

# Springfield Junior School

## Positive Child Development Policy

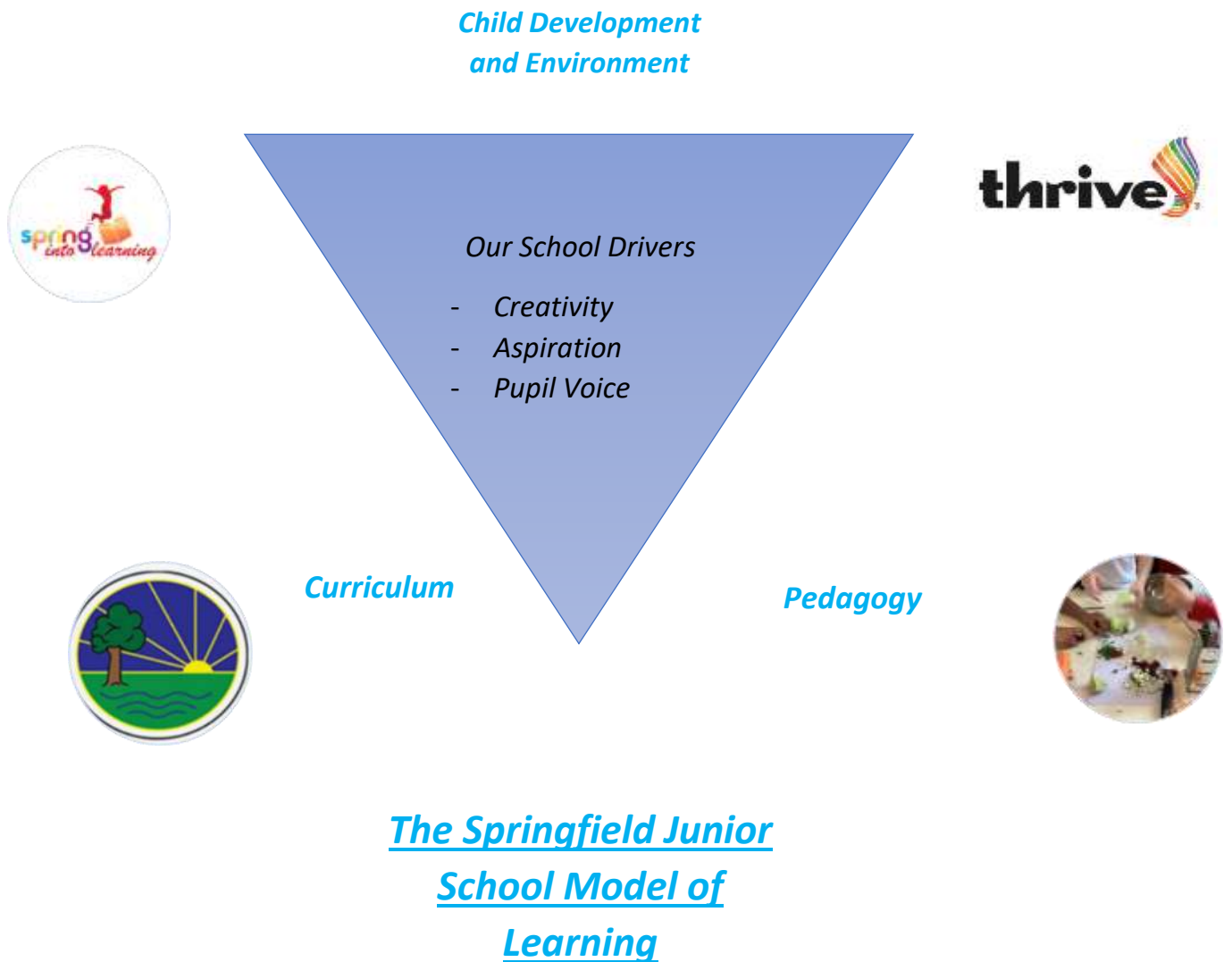


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## School context

### Springfield Learning Model

Our learning model at Springfield Junior School is based on the three stands of curriculum, pedagogy and child development and it is supported by our school drivers of creativity, aspiration and pupil voice. This learning model is evidence based and pulls together educational research from a number of different strands, and the voice of our pupils, to ensure a bespoke learning offer which enables our children to flourish and thrive.



