of all reported serious incidents of misbehaviour. These incidents are also recorded on the pupil ISAMS file.
4. The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child, immediately notifying the parents. Both these actions are only taken after the Principal has been notified and other measures explored.

4. The role of the Class Teacher

1. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

2. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
3. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
4. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in a manner consistent with this policy.
5. The class teacher reports to the Head of Key Stage and if deemed appropriate, the parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will also contact parents, in line with this policy regarding positive levels of engagement.
6. The class teacher has a responsibility to ensure that all significant incidents are recorded on the pupil's file on ISAMS.

5. The role of Parents

1. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
2. Parents should respect the school as a professional working environment and all members of staff that work to maintain our high standards.
3. Parents should be courteous and mindful that when they are in the school grounds they are role models for all the children in the school and act accordingly.
4. All interactions between home and school should be solely focused on the benefit of the children's learning and parents are asked to respect the experience of professionals caring for their children.
5. We explain the school ethos in the school prospectus, and we expect parents to read these and support them.
6. We expect parents to support their child's learning. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
7. If the school has to use reasonable sanctions to prevent poor behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal and then if the matter is not resolved the School Board. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6. Teaching and Learning

1. We recognise that establishing and maintaining simple routines is a powerful way of helping our children to create the right conditions for learning and for promoting positive engagement. Our routines are designed to help the children be ego-supportive. We explain their purpose and make sure they make sense to all involved; that they help promote learning and reduce friction. These are some guidelines that we follow with regards to classroom and wider school practice:
2. All staff support the school ethos of encouragement to promote positive attitudes by using praise as a priority and wherever applicable. Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all staff and pupils and consistency of practice is needed

across the school to ensure that pupils know the standards of behaviour expected of them. Therefore:

3. We are always in class before the pupils to greet them on arrival in the morning and after breaks or specialist lessons.
4. We plan learning thoroughly to be stimulating, coherent and well-organised.
5. We ensure those children with additional needs have an IEP or Behaviour Support Plan that covers learning, risks, behaviours and is up to date (termly reviews). These targets and plans will be created in agreement with staff, parents and the child and will feed into the whole school reward systems.
6. Each learning environment will have a purpose will be appropriate to the children's stage of development.
7. Children's work will be displayed prominently and attractively and will be representative of all attainment.
8. We will model clear communication and positive interactions between each other and between adults with children.
9. We will establish and insist upon routines for;
 10. Entering the school and classroom;
 11. Putting away / looking after resources and belongings;
 12. Joining and taking part in carpet time;
 13. Moving around the school sensibly;
 14. Following instructions first time (development stage taken into consideration);
 15. Members of staff will put the safety of the children, staff and environment at the forefront of any intervention.
 16. Members of staff have the power to use reasonable and necessary force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. The power extends to school trips. The power is to use such force as is reasonable in the circumstances, which means using no more force than is needed to ensure the safety and security of those involved.
 17. All such incidences will be recorded and passed to the Principal as soon as is practical.

7. Rewards

1. We have an established system of rewards for all kinds of achievement and positive choices. While we recognise the importance and efficacy of rewards, we do not want the pupils to become overly dependent on them. We try to move them from extrinsic motivation to intrinsic motivation. We set specific, individualised targets for each pupil to achieve their goals and targets.
2. It is down to staff discretion to give extra rewards such as certificates, sticker charts, and reward activities/experiences such as visiting another class to showcase work. We prefer the use of whole class reward systems to encourage positive behaviour and teamwork.
3. Positive messages on seesaw are an excellent way to ensure hard work at school is recognised and indeed followed up in the home.

8. Sanctions

1. Poor behaviour and breaches of discipline are always dealt with, as appropriate, and children's age and stage of development are always taken into consideration before taking action. This can be related to the policies for bullying, equal opportunities or special educational needs. In EYFS, each member of staff is responsible for the implementation of effective behaviour management procedures and has a 'buddy teacher' for support with both rewards and sanctions. School staff should be clear of the high standards of behaviour expected of all pupils at all times.
2. Discipline is the responsibility of all staff, parents and pupils, whether in the classroom or generally around the school. Incidents must never be ignored and should be dealt with immediately, where possible.

9. Promoting and Developing Positive Relationships

We recognise that elements of such relationships are:

1. where every opportunity is developed to enable effective communication.
2. increasing the children's communication with the adult.
3. increasing the children's responsiveness to social reinforcement provided by all.
4. increasing the children's tendency to model the positive behaviour of the adult.
5. Modelling of interactions by all staff and parents is crucial to fostering such relationships.
6. Communicating verbally - we strive to show interest in each child by listening and decoding the language of the child's responses, sharing appropriate personal interests.
7. Communicating non-verbally - we adopt non-threatening stances, smiles, mindful physical proximity, non-threatening physical touch and an awareness of positive postures. We use visual aids to support this.

10. Relating to children in an emphatic and positive way

1. We recognise, without judgment, the importance of the child's family system, their place within and loyalty to their cultures.
2. We use a positive tone of voice, facial expressions and reactions to their achievements or difficulties.
3. We use touch proactively and appropriately, in accordance with culture, to positively reassure, calm and provide guidance.

