

Draft Plymouth CAST Model Behaviour Policy June 2023

This Policy should be read in conjunction with Plymouth CAST's Positive Pupil Welfare Policy 2022 and the Single Equality Policy.

In our schools we want to make sure that our children are happy and have maximum opportunity to learn effectively and to live out the Gospel values, Catholic Virtues, and British Values. We work alongside parents to encourage our children to develop as fully as possible. We want our children to:

- grow socially
- grow personally
- grow spiritually
- grow academically

We believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or more than one member) of staff. Children should be safe in the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing. Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs). Children are supported to understand that the boundaries, routines and structures are there to keep them safe, happy and able to learn. Adults will hold these boundaries firmly while being approachable, kind and compassionate. All staff are there to help guide children and children must experience this in order to understand and believe this.

Our behaviour policy guides staff to achieve our mission, to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. It is rooted in our values and in particular compassion, kindness and forgiveness. We aim to follow the example of Jesus Christ who led the disciples not through fear but through love.

In our school's behaviour is understood as communication and poor behaviour is understood to result from an unmet need or as an adapted, defensive, stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and then to adapting behaviour. We expect staff to work to identify pupils needs and provide developmentally appropriate support to remove the barriers to successful engagement in school life.

We believe staff wellbeing is equal to pupil wellbeing. We understand the importance of developing a school community and culture in which anyone in the school, leadership included, can ask for help.

"Just as teachers are unable to take care of the children unless they first take care of themselves, leaders are unable to take care of their staff unless they first look after themselves."

Stephen Waters, 'Cultures of Staff Wellbeing and Mental Health in Schools' (2021)

This policy is developed to ensure clear guidance for staff (and information for parents and governors). It promotes safe, kind and respectful behaviour within an environment that enables pupils to act justly, love tenderly and walk humbly in line with our inclusive Catholic ethos.

Through their experiences at our school, pupils and adults learn about God's love. They gain a real understanding of our school values, both within the context of our caring, Catholic-based environment and within the wider world. This policy is under-pinned by our Gospel Values, Catholic Virtues and British Values.

Schools within the Trust have the freedom to develop their own Behaviour Support Strategies that reflect the unique nature of their schools and communities. However they must be able to demonstrate that they have developed these in keeping with the policy outlined below and the CAST Behaviour Strategy Guidance for Schools (Appendix 1).

Policy Aims

- To ensure that all children and adults feel safe, have a sense of belonging, feel secure and valued.
- To foster, nurture and value strong and healthy relationships.
- To provide a clear, fair and consistent approach to behaviour.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- To ensure our values are underpinned by the Gospel Values, Catholic Virtues and British Values and that our children have a secure understanding of these.
- To maintain a calm and purposeful working atmosphere.
- To model and teach excellent behaviour and respect for others.
- To ensure that all children are supported to achieve their full potential (equity).

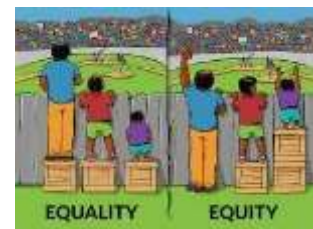
Equality is treating everybody the same.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success. At

[SCHOOL NAME], we advocate for each child to receive the

resources, experiences, appropriate interventions and support in their learning to be the best they can be. Equity = Equality.



Positive Behaviour

We actively promote building positive relationships. We believe that by investing in a child from the start, we will develop a quality relationship where children want to achieve and be the best they can be.

