



This policy belongs to

**Tibberton CE Primary School and
St Lawrence CE Primary School
Federation**

Behaviour Policy

**Revised: Spring Term 2024
Consultation with Staff & Governors
and adoption of policy: Spring Term 2024
Review Date: Spring Term 2025**

Statement of intent

Tibberton CE Primary School and St Lawrence CE Primary School Federation aims to create a school community that is trauma informed and puts at its heart relationships, minimising shame and maximising our students feeling seen and valued in the best possible way; ensuring a consistent approach to behaviour that help all students succeed and thrive, both academically and in relation to their own well-being. We believe in educating all members of the two school communities as to our behaviour approaches, whilst supporting them in developing resilience and protecting their wellbeing.

Aims:

- To ensure that all members of the school community are safe.
- To facilitate positive and warm relationships between all members of the school community.
- To ensure that the school strives to meet the underlying needs of all young people.
- To ensure that all young people feel successful in our school.
- To enable our young people to live up the expectations set, which they have had a say in making.
- To help our young people build a sense of empathy and responsibility in a way that minimises shame.

Expectations:

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core Christian values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The federation has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke wellbeing and support plans.

Staff Expectations:

- We value our relationships with children/young people and their families
- We strive to understand the function behind a child/young person's behaviour
- We model positive behaviours and build relationships with pupils and staff
- We always give children/young people a fresh start as required
- We ensure that we support and implement the agreed trauma informed approaches (e.g. emotion coaching/emotional wellbeing and support plans)
- We use trauma informed language in our daily routine
- We meet and greet at the door and when passing others in school
- We refer to 'Ready, Respectful, Safe'
- We plan lessons that engage, challenge and meet the needs of all learners
- We never ignore or walk past learners who are behaving in a way that steps outside the rules or expectations.

Environmental Consistency:

At Tibberton and St Lawrence, we recognise that consistency and routines help children and young people to feel safe.

We aim to ensure that:

- All school staff have read the school's behaviour policy and feel confident in applying the policy.
- We refer to the school expectations every time we provide feedback or discipline, in which we explain how a behaviour has/has not embodied these expectations in a way that minimises shame and is delivered at a time where the young person is regulated.
- All school staff are aware of the strategies being used to support individual children/young people with additional needs (including acknowledgement and awareness of individual behaviour and wellbeing plans)
- All school staff are trained in and able to use a high empathy and high guidance Emotion Coaching model to support children/young people's emotional needs and provide consequences/problem solving opportunities when required.
- Our rules and expectations are discussed and understood by our young people and where possible they have a say in how these are enacted. By having rules that our young people have 'bought into' and fully understood, they are better able to follow these and achieve well.

Being Curious:

At Tibberton and St Lawrence, we view all behaviour as communication. In response to behaviour incidents, we will use tools such as 'Reaction Resolution', 'Circle of Adults', 'Solution-Focused Sessions', and 'Antecedents, Behaviour and Consequences charts' to help us dig down into the behaviour and identify the underlying needs in order to work to meet these as far as possible.

In investigating possible causes of, or needs underlying behaviour, we may use the following approaches:

- Capture student voice, ensuring they are in a connected space first.
- Work with parents and carers to investigate any potential health needs.
- Work with parents and carers to discuss any changes or circumstances at home that may impact on behaviour in school.
- Investigate any underlying learning needs to ensure our young people can access the curriculum being taught.

- Use of Strength and Difficulties questionnaires, Boxall Profiles and Behaviour Level Descriptors.
- Use of Antecedents, Behaviour and Consequences charts to spot patterns in behaviour, help identify functions of behaviour and potential setting events or triggers.
- Looking at exceptions – what happens when things are going right?
- Holding professionals meetings, solution focused sessions or circle of adults meetings to dig down into underlying need.