The Education Reform Act states that the curriculum should:

- Promote the spiritual, moral, cultural, emotional, and physical development of pupils at the school and of society
- Prepare pupils for the opportunities, responsibilities, and experiences of adult life

## **Aims of Our Curriculum**

At Springfield, we aim to deliver a high quality, broad and balanced curriculum that meets the needs of all pupils. Infusing our school drivers of aspiration, creativity and pupil voice, we deliver a dynamic curriculum that is evidence-led, meaningful, engaging and designed to provide each of our children with the opportunity to experience a diverse range of rich experiences and enable them to explore their skills, try new things and fuel a thirst for learning.

At Springfield Junior School, we teach Personal, Social, Health Education as a whole school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of each term's programme can be seen on the school website. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. Children learn who they are and how the world is, by forming relationships with people and things around them. The quality of a child's relationship with significant adults is vital to their healthy development, their learning potential and emotional health and wellbeing.

At Springfield Junior School, we believe that children have the right to independence, choice, and inclusion, and we seek to provide opportunities for personal growth and emotional health and wellbeing, to support children to thrive within their learning. We promote our SPRING learning behaviours (Appendix A) to enable our children to be effective learners in school as well as throughout their life journey and these are displayed and talked about in every classroom.

Several children at Springfield Junior School need to access the THRIVE programme, in order to support their emotional development. (See Appendix B).

Those children, who require support from the THRIVE programme, for several reasons are below the age-related expectations for social and emotional development. Although the Social and Emotional Aspects of Learning programme is well embedded throughout the school, children who struggle in vital social and emotional skills are not always able to access this curriculum and so need further support from the THRIVE programme.

Links to other policies:- Teaching and Learning Policy, Curriculum Policy, Safeguarding Policy, Play Policy, PSHE and RSE Policy, Positive Behaviour Policy

### **Outdoor Play and Learning (The OPAL approach)**

Playtime makes up 20% of our children's time at school and as a school, we are committed to maximising the benefits of this. At Springfield we follow the OPAL approach which centres around children having as many different opportunities to engage in different types of positive play as possible.

Play helps our children develop communication, collaboration, risk management, health and fitness as well as fostering curiosity and creativity and much more. All of these are transferable lifelong skills or positive behaviour traits that we want to develop in our pupils. We are committed to this and the school site is developed to create a range of play zones. There is a designated play team who supervise play and advance ideas to continually enhance the provision. As a school, we have longer term goals to develop our grounds and site to include more permanent fixtures and facilities for our children to enjoy. We firmly believe that when children have had an engaging, invigorating and fun lunchtime, they will return to class fulfilled and ready to learn.

### **THRIVE**

- Is a dynamic developmental approach to working with vulnerable children that provides physical strategies to address their needs
- Is an approach based on relationships with caring, consistent adults?
- Finds the earliest missing experience and fills the gaps in the developmental stages
- Recognises that if children do not get experiences positively, they will seek them negatively

### **Purpose**

It is our purpose at Springfield Junior School to provide a secure caring atmosphere of trust and stability, giving all children the necessary support and guidance for their social and emotional development.

We hope to achieve this through the following:

- A promise of confidentiality to support children and parents alike
- A fair and consistent approach towards requests for support
- All school staff to be aware of the theory, underlying principles, and assessment procedures of THRIVE through whole school training
- All staff to use THRIVE techniques and strategies on a daily basis when encountering children
- Designated time slots throughout the week for group and/or 1:1 work with the THRIVE TAs.