We teach positive behaviour through:

- Role modelling
- Consistency
- Prioritising positive behaviour
- Educational reward and positive reinforcement
- Feedback and recognition
- Reassurance and forgiveness
- Positive language
- Restorative Practice

We believe that positive behaviour should be recognised through:

- Positive comments and smiles

- Individual house points, stickers and stamps
- Whole class reward systems
- Taking good work to show others
- Celebrating success (both academic and social or behavioural) in assemblies
- Certificates
- Positive messages to parents
- Tapestry for achievements at home (in Reception Class)

Positive behaviour is taught formally through the curriculum as well as through modelled behaviour from all staff and positive reinforcement. Every opportunity is taken to help children to understand why positive behaviour is important to why we have high expectations of this e.g. through stories, circle time, discussions, drama, photographs, dance, art, PSHE, RE, social skills development and activities and educational trips. Through explicitly teaching the Gospel Values, Catholic Virtues and British Values, we ensure that children understand not only what is expected of them but also why.

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models
- Ensuring that they are fully aware of the behaviour approach that is expected in the school.
- Creating a calm and well-ordered environment for teaching and learning and promoting pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting positive behaviour: "treat others as we would like to be treated".
- Facilitating learning about relationships and behaviour.
- Trying different approaches to behaviour principles to meet the needs of individual children.

The Governors and Headteacher are responsible for:

Monitoring and evaluating the impact of the Policy.

The SLT are responsible for:

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that the CAST Principles of Personal Development, Behaviour and Attitudes are fully embedded in practice across the school
- Modelling therapeutic behaviour techniques at all times and in particular when addressing behaviour that is challenging or unhelpful.
- Ensuring that no pupil will be discriminated against for their race, religion, culture, gender or other individual need and ensuring the safety of all.

- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.
- Ensuring that the wellbeing of adults is supported and promoted so that they are able to be the best they can in supporting the children in our school.

The staff are responsible for:

- Supporting and Implementing the CAST Principles of Personal Development, Behaviour and Attitudes
- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and challenging behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school's restorative systems
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Delivering a programme of RE, RHE and PSHE to promote positive behaviour.
- Ensuring that new pupils and parents understand the procedures and guidelines that are in place.
- Recording behaviour incidents and restorative conferencing outcomes on CPOMS (Child Protection Online Management System).
- To support individual children, class teachers will create a behaviour support plan alongside the child and parents to promote positive behaviours.
- Informing parents of behaviour incidents and the outcomes of restorative conferencing.

Parents are responsible for:

- Accepting, contributing and supporting the school's behaviour policy
- Agreeing to and signing the Home School Agreement when their child joins the school
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.
- Parents actively support the school vision, values and ethos by modelling positive relational responses and catholic values at all time and in particular when difficulties occur.

Pupils are responsible for:

- Showing respect for all members of the school community.

- Being polite, well-mannered and courteous.
- Being independent, hard-working and positive about their learning.
- Taking pride in their learning, actions, appearance and school environment and equipment.
- Taking responsibility for their own actions and actively participating with the restorative process.
- Valuing the opinions of others' regardless of race, religion, culture, gender or other individual need.
- Being respectful of the efforts and contributions of others and aware of how their attitudes can affect the self-esteem of others.

Restorative Approach

We believe that 'all behaviour is communication' and we ask ourselves 'what is the child trying to communicate?'

We understand that occasionally children will behave inappropriately. When this occurs, restoring and repairing relationships (restorative approach) between all involved is key. The aim is to enable children to reintegrate successfully and regulate their emotional responses, with an understanding of their actions, feelings and relevant outcomes.

When children display challenging behaviour, there are several stages of support in place to encourage them to manage their behaviour in a positive way. Before this or any attempt can be made to engage in a restorative approach, we ensure that we have established a connection with the child and supported them to become fully regulated in the presence of adults they know well and trust. Every effort is made to promote psychological safety through the use of face, voice and body language. Adults supporting children are well regulated themselves, raised voices are not used and children are not expected to spend time alone in isolation to calm down.

