

STEPPING STONES

Short Stay School



P.S.H.C.E. Policy

Mission Statement

“A Can Do School”

Stepping Stones is a welcoming place where children come first. Children learn in a happy, safe school where values are at the heart of everything we do.

RESPECT – KINDNESS-TOLERANCE- TRUST

- We provide an Outstanding education.
- Children know they are valued and safe.
- Our curriculum enthuses, engages, stimulates and encourages a love of learning.
- Children explore and investigate to develop inquisitive minds.
- Our staff find and nurture each child’s strengths.
- Staff teach children to approach challenges and develop resilience.
- Our inclusivity develops the unique qualities of every child.
- Staff empower children to believe in themselves to achieve their full potential.

Through consistency of approach and high expectations all our pupils make exceptional progress academically, socially, emotionally and behaviourally.

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POLICY FOR EMOTIONAL, SOCIAL AND BEHAVIOURAL DEVELOPMENT & PSHCE

The New Curriculum states that all state funded schools must offer a curriculum which is balanced and broadly based and which:-

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Now all schools must make provision for personal, social, health and economic education (PSHE)

PURPOSE

At certain times in their school careers, every individual will probably experience some difficulty in managing his/her emotions and behaviour. These difficulties, often associated with changes in both the home and school context, will be exhibited in a variety of ways, and for some pupils the difficulties experienced will be pronounced enough to merit the differentiation of the schools behaviour management programme which enlists the support of parents, staff and other agencies, e.g Short Stay School, Educational Psychologists and Advisers; and usually works on raising self esteem and developing more positive relationships with peers and adults.

However, at times, more intensive intervention is needed, and a referral is made to the school for a full time, short term placement to Stepping Stones Short Stay School.

Much research has shown that all pupils need and will benefit from developing adequate social and emotional skills, in order to be able to modify their own behaviour, (Greenberg and Kusche 1993, Elias and Clabby 1992).

Schools have a clear focus and a required commitment to teaching the curriculum and basic skills. But it is becoming increasingly evident, that without further commitment to teaching life and social skills of problem solving, empathy and co-operation, schools will be failing many pupils. Without these skills and the sense of personal identity, self esteem, and self control that can result from focusing upon them, some pupils will also not develop the academic and basic literacy skills they require in order to reach their potential.

There appears to be the assumption that children come into school with more or less similar experiences, skills and attitudes. We need to recognise that children have widely and crucially differing pre-school experiences and very different opportunities to acquire intellectual, emotional and social skills. They therefore come into school at different stages of development, not because of their innate endowment, but because of the experiences they have had in their early childhood development. We assume then, that the child who cannot cope with the demands of school life at a level roughly appropriate to his or her age must have profound difficulties

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School whether nursery, infant or junior, is based on the assumption that the children are essentially 'biddable', will be willing to entrust themselves to the teacher and will have some understanding of her/his expectations. It presupposes that they have an awareness of how the world about them functions, are sufficiently well organised to attend and follow through what is required without being constantly reminded, and that they already have some sense of time through the comfort and security of routines established at home.

Furthermore, the children are now in a large group situation and must therefore be able to wait when this is necessary, to give and take with the others, and to have some tolerance for frustration. School continues a learning process, which began years before in the home.

However, these assumptions are not necessarily true for children experiencing emotional and behavioural difficulties. They do not always accept the teacher as a trustworthy and reliable person, and do not attach themselves with confidence; they cannot engage in the situation and they do not learn. The problem may well worsen as the child grows older, for they are cumulative as the gap widens.

In order to become emotionally secure children "need to become aware of feelings in order that their own and other's feelings might in turn be acknowledged, managed, accepted and thought about" (Paul Greenhalgh 1996).

This was also acknowledged in the National Curriculum Councils (1989) Curriculum guidance 2- Curriculum for All.

Writers such as Rutter (1991) suggests that schools can help children to manage the stress and difficulties encountered in their own lives:

" it is not high school achievement that seems to make the difference, rather it is positive experiences of a kind that are pleasurable and rewarding and which help children develop a sense of their own worth together with the confidence that they can cope with life's challenges and control what happens to them" (p.8)

At the School we aim to provide the opportunities to develop the growth promoting patterns which the child may have missed during his/her early years and to directly teach the appropriate emotional, behavioural and social skills necessary to fully access and achieve within mainstream school education.