- A developing bank of resources for activities agreed in the action plan
- A THRIVE lunchtime club for children who find the unstructured time difficult to deal with

### **The THRIVE process**

1. Identify vulnerable children to THRIVE trained staff (not necessarily disruptive children) or children raised as a concern on a whole class screening
2. Obtain parental consent
3. Online Assessment and Action Planning Tool used based on observations and/or class teachers views
4. Action Plan created (if possible, with parents and key workers) based on assessment outcomes
5. Sessions carried out on a weekly basis
6. Review Action Plans (approx. every 6 – 8 weeks)

### **THRIVE assessments**

When a child has been identified by a class teacher and once parental consent has been obtained, the assessment can be completed following the online process.

Due to the delicate nature of THRIVE, assessment must be carried out under the guidance of the THRIVE licensed practitioner.

Once a minimum of 2 assessments have been completed under guidance, further assessments may then be carried out independently (under distant supervision).

Results from any assessment must be passed to the THRIVE licensed practitioner. Copies of the assessments must be kept in the THRIVE file.

### **THRIVE in practice.**

**Level 1:** carried out in the classroom through strategies that will benefit all children in the class but in particular the child who requires THRIVE. Strategies can be built into daily rules and routines, PSHE and when supporting the child with learning. Strategies for the teacher will be provided by the THRIVE licensed practitioner.

**Level 2:** will consist of group interventions led by one of the teachers/HLTA. Groups will be made up of children who have the same 'interruption'.

**Level 3:** will consist of 1:1 session, within the group session, (or individually if this is deemed to be in the best interests of the child). If the child has a 1:1 TA they will be given strategies to use outside of the THRIVE sessions by the practitioners.

The progress of children at levels 2 and 3 is reviewed on a **6-8 week basis**. Their actions plan will be adjusted accordingly.

## **Support from a Family Support Worker**

The role of the family support worker in school is to build effective relationships with our parents/carers and children to help them to navigate different issues which they might face during their time at our school.

The family support worker will provide information and support to families and children, as well as promoting and enhancing the relationship between home and school, often working alongside the teachers to achieve successful outcomes for the children and their families.

The family support worker will work in partnership with a wide range of agencies and professionals to deliver support and interventions, attending meetings and representing the school in a variety of settings.

The family support worker is also a designated safeguarding lead, as well as working with families to boost attendance across the school.

## **Other Child Development Interventions**

As well as our whole school thrive approach Springfield offers ELSA (Emotional Literacy Support Assistants) and drawing and talking .

ELSA is delivered by a specialist trained support staff member and offers children the opportunity to develop their emotional literacy, positive mental health, personal resilience and social skills. Our ELSA works with individuals and groups throughout the school to build relationships and create a safe space to express emotions.

Our ELSA interventions are short, usually lasting between 6-12 weeks and children are seen on a weekly basis for 20 minute sessions. Children can be identified as needing ELSA support via our Thrive whole class screenings, via their class teacher referring to the SENCO or parental concerns. ELSA provides each child with specific coping strategies or teaches new skills to support their emotional wellbeing. ELSA provides measurable data via a pre and post questionnaire, which primarily focuses on the child's emotional wellbeing.

Drawing and Talking is another therapeutic intervention we offer at Springfield. Again delivered by a trained member of our support staff team. Children are offered a twelve week cycle of 30 minute one to one or group interventions. The children can be identified through our thrive whole class screenings or via teacher/parental concern. This intervention is particularly effective for children who are or have experienced emotional pain due to trauma. The child is able to use drawing as a way to express their feelings differently as opposed to verbally.

Drawing and Talking is not a solution-based intervention and in this sense is not measurable, however at the start and end of the intervention children complete a short questionnaire which can be used to show how it has helped and supported them.