We use the following restorative approaches which are based on the four key features of:

- **RESPECT** – adults and children listen to and value the opinions of others enabling a psychologically safe environment.
- **RESPONSIBILITY** - taking responsibility for your own actions and learning to regulate responses to behaviours.
- **REPAIR** – developing the necessary skills to reflect upon and identify solutions that repair harm and ensure behaviours are not repeated. Children are supported to repair ruptures in relationships that occur by adults who lead this and facilitate it with the agreement of the child. Forcing children to apologise is both impossible and unproductive.
- **RE-INTEGRATION** - working through a structured, supportive process that aims to allow young people to reach their full potential. All adults will welcome children back into their group or classroom positively and children know that when they have made mistakes they will be able to have a fresh start with a clean slate.

This approach holds boundaries, limits and expectations firmly but is gentle and relational with the child.

In any restorative process, the following expectations will be set:

- Only one person talks at a time.
- No interrupting.
- Being respectful of others.
- Listening carefully to each other.

Restorative discussion

The questions and sentence stems below are examples of appropriate restorative discussion points for stage 1.

EYFS and Key Stage 1

- Would you help me understand what has happened?
- Can you tell me/show me who has been harmed/disturbed/distracted and in what way?
- How can we work together to make this/things/better? What can we do to support you to help you do things differently next time?
- Help me to understand...
- I wonder if....

Key Stage 2 , 3 and 4

- Would you help me understand what has happened?
- I wonder what that felt like for you? I imagine it might have made you feel a bit like.... Can you tell me/show me how you felt?
- How do you feel now?
- I wonder what you might be thinking now? I imagine it might be.....
- I wonder how XXX might be feeling? What do you think? How might they have been affected/harmed/disturbed/distracted?
- How can we work together to make this/things/better? What needs to happen now in order to put things right and ensure this never happens again? What can we do to support you to help you do things differently next time?
- Help me to understand...
- I wonder if....

Restorative conferencing

Before the conferencing process begins, children will be allowed time to calm down to defuse heightened emotions. We understand that children will regulate at different speeds and that some children may not be able to have a restorative conversation immediately after an event or even the same day.

If stage 1 behaviours are repeated, a restorative conference may need to take place with all the affected people by a trusted adult. Restorative conferencing will always take place in a quiet and appropriate area of the school.

Restorative conferencing will aim to repair the harm. It will be reasonable, meaningful and related to the incident. The aim of this process is to find a resolution that is agreed by all participants involved.

We ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables. If a child has been involved in a restorative conference, parents will be informed on the same day. Wherever possible consequences link directly to the incident and are proportionate, reasonable and fair. For some children the consequence is the restorative conversation.

It will always be made clear to parents that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

The incident and outcome of the restorative conference will be logged on CPOMS with the heading restorative conference.

Stages of managing behaviour

Our restorative approach to behaviour management is broken down into the following stages:

- 1) Low level incidents
- 2) Recurring incidents
- 3) Serious incidents
- 4) Continuous behaviour concerns (behaviour support plan)
- 5) Suspension
- 6) Permanent exclusion

Stage 1: Low level incidents

Stage 1 refers to low level disruption and behaviour. The list below provides some examples.

- Chat
- Fiddling
- Calling out
- Talking over each other
- Sitting/posture/swinging on chair/sitting on carpet
- Inappropriate responses to adults
- Lack of focus
- Rough play – pushing, pulling, grabbing on the playground
- Conflict on the playground
- Inappropriate attitude/tone of voice
- Not actively participating or engaging in lessons
- Not following the high expectations set by staff
- Inappropriate noises
- Not following instructions
- Inappropriate conduct at transition times
- Name calling/inappropriate language

If a child is consistently producing work that is incomplete or not to their best ability adults will explore with the child why this is happening and the barriers to engagement. In some circumstances this may result in an educational consequence for example the child will be asked to complete their learning for part of their playtime.

With a stage 1 incident, the discussion is not formally recorded.

Stage 2: Recurring incidents

Stage 2 refers to a child consciously repeating inappropriate behaviours after discussion with an adult. With a stage 2 incident, details of the incident and the outcomes of restorative conferencing will be recorded on CPOMS by the leading adult and shared with parents on the same day.

