

POLICY SOCIAL, BEHAVIOURAL, EMOTIONAL AND WELL-  
BEING (SBEW)



## Dunclug Primary School

**Date ratified by Board of Governors: June 2023**

**Date of Next Review: June 2025**

## **Rationale**

Dunclug Primary School is committed to providing equal access for all learners to a broad and balanced curriculum. As a school we recognise that some learners during their school career may have SBEW difficulties (Social, Behavioural and Emotional Well-Being) and we will attempt to make every possible arrangement to provide for their individual needs.

## **Definition**

Learners with SBEW have learning difficulties as defined within the SEN Code of Practice. They may fail to meet expectations in school and in some, but no means all cases, may disrupt the education of others. Such difficulties may result, for example from abuse or neglect, physical or mental illness, sensory or physical impairment, a specific learning difficulty or psychological trauma. In some cases they may arise from or be aggravated by, circumstances within the school environment. They may manifest themselves in a wide variety of forms, which sometimes depends on the age of the learner, including:

- Withdrawn, depressive or suicidal attitudes
- Difficulty in communicating
- Obsessional preoccupation with eating habits
- School phobia
- Substance misuse
- Disruptive, antisocial and unco-operative behaviour and frustration
- Anger and threat of or actual violence that requires physical intervention

SBEW may be associated with frustrations resulting from other learning difficulties. Learners with SBEW cover the full range of ability and continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum.

At the milder end of the scale, learners may have difficulties with social interaction and find it difficult to work within a group or cope in unstructured time. They may have poor concentration, temper outbursts and be verbally aggressive to peers and adults. Other learners may display similar signs of low self esteem, underachievement and inappropriate social interaction, but without outwardly challenging behavioural outbursts. They may be withdrawn, quiet and find it difficult to communicate.

*Department of Education Northern Ireland Guidance for Schools – Recording Children with Special Needs, Annex 2, page 10.*

*Search for this at [www.deni.gov.uk](http://www.deni.gov.uk) (2005).*

## **The School's SEN Register**

The Learning Support Co-Ordinator, Mrs Boyd, maintains a register for learners with SBEW and to ensure that appropriate records are being kept. All learners who have been identified as having SBEW are entered into the SEN and/or Medical Register. For ease of access a copy of the register is made available to teaching staff and principal in paper and an electronic form is accessible for appropriate staff. The teacher records the area of concern and all relevant details.

The parent or carer is consulted before the learner's name is put on the register. The register is reviewed in August, October and March by the LSC, and is considered as a 'working' document. The progress of each learner towards their individual targets are evaluated in October, March and June, or when appropriate. If the learner is not reaching

their full potential or has achieved the set targets, new arrangements and, where necessary, new targets will be set.

#### **Categories for Social Behavioural Emotional and Well-Being:**

- Social and Behavioural
- Emotional and Well-Being
- Severe Challenging Behaviour with SLD

#### **Provision for SBEW**

- To identify learners with SBEW as early and thoroughly as possible through a variety of means and in consultation with the appropriate personnel.
- To ensure full entitlement and access for learners with SBEW to high quality education within a broad, balanced, relevant and differentiated curriculum so that they can reach their full potential and enhance their self-esteem.
- To ensure that all learners will feel valued and have a positive self-image.
- To offer curricular, pastoral and extra-curricular experiences and opportunities that allow learners to develop their knowledge, understanding and skills ensuring progress, promoting success and self-confidence.
- To encourage parental and learner involvement in the identification, assessment and support of learners with SBEW, and strive for close co-operation between all agencies aiming for a multidisciplinary approach.
- To implement a policy of inclusion by educating learners with SBEW, wherever possible, alongside their peers.
- To develop a system for recording identification so that each learner's performance can be monitored and reviewed appropriately.
- To stimulate and/or maintain learner interest and enjoyment in their own education.
- To use resources from the RISE NI Small Group Programme, Helping Hands Programme, Incredible Years Training, Primary Behaviour Support resources.
- To implement any individual Risk Assessments to ensure pupil safety.
- To encourage the use of a range of teaching strategies that incorporate different learning styles and ensure barriers to learning are overcome.
- To create a caring and supportive environment in which learners can contribute to the planned provision in relation to their individual needs.
- To provide a curriculum to promote intellectual, emotional, social and physical development in order that learners can develop as valuable members of society both now and in the future, for example learners should develop a range of desirable qualities such as:
  - Safety awareness
  - Politeness
  - Resilience
  - Perseverance
  - Initiative
  - Independence
- To meet the needs of all learners with SBEW by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- To promote collaboration and consistency among all staff in the implementation of whole-school policies to take account of the individual needs and requirements of

learners, promoting a feeling of belonging and taking action to strengthen protective factors.