## **Our Behaviour Policy**

The Behaviour Policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way towards others, aiming to promote good behaviour, rather than merely deter anti-social behaviour. Our Thrive approach also underlines our actions within the policy, to see poor behaviour as the communication of an unmet need and to approach any incident with this in mind. Our recorded behaviour incidents are monitored by the designated safeguarding lead to ensure any safeguarding concerns can be escalated if necessary.

All children are treated equally and the Behaviour Policy is implemented in a consistent way, considering Special Educational Needs and making reasonable adjustments where required. The behaviour of our vulnerable students is carefully monitored via the assess, plan, do, review cycle, whereby appropriate action is introduced to enable the child to fulfil their potential.

Springfield Junior School are conscious in considering whether a student's SEN has contributed to the misbehaviour and staff will use their professional judgement to make reasonable adjustments to sanctions if required.

## **Safeguarding**

All staff receive regular training in Safeguarding and know how to spot the signs of abuse. We use CPOMs to record any concerns and seek to address these concerns either through our Early Help offer, including the work of our family support worker, or through a referral to the MASH team.

## **SPRING Learning Behaviours**

For our children to be valuable citizens and effective learners, we promote and reward our SPRING learning behaviours in everything we do. These learning behaviours also promote positivity about self and others, leading to emotional resilience and well-being. (Appendix A)

## **Curriculum Support for Positive Child Development**

Our learning offer creates many opportunities for personal development for our children.

For example, the golden threads within the CUSP designed curriculum are:

<p><b>Environmental responsibility</b></p> <p>Understanding and embracing our duty to care for and protect the planet</p> 	<p><b>The natural world</b></p> <p>Exploring the natural world and understanding how humans interact with it</p> 	<p><b>Understanding others</b></p> <p>Celebrating the rich diversity of human-kind</p> 
<p><b>Community, citizenship and the wider world</b></p> <p>Developing a sense of how we live positively together in our diverse world</p> 	<p><b>Overcoming adversity</b></p> <p>Inspiring and empowering young people to navigate the challenges that life may bring</p> 	<p><b>Migration</b></p> <p>Studying the cause and effects of the movement of people throughout history and how it impacts on our life today</p> 
<p><b>Technology and the advancement of humanity</b></p> <p>Recognising the advances that have been made throughout history and how these impact on life today</p> 	<p><b>Friendship and kindness</b></p> <p>Teaching young people about the importance of kindness, tolerance and wellness in modern society</p> 	<p><b>Celebrating British heritage</b></p> <p>Learning about how we live in modern Britain today and how this has been influenced over time</p> 

These threads are revisited throughout our curriculum and lead to meaningful discussions with children, who are encouraged to build their own approaches to their personal development, whilst linking these to positive examples across other areas of the curriculum.

Likewise, the focus of our PSHE and RSE curriculums is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

We use Jigsaw as our teaching programme to ensure all statutory elements of this curriculum are taught.

Within our RE and PSHE sessions, across the wider curriculum and our assemblies, our pupils have many opportunities to further their spiritual development. They are encouraged to be reflective about their own beliefs, and develop their understanding of and respect for different people's faiths and cultures, feelings and values. Throughout their time at Springfield, we include visits to different religious buildings to deepen their understanding and experiences as well as other trips and experiences that provide the chance to explore the lives of others.

We encourage pupils to develop their voices through our focus of oracy, and ask them to explore and question the world around them – exploring current issues in our Talk Assemblies and encouraging discussion across the curriculum. Our Talk Assemblies also give opportunities for pupils to listen to, appreciate and respond thoughtfully to the views of others.

Our pupils are aware of the rewards and consequences of their choices, and staff implement these consistently so that pupils recognise and adhere to boundaries in school. Additional PSHE sessions are planned in response to pupil's current needs in order to support their knowledge and understanding of ongoing issues.

Over recent years, pupils have championed a range of local and regional charities and causes. Examples include a shoe share initiative which resulted in raising funds for UNICEF and a recent cake sale planned by one student to support WWF. Pupils in Year 4 completed a local litter pick and the whole school community donated gifts so that every child was able to select a present for a family member at Christmas.