At Stepping Stones we aim to ensure the school provides a Nurturing Environment, with nurture opportunities throughout the day in order for pupils to develop their social skills and emotional well being. For some pupils we have access to counselling and therapy sessions in order to support and develop their emotional intelligence and deal with difficulties within the lives.

PSHCE

Personal, Social, Health and Citizenship Education is central to the educational entitlement of all children at Stepping Stones School, and, as a cross curricular dimension, permeates all aspects of life in the School. It is encompassed within the teaching of several subjects, notably, our school Values Education, RE, PE, Science and Numeracy (particularly Health Education with a growing emphasis on economic wellbeing), various options and a number of the cross-curricular themes. It is an integral part of the whole curriculum.

The way the curriculum is managed, its organisation and the varying teaching styles used are central to the School's philosophy and ethos, its aims, attitudes and values. All contribute to the personal and social development of children in the School.

However, the majority of the children attending the School are experiencing, in particular, emotional and behavioural difficulties within their mainstream school. Various strategies will have been tried within the mainstream school classroom before School intervention is considered.

All teaching approaches should seek to meet the needs of pupils. For those with emotional needs consideration needs to be given to a number of aspects of classroom practice. These include:

- Interpersonal aspects
- Curriculum
- Teaching methods
- Match of work to pupil ability - 'Achievement for ALL'

For a learning experience to be appropriate to all pupils with BESD, full and appropriate consideration must be given to all four aspects above. Without an appropriate match of work pupils will be over or under - challenged, and without a supportive interpersonal environment, pupils are unlikely to develop the confidence to become independent learners.

Consequently, a high priority is given to directly teaching these children ways in which to manage their own behaviour ie Anger Management, raise self esteem and self confidence, and to learn 'new' appropriate social and interpersonal skills. This includes (see behaviour policy) 5 daily opportunities to award pupils for rule following, appropriate speaking, completion of tasks and achievement in relation to personal targets.

TIME

Two sessions per week are dedicated to the direct teaching of Personal, Emotional and Social skills. Therefore, pupils spending part time in the School will always have the opportunity to participate in the SEBD/PSHCE work. Children and staff take part in a **daily meeting** where issues and concerns are raised and discussed and the children are given opportunities and encouraged to develop strategies to solve problems and resolve conflicts. **Values lessons** are taught weekly and these values are discussed daily in pupil

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meetings. These values are further embedded through weekly **circle time** sessions, where PSHCE focuses and values are merged. Across school, all children also follow the Zones of Regulation and take part in weekly Relax Kids-ED sessions.

ORGANISATION

On entry all staff assess and identify individual pupil difficulties and Personal and Social Development through Intervention work and mainstream school information, and from our own observations. Together staff discuss and draw up a **detailed IEP** for each child. The way in which the teacher / staff are going to support the pupil is clearly outlined. There are times where the teacher and other staff will use Boxall profiling in order to gain a greater understanding of the social and emotional skills that the pupil needs to be supported with.

Through discussion and sharing of ideas, class teachers identify particular aspects of emotional and social development within their group and prioritise those that need to be tackled first. Eg sharing, turn taking, raising self -esteem, anger management etc.

One PSHCE session per week focuses on these aspects and varies according to the needs of the group. These sessions are planned weekly. The second session each week is based on the school's scheme of work which has recently been updated in line with Curriculum 2014. SEAL materials (Social, emotional aspects to learning) are used throughout the PSHCE curriculum.

Foundation subjects, eg Art, Music, Science, CDT, Numeracy, Literacy and PE. are used as vehicles for the delivery of the BESD/PSHCE curriculum. Core subjects, literacy and numeracy as a support vehicle for embedding, extending emotional literacy and vocabulary and links with economic well- being further.

Consequently, pupils will have their individual behaviour target which will be focused on each lesson throughout the day in addition to a subject learning objective.

A weekly whole school theme is discussed at daily meetings which pupils are encouraged to think about during the school day. These are planned out for each term and link to the whole school circle time themes.

A medium term plan is then drawn up, incorporating various activities and subject areas, planned specifically to meet the developmental needs of the children within the group eg Focusing on Healthy Living in Science.