### **Provision Map for SBEW:**

#### **Whole School Provision:**

For pupils displaying or experiencing SBEW needs

- Adhering to whole school Positive Behavioural Policy
- Nurture training completed 2021/22. Nurture nooks in every class.
- Using Circle Time to teach and practice social skills.
- Regular use of group Merit Reward Systems – Golden Time, Achievement Trees, Dojo etc.
- Seating of pupil in a quieter area of the classroom with minimal environmental distractions.
- Having agreed taught, clear consistent classroom rules, routines and consequences.
- Use of Outdoor Play and Outdoor Classroom. Gardening area. Large campus for walks.
- Using Incentives that are valued by pupils.
- Putting up a written/ visual timetable at the beginning of the day and talking through.
- Using auditory/visual indicators to end or change an activity
- Using visual prompts on cards or photos, or consistent non-verbal signs (sit, look, listen, hands up, wait, quiet) to show expectations of social behaviours
- Providing specific direction, “Put your hands on your knees” as opposed to “Don’t ....”
- Facilitating access to calm areas/ Use a Time Out pass
- Having a sensory box accessible within the classroom or use of Music Hub.
- Provision of worry box.
- Individual privacy boards.
- Sit ‘n’ Move cushions.
- Organised seating plan and layout that is flexible for appropriate delivery of different activities and allows easy access to resources.
- Feeling fans.
- Friendship Tree.
- Planning and delivering differentiated lessons
- Planning for opportunities to teach and model conflict resolution skills.
- Self-monitoring and self-assessment activities
- Providing additional “take up time” to respond
- Pupils have a record of their progress and achievement.
- Organising peer support.
- Planning for whole school training on positive behaviour management.
- Possible use of PATHS programme in class
- Involving parents - attendance at meeting, training, parent information evenings/home school liaison book.
- Sporting programmes and workshops.
- Relaxation breaks – yoga, wriggle time etc.
- Delivering Self Esteem programmes and activities in PDMU and adhering to school’s Pastoral Care Policy

- Use of Class Charters.
- Relevant Policies – SBEW, Safe Handling.

**Stage 1:**

All adjustments available within WS Support plus Additional Provision:

- Timetabling an adult for a daily one to one Meet and Greet.
- Creating a personal behaviour book with the pupil and using to teach and reinforce preferred behaviours.
- Strategies from Incredible Years Programme.
- RISE NI Small groups programme resources.
- Helping Hands Programme.
- Using a designated calm area for de-escalation after an incident as agreed and recorded in Individual Behavioural Plans
- Modelling, coaching and reinforcing social skills.
- Teaching consequences and pre-agreed strategies that can be used by the pupil to de-escalate, e.g. listening to music, self- talk.
- Promoting pupil involvement in planning, implementation and review of targets.
- Risk Assessment and Risk Management Plans.
- Use of Boxall and PASS to inform concerns.
- Teaching and using comic strip and social stories in preparation and de briefing sessions.
- Facilitating timetabled and supervised Brain Breaks.
- Teaching anxiety and anger management techniques such as deep/controlled breathing Teaching of Resilience Programmes in small group sessions or one to one
- Timetabling of one to one counselling sessions – with school staff.
- Participation in tailored Therapy Sessions
- Pastoral Care Programme delivered.

**Stage 2:**

All adjustments available at Whole School and Stage One plus:

- Support and advice from EA Primary Behaviour Support and Provisions, SENEYIS and/or HSCT
- Personal Learning Plans with specific targets agreed with parents and pupil
- RISE NI Support.
- Paid School Counsellor who comes in every week.
- AFC Involvement.
- Consideration of request for Statutory Assessment consulting with Educational Psychology Service as appropriate.

**Stage 3:**

All adjustments available at Whole School, Stage One and Stage Two plus

- Statement of SEN
- Support, intervention or advice from EA external agencies and HSCT
- EA funded adult support.
- Personal Learning Plans with specific targets agreed with parents and pupil.

- Temporary P1 Learning Support Class for children who display difficulties in SBEW.
- 2 ASC classes – junior and senior.