### **Stakeholder Involvement**

The voices of our community are an important way that we promote inclusion. To ensure decision making within our school is collaborative, we have a range of student groups, and regular questionnaires to staff, pupils and parents where we gather views, that are in turn, used to inform positive change throughout the school.

### **Monitoring of this Policy**

This policy will be monitored half-termly through attendance data, behaviour data, learning walks and pupil voice.

Mrs J Viner  
Headteacher  
January 2025

## **Appendix A – SPRING Learning Behaviours**

For our children to be valuable citizens and effective learners, we promote and reward our SPRING learning behaviours in everything we do. These learning behaviours also promote positivity about self and others, leading to emotional resilience and well-being.

### **S - Self-awareness**

I am able to name my feelings and emotions, so I can think about how they might affect my behaviour as well as the impact of these on my learning and that of my classmates.

### **P - Perseverance**

I am resilient and never give up, even when I find things hard.

### **R - Reflection**

I look back at my work and behaviour to see how I can improve. I take pride in my work and constantly build on my prior learning to make progress.

### **I - Independence**

I can work independently as I listen carefully and know what resources I have available to help me. I can extend my own learning by looking at ways to be creative and imaginative.

### **N - Not afraid to take a risk**

I can rise to a challenge. I am confident and I am not afraid to make mistakes as that is what helps me to learn.

### **G - Group Champion**

I can share and cooperate effectively in a group. I can work with a partner or team, offering support and contributing my own ideas.

## Appendix B. The Development of the brain

THRIVE identifies 6 developmental building blocks of healthy brain development:

<b>Being</b> .....	<b>0 – 6 months</b>
<b>Doing</b> .....	<b>6 – 18 months</b>
<b>Thinking</b> .....	<b>18 months – 3 years</b>
<b>Power and Identity</b> .....	<b>3 – 7 years</b>
<b>Skills and Structure</b> .....	<b>7 – 11 years</b>
<b>Separation and Sexuality</b> .....	<b>11 – 18 years</b>

Although most pupils attending Springfield Junior School will fall into 7-11 age bracket, some may be operating within the 3-7 years strands of development. They may need a carefully planned and implemented approach in order for them to successfully engage in learning. When a child's life is interrupted by fear or anxiety, their thinking brain will be disengaged as how we feel is closely linked to how we behave, and emotions are key to the learning process.

For pupils who are operating within the:

**Being stage of development (physiological)**, the key foci are safety; having needs met and being special. The adult takes the role of regulator/container.

**Doing stage of development (relational/emotional)**, the key foci are exploring safely; knowing body limits; experiencing doing and learning about options. The adult takes the role of co-adventurer.

**Thinking stage of development (cognitive)**, the key foci are thinking about feelings; problem solving; learning about cause and effect and expressing a view. The adult takes the role of co-creator of meaning.

### The Vital Relational Functions (VRFs)

In all interactions with pupils, staff endeavour to use the VRFs outlined in the THRIVE Approach. These are drawn from the teachings and findings of leading commentators on emotional, psychological and child development (Sunderland, Kohut, Stern). These skills provide a relational basis for a child's emotional, social and neurological development.

They are:

**Attunement** – demonstrating an understanding of how they are feeling by “catching and matching” their emotional state.

**Validation** – demonstrating that their feelings are real and justified.

**Containment** – Offering their feelings back to them, named and in small pieces.

**Soothing** – Soothing and calming their distress repeatedly.

**Regulation** – Communicating the capacity to regulate emotional states by modelling how to do it.

The provision of emotional containment by the adult who is working closely and regularly with the child, is a significant contributing factor to the child's developing capacity to contain and regulate his/her own emotions. The relationship between a child and a significant adult can be an under-recognised and under-used resource so, by using THRIVE, this relationship is enhanced. It can help a child get ready to learn and enhance their learning, build positive relationships between a child and their peers and it can improve attainment.