The School benefits from sharing the ideas of its whole staff, with subject co-ordinators being able to lead the development of emotional aspects for their particular curriculum area

RE

- Shared human experiences
- Beliefs and values
- Special times

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- Acceptance and rejection
 - Needs and wants
 - Similarities and differences
 - Changes
 - Celebrations
 - Relationships
 - Finding solutions
 - Giving and receiving
 - Role models
 - Responsibility
 - Rules
 - Friendship
 - Feelings
 - Journeys
 - Forgiveness

Science

- Consequences
- Changes coming from various inputs
- Predictions
- Reasons things happen
- Needs of living things
- Care for animals and plants
- Healthy Lifestyle/eating/fitness
- Similarities and differences
- Mutual Dependence
- Fair Tests
- Reactions
- Needs of those who cannot hear or see.

English

- Choice of reading texts to cover PSHE themes eg bullying, teamwork, family, death
- Choice of poetry as above
- Developing view points with evidence. Eg . I like this because..... X does not like this because.....
- Developing oral skills (towards talks on chosen subjects)
- Free writing as above
- Diaries
- Role Play
- Diversity and body image

Art

- World Art
- Different Cultures

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- Particular Artists and their life
 - Key paintings for discussion eg Picasso's *Child with Dove*
 - Key paintings where different viewpoints can be explored
 - Appreciation of artist's skills
 - Developing pupils' oral response to pictures
 - Tactile art eg clay work
 - Portrait work-feelings
 - Diversity and body image
 - Environment

Music

- Developing pupil's views
- Music from different cultures
- Similarities and differences
- Music to express feelings
- Life of famous musician
- Improvisation.

PE/Games

- Outdoor and adventurous
- Teamwork
- Rules
- Lifesaving
- Winning and Losing
- Dance
- Balance and posture
- Looking after the body
- Healthy Lives

Maths

- Number links
- What happens if?
- Different ways of getting the same answer
- Checking and self correction
- Estimation
- The power of money
- Economy

DT

- Safety
- Objects to help others

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- Health
 - Different ways to solve the same problem
 - Evaluation..... Strengths and areas for improvement
 - Caring for tools
 - Developing alternatives when problems arise

History

- Lives of the famous
- Looking at events from different viewpoints
- Changes
- Impact of events on people eg evacuation of children
- Differences- grandparents toys v those today
- Making comparisons
- Giving reasons
- Making links between events
- Interpreting evidence eg pictures, photographs, writing
- Developing a viewpoint eg slavery

Geography

- Different lifestyles
- Contrasting localities
- Finding your way.... Link to getting lost!
- Visiting different areas
- Weather and human reactions to it
- Pollution
- Links to temperature and clothes
- Climate and impact..... disasters
- Drought and Famine
- Creating a safe environment eg planning for younger siblings
- Change
- Human feelings about settlement
- Human Views in different localities

Computing

- Contrasting lifestyles and localities
- Research skills
- Forms of communication
- Safety in the computer world
- Child exploitation

Work to develop this cross-curricular dimension may be included in class, or School based topics, for instance a project on 'Ourselves'. This could include work in Science, Maths, English or History. A topic in Science on 'Health and Growth' could focus on food and diet, exercise, smoking or drug or solvent abuse.

Along side National Curriculum subjects, cross-curricular themes form an integral part of the social personal development of our children. Health education considers the physical and sexual development of the child. Citizenship considers moral issues and careers and economic and industrial understanding, and vocational aspects.

Teaching Methods

To work successfully with pupils with emotional needs requires a move away from a solely didactic method of teaching. It requires space to develop an ethos in which pupils can explore the affective aspects of the knowledge associated with the subject. Like all successful teaching, however, it requires structure and clarity of purpose

Through a variety of learning experiences Stepping Stones School helps each child:

- To think and act for him/her self
- Acquire personal qualities and values
- Take his/her place in a wide range of roles in preparation for adult life
- Develop confidence/independence
- Value and respect him/her self and value others
- To know him/her self better and think well of him/her self
- To develop social skills
- Value and respect belongings/living things/environment
- Be able to share/cooperate

The emotional, social and behavioural difficulties of our pupils need to be addressed whilst they are attending Stepping Stones. Therefore, an integrated approach is needed which pervades much of the curriculum.