### **The Use of ‘Nurture Nooks’**

In Dunclug, we have introduced Nurture Nooks in every classroom with a range of resources for children who feel angry and frustrated and may need time out of class. The areas are relaxing and hold resources and techniques to calming down. They are used for Teachers and/or Classroom Assistants who work individually with learners who have SBEW, and together, they examine conflict, emotions, appropriate behaviour and reactions to help promote positive behaviour and a healthy wellbeing. Teachers can also use them for individual discussion or learning times. We also have a Music Hub, Outdoor classroom, gardening areas and a large campus for walks and movement breaks.

### **The Autism Specific Classes**

Dunclug Primary School has been granted two ASC classrooms fully renovated. These units are made up of children who have moderate to severe learning difficulties with ASD and/or CSID & SBEW. The small class sizes allow these children to access the same Curriculum as other children at a pace more suited to their needs.

The learning environment is very caring and positive in order to nurture these children to reach their full potential. They are well supported by the class teacher as well as dedicated classroom assistants. These children integrate with the mainstream classes for play based learning (both indoors and outdoors), phonics lessons, P.E., topic work, lunchtime, music lessons as well as school productions.

We also have Foundation Stage Learning Support Centre to support children with moderate to severe learning difficulties and/or CSID & SBEW.

### **Roles and Responsibilities**

A communication strategy is implemented to ensure the successful dissemination of the roles and responsibilities within the school’s policy for the early identification of learners with SBEW.

The strategy ensures that all relevant information reaches all staff. The communication is a two-way process, for example from the Principal and LSC to all staff, and from all staff to the Principal and LSC.

### ***The following questions may inform the process:***

- Who needs to know?
- What information is required?
- How is it going to be communicated?
- When will it be communicated?
- What are the key messages to be communicated?

### **The Board of Governors should ensure that:**

- The needs of all learners with SBEW are addressed.
- The policy for SBEW is kept under review.
- Appropriate funds and resources are delegated to SBEW.

**The Principal should:**

- Keep the Board of Governors informed about SBEW issues.
- Work in close partnership with the LSC.
- Liaise with parents and external agencies as required.
- Ensure that the relevant staff are actively involved in the management of SBEW within the school.
- Provide a secure facility for the storage of the school's SEN/Medical Register.

**The Learning Support Co-Ordinator should:**

- Be responsible for the administration of the school's SEN/Medical Register.
- Co-ordinate the day to day provision of the school's SBEW policy.
- Co-ordinate provision for learners with SBEW and maintain the school's register and oversee the records of all learners.
- Organise necessary reviews and referrals.
- Liaise with parents/carers and external agencies.
- Contribute to the in-service training of staff.
- Use Classroom Assistant expertise in staff development.
- Be aware of current research.

**All staff should:**

- Liaise with and advise colleagues.
- Promote lessons that are well prepared – challenging, engaging, motivating, progressive and accommodating the individual needs of learners.
- Arrange timetables to best effect, aimed at minimising disruption.
- Include opportunities to teach and model conflict management skills.
- Provide opportunities for relationship and self-esteem building activities.
- Have a balance and range of teaching strategies and activities, for example whole group, small group, pairs, individual or practical.
- Ensure that learners have appropriate time to complete a task.
- Use a balance of questioning techniques.
- Use a range of teaching strategies and resources that promote different learning styles and multiple intelligences.
- Employ self-monitoring and self assessment techniques.
- Provide learners with positive and constructive feedback that promotes assessment for learning.

**The class teacher should:**

- Keep up to date with information on the school's SEN and Medical Registers.
- Gather and record information through observation and assessment.
- Develop an inclusive classroom.
- Promote protective factors for resilience.
- Work closely with other staff to plan for learning and teaching.
- Contribute to and manage learning plans in consultation with the LSC.

**Learning and Teaching**

- All learners have the right to a broad and balanced curriculum. This involves all staff in using a range of teaching strategies and classroom management styles designed to take account of the different abilities, interests and experiences of learners.

- In order to facilitate, this work should be stimulating. It should be differentiated so that learners can experience success yet challenging to promote progression in learning.
- Work should allow learners to progress at their own rate yet encourage them to take responsibility for their own learning.
- Staff should give positive feedback and the achievements of learners with SBEW should be celebrated.
- Staff should be sensitive to learners' SBEW and how this impacts on communication. This needs to be taken into consideration when giving instructions.
- Lessons should be structured in a series of simple, clearly-defined steps.
- The classroom environment should be inclusive, stimulating and attractive, featuring as much learner work as possible.

### **Continuing Professional Development**

It is essential that all staff keep up to date with current developments in order to best provide for learners with SBEW.

### **Monitoring and Evaluating the Policy**

The policy will be reviewed in light of changes in legislation or practice following consultation with all staff members, parents and external agencies. Feedback will also be sought on an annual basis. The following table outlines areas that may support the review of the policy.