Stage 3: Serious incidents

Stage 3 refers to a severe one-off incident such as physical violence and it will be referred to SLT. SLT will consider the incident and appropriate consequences. In the event of a severe one-off incident, restorative

conferencing will take place following the procedures outlined above and recorded on CPOMS by SLT and shared with parents on the same day.

Serious incidents may take many different forms. Examples of behaviours considered to be serious are:

- conscious swearing and derogatory language
- physical aggression
- child on child abuse – race, religion, culture, gender or other individual need - severe destruction of school property

Stage 4: Continuous behaviour concerns (Behaviour Support Plans)

A stage 4 incident may consist of continuous disruption or challenging behaviour despite having partaken in the restorative conferencing process. In the event of a child's behaviour being escalated to stage 4, a behaviour support plan will be devised. The aim of the behaviour support plan is to provide the child with the strategies, resources, experiences, appropriate interventions and support in order to be the best they can be. A behaviour support plan will be put in place for a duration of 6-8 weeks.

Behaviour support plans

Teachers devise a behaviour support plan to address the individual needs of the child. A meeting will be arranged with parents (and where appropriate the child) to discuss these strategies and ways in which they can support at home. Once the plan has been implemented, teachers will contact parents at least once a week to inform them of the child's progress.

All staff will be informed of the behaviour plan and strategies to support the individual child. Teachers will review these plans on a weekly basis to update triggers identified, add successful strategies and adapt the plans as required. They will date any new additions and comment on ceased strategies to support the graduated approach.

Teachers will regularly update SLT on the impact of the behaviour support plan. SLT will monitor and evaluate the impact of the plans and support staff where needed. In exceptional circumstances, where strategies have not been successful, staff, alongside parents, will seek support from outside agencies.

Stage 5: Suspensions

We feel that the importance of good behaviour cannot be overestimated. Children, parents and staff at St. Augustine's all enjoy our happy community and wish to maintain this through the help of all involved.

A decision to suspend a child is seen as a last resort by the school. No suspension will be initiated without first exhausting other strategies. In the case of a serious single incident, a thorough investigation in line with policy will be conducted and the suspension process applied if necessary. The investigation may be carried out by the Head Teacher or by a person delegated by the Head Teacher. The Head Teacher will inform the Chair of Governors and the SIO. In certain circumstances, a suspension may become permanent after full investigation.

Possible reasons for suspension:

- A serious breach of the school's rules or policies
- Cases of serious verbal or physical aggression
- Risk of harm to the education or welfare of the pupil or others in the school. Any suspension will be at the recommendation of the Head Teacher.

(This list is not exhaustive.)

A suspension should be for the shortest time necessary; evidence suggests that one to three days is usually enough to secure benefits without adverse educational consequences.

Suspension protocol

If the Headteacher decides to suspend a pupil they will:

- Communicate with the Chair of Governors and Plymouth CAST
- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the pupil
- Contact the parents, explain the decision and ask that the child be collected
- Send a letter to the parents confirming the reasons for the suspension/exclusion, the length of the suspension and any terms or conditions agreed for the pupil's return
- In the case of suspension schools must ensure cases of more than a day's suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked.
- Meet parents and the child and plan how to address the pupil's needs on their return. This return to school meeting will reflect the therapeutic approaches to behaviour the school practices.

A suspension/exclusion should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

Stage 6: Permanent exclusion

A permanent exclusion is a very serious decision and the Head Teacher will consult the Chair of Governors and Plymouth CAST as soon as possible. As with a suspension, it will follow a range of behaviour management strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of an illegal drug on school premises
- Carrying or use of an offensive weapon
- Persistent bullying
- Persistent harassment.

If the Headteacher decides to permanently exclude a pupil they will follow the same protocol outlined above for suspensions.

Child on Child Abuse

[SCHOOL NAME] aims to reduce the likelihood of child-on-child abuse through;

- the established ethos of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHE/RHE and wider curriculum
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed.

At [SCHOOL NAME], we recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff must remain vigilant at all times to signs of child-on-child abuse.