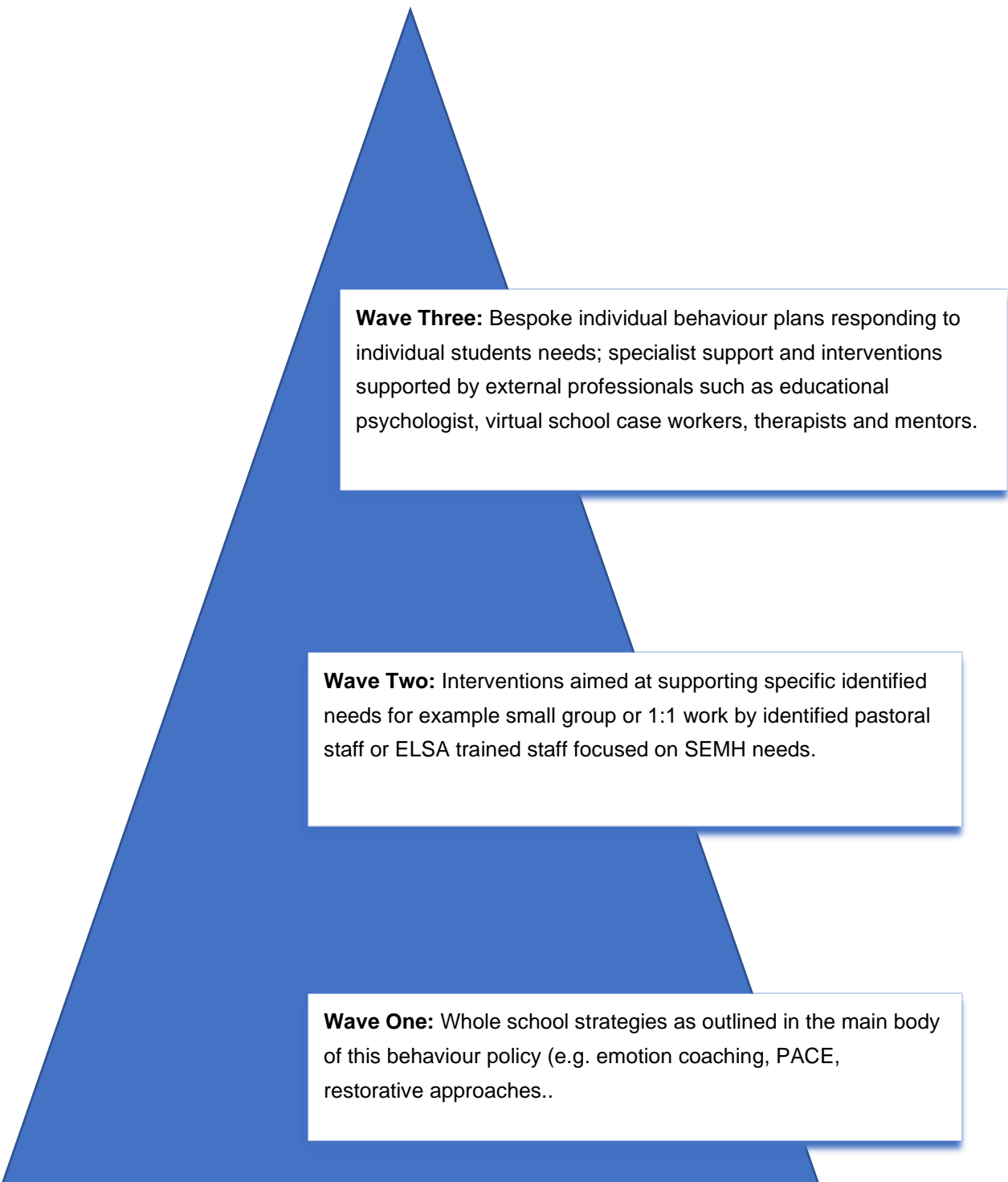
Adaptation:

We will adapt our behaviour policy as appropriate to the needs of all children/young people within our school setting, in line with the Equality Act (2010). For some students this approach will require an individualised emotional regulation approach which will include emotion coaching or a behaviour support and well-being plan. It is our aim to inform parents/carers at the beginning of each year about this adaptive approach in order for them to understand that “being fair” is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Children/young people have a wide range of individual needs which change over time. As such, children/young people require a flexible approach within an overall structure of consistency. Whilst we envisage that our Wave One behavioural approach (please see below) will be effective for the majority of children/young people, some children/young people will require extra support in order for us to ensure an equitable school environment.