#### ***Three core elements are examined:***

- Strong leadership
- A whole school approach
- A whole person approach

### **Possible Challenges in Carrying Out an Effective Policy Review**

- Lack of time available to the school.
- Lack of staff expertise and training.
- Lack of resources.
- Lack of clarity over what learners' emotional health and wellbeing entails.
- Lack of an appropriate and comprehensive audit tool to help schools in their own development and self evaluation of practice.
- Lack of awareness of the range of external programmes and services that are currently available and how these might help schools address different aspects of their efforts to promote learners' emotional health and wellbeing.
- Lack of appropriate tools that schools can use to measure and track the emotional health and wellbeing of their own learners.
- The limited nature of the existing data regarding the effectiveness of current programmes available in Northern Ireland.
- The difficulty in accessing any existing data outlining the effectiveness of current programmes that do exist.

Outcomes from the policy will be discussed and reviewed by the LSC and the Principal. Any amendments considered necessary will be forwarded to the Board of Governors for approval.



## **Risk and Protective Factors**

Adapted from *The Power of Parents in a Child's World*, which can be downloaded from [www.edact.org/Hawkins](http://www.edact.org/Hawkins), Catalano and Miller (1992)

### **Risk Factors**

#### **Community**

- Availability of alcohol and other drugs
- Community laws and norms that are favourable towards alcohol and other drug use
- Transitions and mobility – moving schools a lot or undergoing a major life style change such as divorce, relocation or death of a loved one.
- Low community management of problems.
- Poverty and deprivation in the community.

#### **School**

- Early and persistent antisocial behaviour (particularly in boys).
- Academic failure, especially in late primary school.
- Lack of commitment to school.

#### **Individual/Peer**

- Young people feeling they do not belong.
- Rebelliousness.
- Low self-esteem or feeling unvalued.
- Friends who drink or use drugs (in fact, this is the most reliable of the risk factors).
- Favourable attitudes to drink and drugs.
- Early onset of drinking, drug use.

#### **Family**

- A family history of addiction.
- Family management of problems (including a lack of clear expectations and rules, supervision, knowing with whom and where they are, a lack of praise, inconsistent, excessive or harsh punishment).
- Family conflict.
- Parental attitudes and involvement in alcohol, drug use and crime.
- Broken family structure, for example loss of contact following separation.
- Unclear rules about alcohol, tobacco and other drugs.
- Low parental involvement in their children's lives, including parent's failure to notice children's efforts, not getting their views regarding family decisions that affect them or the lack of doing enjoyable things with parents.
- Past problem behaviour with other brother and sisters – including misuse of alcohol and other drugs.
- Children who feel their parents don't understand them.

### **Protective Factors**

Adapted from *Young Adolescents Displaying Resilient and Non-Resilient Behaviour: Insights from a Qualitative Study – Can Schools Make a Difference?* Sue Howard and Bruce Johnston (2000)

Search for this at <http://trove.nla.gov.au>

**Life Events**

- Full-term birth
- Continued good health
- Opportunities at major life transitions
- Meeting significant people
- Moving into a supportive online community

**Self**

- Well-developed social competencies
- Interpersonal skills
- Well-developed problem-solving skills
- Autonomy
- A sense of purpose and future
- At least one coping mechanism or strategy
- A sense of self-esteem and personal responsibility
- Religious commitment
- Self-efficacy
- Positive attitude
- Optimism
- Sense of humour

**Family**

- Close bond/attachment with at least one person
- Availability of support
- High warmth
- High clear expectations
- Rootedness
- Opportunity to contribute in meaningful ways

**Parenting**

- Consistency
- Positive expectations
- Family personal/social network
- Good role models

**School**

- Positive links to school
- Good teaching
- Caring school climate
- Feeling safe
- Staff knowledgeable about the needs of adolescence
- At least one caring friend or peer
- Personal interest of school personnel
- Co-operative learning
- Positive role models
- Empathy
- 'Catch' them doing something positive and reward
- Continuity over time
- Expectations for success
- Range of options for participation

**School Training:**

- Learning Support Co-Ordinator to continue to disseminate information from future training.
- Staff members to continue use training knowledge on SBEW and ASD to promote positive behaviour.
- LSC to attend SEND Act Training Sessions from EA to keep updated around the changes of SEN and the new coding (SEBD to SBEW).
- Any available Nurture Training to be attended by Principal, LSC or Class Teachers.
- Advice or Training Sessions from RISE NI or Nurture Team.