We have a zero-tolerance approach to any form of abuse.

Any concerns, disclosures or allegations of child-on-child abuse in any form should be referred to the DSL. Where a concern regarding child-on-child abuse has been disclosed to the DSL(s), advice and guidance may be sought from Early Help/CHaD. Where it is clear that a crime has been committed, or there is a risk of crime being committed, the police will be contacted. (See Safeguarding Policy)

Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Individual risk assessments will be completed in liaison with parents for individuals to successfully participate in off-site activities. The procedures and expectations outlined in this policy will be followed on any off-site visit.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Plymouth CAST Behaviour Strategy Guidance

Schools within the Trust have the freedom to develop their own Behaviour Support Strategies that reflect the unique nature of their schools and communities. However they must be able to demonstrate that they have developed these in keeping with the strategy outlined below including:

Culture and Ethos

Relational approaches to behaviour and the use of the model PACE

The principles underpinning the behaviour support strategy

The Rule of Three

Addressing unhelpful behaviour

Supporting children with additional needs and SEND

Culture and Ethos

At the heart of our strategy is the culture and ethos in our schools.



Maslow's Hierarchy of Needs provides a clear rationale for the motivation of human behaviours.

Our schools have developed a culture and ethos that supports these five basic needs to be met through the everyday experiences of the pupils, staff and families.

Our schools: Allow pupils to take regular water and toilet breaks. Ensure that they have enough food to sustain them and when they do not we provide this. We ensure that there are regular breaks for food - and offer nutritious snacking options. We consider carefully lighting and ventilation to make sure this is adequate and we monitor temperature so that students do not feel too hot or cold.

Our schools: Establish well defined rules and expectations in classes and around the school that are clearly communicated to everyone. All our schools follow Paul Dix model of 3. These are modelled consistently by staff. Rules and routines are followed consistently. Staff support children who do not manage the rules and routines through reflective conversations aimed at supporting them to do better not shaming or isolating them. Schools foster an environment that allows for healthy discussion and nonjudgmental conversation. All our schools have a no shouting policy.

Our schools: Establish ground rules about being respectful towards one another. Focus on our values of Compassion, Kindness, Forgiveness and Peace. We create a sense of team by engaging students in teambuilding and bonding activities. We understand the importance of belonging and mattering and seek ways to shine a light on each and every student that celebrates them. Schools encourage group work and other inclusive learning techniques. Teachers make conscious seating arrangements and groups, placing students where they can be best supported and aided and where they feel most comfortable.

Our schools: Show students that their efforts and hard work are noticed and appreciated. Provide powerful affirmative feedback. A simple "Good job!" or a "Well done!" can go a long way in self esteem and self worth. We Create opportunities for students to share positive feedback with their peers. Schools encourage students to participate in competitions and extra- curricular activities and events. We provide a rich range of extra curricula activities and encourage pupils to experience the joy of learning new skills in a supportive environment. Adults are not afraid to apologise and model failure without shame. We value the voice of the child and promote integrity encouraging pupils to do what they say and not be ashamed when things may not work out as expected or hoped.

Our schools are inclusive and support every pupil to experience success not just academically but socially and emotionally. We encourage and support students to explore topics in-depth to satisfy their hunger for knowledge. We encourage pupils to explore the world and provide educational visits, forest school activities and opportunities for them to follow their interests and passion. We provide opportunities to students who are very good in a subject to help their classmates with their work. We promote our values humility supporting pupils to see life as a gift and Justice – working for a fairer world. We encourage our pupils to develop dreams and hopes and value these however humble or ambitious they may be.

Relational Approaches to Culture and Ethos

Underpinning this is the understanding that it is relationships that will have the greatest impact on the behaviour and wellbeing of our children. The nature of those relationships will either support the development of the positive culture and ethos in our schools or undermine it.

We expect all staff in our schools to promote relationships that are warm, compassionate, forgiving, and non-judgemental. They will model these in all their interactions with staff, pupils, families and across the wider school community.

