

Behaviour, Social & Emotional Development for ALL pupils at Pear Tree

We are clear and transparent about our unwavering support for **all** pupils at Pear Tree Community Junior School Wellbeing for our pupils comes in many different forms and is the responsibility of all staff. The core statement is **'The welfare of the child is paramount'**

We believe that the promotion of wellbeing should take place every day for all children and our wave one intervention is the core of our social and emotional development. This is followed by more targeted and bespoke intervention for those pupils who need more support with their social and emotional needs.

Wave 1 – Whole School

Promoting the wellbeing of our pupils happens all around the school each and every day.

- From the meet and greet and modelling of expectations by staff
- Through formal and informal interactions between pupils and staff
- High expectations of pupil behaviour and engagement in learning
- Positive praise and encouragement for all pupils including gold stickers and MarvellousMe
- The use and sharing of whole school rules, recognition boards and the PEAR T Promise
- Quality first teaching that uses the learning charter as a focus for learn to learn skills
- Delivery of planned and more informal PSHE lessons including PEAR T Promise Time and daily acts of mindfulness
- Through support and activities for pupils at lunch time which include a variety of pupils
- Delivery of assemblies focussing on our expectations and values
- Use of an inclusive environment
- Development of an inclusive toolkit

For the very large majority of pupils this 'whole school' offer is enough. Although there is always room for improvement - the development of our PSHE curriculum, PEAR T Promise and daily mindfulness will enhance this provision still further. As a school we are always looking for ways to develop and improve our provision.

Wave 2 – Targeted Support

We also offer support for groups of pupils to support their social and emotional development

- Development of pupil leaders to improve leadership skills and self confidence
- School council
- Access of enrichment opportunities – for all pupils
- Wellbeing provision
- Alternative provision at lunchtime
- Whole school reward events
- Recognition Awards at the end of each half-term
- Opportunities to represent the school in a range of sporting and learning activities
- A range of free clubs

These opportunities are a small representation of what we offer and how **all** of our pupils are provided with a range of provision that is additional and different to the core offer. These activitie

Wave 3 – Specialised Support

We also provide support for individual pupils who require more bespoke support to meet their social and emotional needs

The school uses the philosophy *'if a child struggles to read you do not take the book away so if a child struggles to play you do not take the play away'* As a school we provide a range of interventions for learning, social development and behaviour. Which contribute to the holistic development of the child.

- 1-1 provision
- Identified key workers
- Regular/weekly/daily meetings with parents
- Individual provision maps and timetables
- Individual reward charts
- Bespoke wellbeing provision
- Small group and individual social groups – play or other social opportunities
- Outcome focussed activities (it is not the activity that is important but the development of key social skills these are not reward but individual provision to support development needs.

We believe that employing the above strategies will support the emotional, social and behaviour of **all** our pupils whilst providing bespoke provision, as we do for learning, will ensure progress and outcome against measureable targets.

We may not always get it 'right' as children sometimes have incredibly complex needs or are going through situations that add additional complexities but we will **always** keep the welfare and wellbeing of the child at the forefront of any decisions we make or any provision we offer.