This makes additional demands on staff in terms of planning, but the results for the pupils are considerable.

In planning the BESD/PSHCE curriculum, teachers at Stepping Stones School provide:

- A clear, consistent framework of values in which to work, supported and agreed by all
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- Supportive relationships between teacher and child, child and child
- A classroom climate which encourages all children to explore, and encourages a high level of interest
- Opportunities for development outside the classroom situation through responsibilities, extra-curricular activities, educational visits

All staff encourage positive approaches to behaviour and our Positive Behaviour Management Policy and Home /School Agreement reflects this. It sets clear guidelines for both parent and child.

We provide opportunities for personal and social development through a variety of strategies:

- Individual, peer group, collaborative group work
- Listening to others
- Accepting the viewpoint of others
- Negotiation within a context of agreed boundaries
- Discussion and role-play
- Involvement in a range of problem solving activities
- Preparation and presentation of tasks for different audiences
- Positive self-assessment
- Positive feedback/marking, with verbal or written comments

Through our general routines, in and out of the classroom, and the way in which individuals relate to each other, children are encouraged to form their own attitudes and values.

By building positive working relationships between children and staff all members of our School family are valued as individuals. They learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves in.

ASSESSMENT

For assessment to work well, to lead to effective action, there needs to be a school ethos which gives high priority to helping children experiencing difficulties, where staff discuss children's progress in constructive terms, are supportive of each other,

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and where there are resources from which the assessed needs can be met. Teachers also need an adequate understanding of all factors that can contribute to children learning well or badly.

If a considerable resource, such as a Short-Stay School is to be used to the best advantage and if children are to be given structured help, there has to be an agreed way of assessing their needs.

As well as this, since progress is now very properly required to be monitored regularly, their pattern of need has to be expressed in such a way that it can be reassessed and any change noted.

Therefore, Assessment and Record Keeping and Reporting are important features of the BESD/PSHCE work at Stepping Stones School, ensuring progress and accountability.

Central to this is:

- The assessment of attainments in the basic subjects.
- The individual pupil's IEP which details specific priority targets, strategies, and success criteria to be reviewed every six weeks.
- Information from the Approaches to Behaviour Management is analysed.
- Information from the mainstream school plus the 3 way diary, which will inform the School whether or not the pupil is implementing and transferring the strategies and skills taught in the School into their named school setting.
- Individual pupil behaviour files which highlights patterns of behaviour showing areas of concern and progress.
- Daily staff de-briefings allow staff to assess which pupils are in need of particular support and strategies.

RECORDS OF ACHIEVEMENT

Records of Achievement for each child provide a means of recognising each child's personal and social development. They reflect the whole child and include achievements in and out of the School. They value each child's comments and choice of work, and give the child, teachers and parents a chance to reflect on the positive aspects of development.

DAILY MEETING:

The whole school are involved in a meeting each day after lunch. Pupils are given the opportunity to reflect on their actions and how they affect others. Great emphasis is placed on the meeting being a positive experience and is 'pivotal' to the ethos of spiritual and moral guidance offered within the school. A weekly theme linked to SEAL and circle time is used to discuss how to deal with different situations and to recognise

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the emotional, social and behavioural achievements of the pupils. This enables pupils to learn new strategies to deal with different emotions and situations.

CIRCLE-TIME:

A whole school circle-time is held once a week. Pupils are encouraged to reflect on and discuss PSHCE issues and relate these to important 'Value' in our life. The lessons are based on the SEAL themes and VALUES planned for that term or issues which have arisen in school which may need addressing.

THREE WAY INVOLVEMENT: PARENTS, SCHOOL, & SHORT STAY SCHOOL

Stepping Stones provides opportunities for parents, the child's mainstream school and outside agencies to contribute to the personal and social development of their children through their active involvement and contribution to the child's IEP. An IEP Review is called every 6-8 weeks for all parties to agree on achievements and developments, and to discuss the child's eventual Reintegration Programme.

At this meeting parents and mainstream school are given an Educational Report on the child's progress, and invited to contribute to the next IEP. Parents and mainstream school are also advised on appropriate strategies to use with the child, within their particular context.

Consequently, the management, teaching and nurturing of the child is positive and consistent.

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