Our schools use PACE as the key relational model. PACE was developed by Dr Dan Hughes (a clinical psychologist specialising in childhood trauma) more than 20 years ago. The approach focuses on building trusting relationships, emotional connections, containment of emotions and a sense of security. PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is done by communicating the four elements of PACE together flexibly, not as a step-by-step process. Using PACE helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments it allows us to stay emotionally regulated and guide the child through their heightened emotions, thoughts and behaviours. In turn, PACE helps children and young people to feel more connected to and understood by important adults in their life and ultimately, to slow down their own responses.



We know that children respond best to adults that they know well, like and trust. These are generally adults who know the children well, treat them with compassion and actively demonstrate that they like them too. Such adults are known as Emotionally Available Adults and we aim to ensure that children in our schools have access to their EAAs when they need them.

'The route to exceptional behaviour is not paved with a toolkit of strategies, a bag of classroom management tricks or magic dust from senior leaders. It lies in the behaviour of every adult and their ability to create a culture of certainty.' (Paul Dix 2017)

Principles of Successful Behaviour Support Policies

At Plymouth CAST our strategy has been informed by the principles and practice advocated by Paul Dix in his books *When Adults Change Everything Changes* and *After the Adults Change: Achievable Behaviour Nirvana* and by the teaching and training of Trauma Informed Schools UK.

To that end all school leaders are expected to read both Paul Dix books as part of their Directed Leadership Time and each school should have commissioned via the Trust SEND Lead Officer TISUK whole school training. By 2025 all schools should have a TISUK practitioner on the staff team and have completed Senior Lead Training.

We know that successful behaviour support is dependent on a number of factors:

1. Consistency
2. Positive relationships and unconditional positive regard for each other
3. Focusing attention on success and positive behaviour not poor behaviour

Our Schools will develop behaviour support policies that are simple, clear and coherent. They seek solutions to difficulties and are not compromised by process. They recognise individual needs and differences and seek to meet these as they would for pupils who are struggling with maths or English.

School policies will reflect the role that adult behaviour has and ensure that staff behaviour embraces the relational approach that PACE supports. All pupils will be treated with unconditional positive regard and when behaviour falls below expectations staff will ensure that the pupils are supported without judgement. Systems to address behaviour will be non-shaming and take place away from the sight of other pupils.

Adults will ensure that they remain regulated and contained when dealing with incidents or challenging behaviour and strategies should make emotional acceleration more difficult. Praise should be easy and positive, professional relationships should be encouraged.

The Rule of Three

Schools often over complicate systems, routines and practice. This generally results in increased confusion, weaknesses in practice and systemic failure as well as negatively affecting morale. It is often the case that schools have numerous rules in place. There may be rules for lunch time, rules for the classroom, rules in assembly, rules on the playground, the corridors etc. With that many rules no one can remember them and therefore they are not applied consistently. To avoid this our schools Behaviour Support Policies will follow

The Rule of Three. This means that there will be no more than three rules and we recommend that these are:-

Be Ready

Be Respectful

Be Safe

These three simple statements can be shared and discussed with children. Schools should explore what this might look like in different contexts in the school. For example, what does it mean to be respectful in the classroom, or in the dining hall? What do we mean by being safe in the corridors or the playground etc. Everyone can then respond appropriately when children fail to reach the standards expected, for example there is no grey area about running down the corridor, it is not safe. Refusing to come back into the classroom after break is not showing we are ready (It may also be unsafe and disrespectful, but staff should focus on one point).

The management of behaviour is everyone's responsibility. All staff will be able to remember the 3 rules and model these in their classrooms, around school, during unstructured times and when outside school with the children. All adults will be expected to address behaviour when it falls below the high standard expected. Staff never ignore, or walk past, behaviour that falls below the standard expected. All staff will engage, use positive reinforcement and support where appropriate.