11. Dealing with Challenging Behaviour

The routines we establish, and the School and Classroom Rules guide all the activities in and around the classroom. Classroom rules are discussed with the pupils and modelled by adults consistently. School rules, including those for shared areas are

agreed upon by adults and reinforced consistently. When these essential agreements have been established, we remind children of them often. We then use the preventative strategies outlined in the prevention section. The following are strategies we use to manage challenging behaviour:

1. We treat children with respect even when they have misbehaved
3. We model appropriate behaviour and use positive language as reminders e.g. please use your walking feet
4. We make eye contact with the child by coming down to their level
4. We focus on those who are making positive behaviour choices, praising and encouraging them
5. We use non-verbal eye contact or signals to initially illustrate both approval and disapproval
6. As staff we work as a team to offer support and help to one another
7. A child may be withdrawn if the safety and learning of all involved will be negatively impacted
8. We allow children time to make amends or process and follow up an instruction
9. We model conflict resolution strategies for children to take responsibility for their actions
10. We discuss problems and difficulties privately as much as is appropriate
11. We raise our voices in exceptional circumstances; this is done in a controlled way and should not be confused with shouting
12. We give opportunity for reparation and restitution when all those involved are ready and without increasing delays

13. System of Sanctions

See Appendix 1

14. Monitoring

1. The Principal monitors the effectiveness of this policy on a regular basis. They also report to the School Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
2. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Principal records those incidents where a child is sent to them on account of bad behaviour.
3. The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
4. It is the responsibility of the School Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

15. Summary

1. Our Engagement and Mood Management Policy is designed to minimise risk through preventative strategies and help young people build positive relationships. Our staff receive clear training, guidance and support to increase confidence and competence for the young people they care for. Confident staff can reassure anxious children, provide boundaries and choice when needed, with safe and effective

interventions. Using a team approach we show people how to better manage their feelings and overall behavioural language by providing opportunities for support, reflection and repair. RPS is a safe setting without fear. It is a place where teachers feel supported and valued. It is a place where young people and adults know they will be positively cared for. For some people a teacher can be a pivotal person in their lives.

Appendix 1 – pages 9-12

Level 1				
<i>Pupil Behaviour Choice</i>	<i>Stages</i>	<i>Action (and communication to pupil)</i>	<i>Isams entry?</i>	<i>Communication to Parents</i>
<ul style="list-style-type: none"> - Not following instructions from an adult - Disturbing the learning of others - Running in corridors / on stairs - Being overly boisterous / not playing appropriately - Hitting 	1. Verbal warning / instruction	<ul style="list-style-type: none"> - Eye contact with child - Redirect to a different activity - Reminder / discussion about making good choice - Use positive language 	No	Not required – class teacher to exercise professional judgement as to whether you wish to mention it at pick up or send a seesaw / email.
	2. Verbal warning 2 / reminder	<ul style="list-style-type: none"> - Explain why the behaviour is necessary - Explain what will happen if they do not comply 		
	3. Remove child from situation	<ul style="list-style-type: none"> - Redirect to a different activity with an adult - Reflection time (with adult) to discuss behaviour choices *If behaviour is repetitive see level 2 for action 		

Level 2				
<i>Pupil Behaviour Choice</i>	<i>Stages</i>	<i>Action (and communication to pupil)</i>	<i>Isams entry?</i>	<i>Communication to Parents</i>
<ul style="list-style-type: none"> - Repetition of level 1 - Seriously hitting another child (leave a mark) - Biting - Spitting - Running away from an adult - Refusal to comply with instructions - Throwing resources - Deliberately breaking resources 	1. Remove child from situation	<ul style="list-style-type: none"> -Thinking time 3-5 minutes using a timer on any chair (there should not be a specific chair or area) -Discuss behaviour with an adult -Model conflict resolution when timer has finished 	Yes	Speak to parent at pick-up or send a seesaw / email
	2. Remove child to buddy class (familiar adult)	<ul style="list-style-type: none"> -Thinking time (see above) -Discuss behaviour with an adult -Model conflict resolution when back in class 		
	1. A one-off behaviour choice more serious in nature than level 1.	<ul style="list-style-type: none"> -Visit SLT -Discuss behaviour with SLT member <p>(Be mindful that this should be a familiar adult)</p>		

Level 3

<i>Pupil Behaviour Choice</i>	<i>Stages</i>	<i>Action (and communication to pupil)</i>	<i>Isams entry?</i>	<i>Communication to Parents</i>
<ul style="list-style-type: none"> - Repetition of level 2 - Hitting an adult - Spitting at an adult - Disruptive behaviour for half an hour e.g. screaming 	2. Remove child to buddy class / visit SLT	<ul style="list-style-type: none"> - Discuss behaviour with an adult and take time to calm down -Discuss ways to make it better e.g. make adult a sorry card/give them a hug - Adult to take child back to class and model conflict resolution 	YES	SLT to speak to parents. Arrange parent meeting with class teacher and VP.
	3. A one-off behaviour choice more serious in nature than level 2.	<ul style="list-style-type: none"> -Visit member of SLT -SLT choice of action e.g. SLT to call parent / send child home <p>(Be mindful that this should be a familiar adult)</p>		

Level 4

<i>Pupil Behaviour Choice</i>	<i>Stages</i>	<i>Action (and communication to pupil)</i>	<i>Isams entry?</i>	<i>Communication to Parents</i>
	<p>No improvement of behaviour since meeting with VP.</p> <p>A one-off behaviour choice more serious in nature than level 3.</p>	<p>-Principal becomes involved and sends letter inviting parents to a meeting.</p>	<p>YES</p>	<p>The principal will decide the best course of action – this may or may not involve internal or external suspension or in extreme cases permanent exclusion.</p>