Addressing Unhelpful Behaviour

Staff may at times need to take steps to support children who are not behaving well and failing to meet the standard of any of the three rules. All staff should operate our stepped approach to sanctions, which allow pupils to identify the next consequence and how they can turn it around. Pupils for whom this approach is not appropriate, will have an individual plan detailing alternative and appropriate systems that work for them.

Engagement with learning is always the primary aim. For most learners, a non-verbal reminder such as a look or a gentle verbal reminder or nudge in the right direction is all that is needed. Praise the behaviour you want to see.

All learners must be given 'take up time' in between steps to enable them to turn behaviour around.

Our model policy sets out our recommended steps to follow in more detail.

Our schools will develop 30 second scripts that staff can use to address unwanted behaviour quickly and in a non-confrontational manner. The premise of which is to reduce the time spent managing behaviour, avoid being drawn into confrontation or pulled into secondary behaviour and to support consistency.

<p>Three Step Rules: 30 Second Script</p>	<ol style="list-style-type: none"> 1. You aren't following the rule about... (one of the three) 2. You have chosen to.... you have 2 minutes with me to talk...have time out to calm down.... 3. Do you remember last week when you.... (positive behaviour) That is who/what? I need to see today. Thank you for listening. <p>Walk away/give take up time/follow sanctions if not.</p>
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When speaking to pupils about their behaviour staff will ensure that they use a PACEful Approach at all times. This will also help to prevent an escalation of the behaviour.

Playful	Accepting	Curious	Empathic
<p>Use a positive, playful tone of voice and hold things lightly– this triggers positive hormones in the child and can diffuse a situation</p>	<p>Actively accept the emotions underneath the behaviour 'I accept that you are feeling angry but you cannot...so I need you to stop. I want to help you make sense of this.... but I have to set limits'.</p>	<p>Trying to find out about the behaviour without judgement –</p> <p>CORRECTION WITH CONNECTION. 'Will you help me to understand what it was like for you when...?' This forms part of 'walk and talk' or a restorative conversation and gives the child a narrative for their behaviour.</p>	<p>Empathise with the child to help them express 'I wonder if it was like this when you did...'</p>

Supporting Children with Additional Needs and SEND

Where there is a need due to an emotional difficulty or trauma in a child's life, our schools may refer to additional intervention such as Trauma Informed Schools practitioners, appropriate outreach or groups focusing on social skills and emotional literacy. This may also result in a need for a personalised approach to supporting behaviour that will follow the overall principles but be differentiated in outcome. Our aim is for

these children to be as successful in school and life as their peers. This cannot be achieved if they are not in school or are internally excluded. Schools may therefore need to put individual behaviour support plans in place to mitigate the risk of exclusion. This may include provision that is additional and different for example, time in a nurture base, play therapy, sensory breaks etc.

All adults, who will be teaching a group of pupils or spending time with them, are personally responsible for knowing a child's individual needs before teaching them. Schools should ensure all staff have accessed the child's learning education plans (IEPs) or behaviour plans (IBPs) and use the suggestions on these. Teachers need to use IEPs/IBPs to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focusing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they are missing vital physical time. There would have to be other steps/approaches in place for that child that should be followed.

Behaviour steps should be adapted to suit the needs of individual pupils. Equity is the aim for these highneeds pupils. Their individual plan and adapted expectations for behaviour should be on their Pupil Profiles which will be monitored by the SENDCo , Senior Mental Health Leader or other member of SLT. A child's triggers for negative behaviour need to be on their individual plan so that everyone can be aware of these.

Additional Information

In support of this strategy the Trust has developed a range of model policies and information schools may use. This includes:

1. Model Behaviour Policy
2. Model Pupil Profiles
3. Model Individual Plans
4. Model Risk Assessment
5. Trauma Informed Language Framework

Twenty-five years of neurobiological research tells us that children learn best when they feel loved."

Dr Andrew Curran

This strategy is predicated on the principle that our schools will seek every opportunity to demonstrate authentic professional love.