A graduated response to behaviour allows staff to support children/young people according to their current level of need. The pyramid below provides some examples of support offered at each wave of our graduated response. Children/young people will be provided with support based on their level of need. Given that we view behaviour as a communication of need, frequent behaviour will be seen as an indication that level of support may need to be increased (e.g. a child receiving support at Wave One would begin to receive assessment and support at Wave Two). Decisions about the level of support required will always be made in consultation with the child or young person, their parents/carers and external professionals as appropriate.

We will never discuss a child or young person’s behavioural needs with another person, unless they are a professional offering advice, we have parental consent to do so, or there is a risk of harm. This means that other students may not always be aware of the consequence that has been given to a child. All pupils will be educated to understand this behaviour policy, and to know that conflict resolution is always taken seriously.



Wave Three: Bespoke individual behaviour plans responding to individual students needs; specialist support and interventions supported by external professionals such as educational psychologist, virtual school case workers, therapists and mentors.

Wave Two: Interventions aimed at supporting specific identified needs for example small group or 1:1 work by identified pastoral staff or ELSA trained staff focused on SEMH needs.

Wave One: Whole school strategies as outlined in the main body of this behaviour policy (e.g. emotion coaching, PACE, restorative approaches..

Use of exclusion:

Tibberton and St Lawrence federation recognises isolation of any factor such as suspension or permanent exclusion should be used as an absolute last resort and consequently avoids using any form of exclusion to respond to behaviour that challenges us.

In order to avoid exclusions, we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce the behaviour). This will include informing services (e.g. the Telford & Wrekin Virtual School) of the risk of a fixed term or permanent exclusion as soon as possible.
- Use restorative conversations alongside the child or young person to reflect on triggers, thoughts, feelings and what might help in the future.
- Use a relational approach to behaviour management.
- Use Emotion Coaching to provide co-regulation and to support a child or young person to understand their emotions.

Sometimes we may choose an internal exclusion, in another classroom or office space, to provide time for a pupil to calm down and be ready to participate in a restorative conversation.

On the extremely rare occasions that suspension or exclusion is used, we will:

- Maintain contact with the child or young person and their family throughout the process (e.g. telephoning the child or young person at the beginning and end of each day, to check how they are doing and how the work they have been set is going)
- Use Restorative Practice to structure reintegration meetings and reduce blame
- Hold a restorative group for staff involved in supporting the child or young person
- Place the child or young person's (and parent's/carer's) voice at the heart of each step of the process.

Allegations against school staff:

The Department for Education (2016) requires that school behaviour policies “set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff”. In line with our trauma informed approach to behaviour management, any malicious and unfounded accusations made against school staff would be investigated on an individual basis, with staff, the child or young person and parents/carers working together to understand the possible functions of this behaviour. If appropriate, a Restorative Practice based approach (e.g. a restorative conference) would be used in order to repair relationships between the child or young person and the staff member, whilst aiming to avoid eliciting shame in the child or young person. The member of staff involved would also be provided with access to emotional support from staff on a more private basis, and/or counselling if required.

Engagement with parents/carers:

Tibberton and St Lawrence federation values parents/carers as experts in their own child/young person’s life. We will provide feedback on your child’s emotional wellbeing at parent/carer meetings but will also contact you immediately if we have any concerns about your child’s wellbeing. We also place great value on feedback from parents/carers about the wellbeing of your child. If you have any concerns or would like to provide feedback on our behaviour policy, please do not hesitate to contact Mrs Nash via the school office.

Appendix 1

Comparison of Approaches to Individualized Programs	
Traditional View	New View
Consequence based	Regulatory based
Rewards and incentives create motivation	Relational influence creates motivation
External controls (point and star charts, detention, removal of privileges)	Internal controls (sense of self, sense of accomplishment, self-acceptance, self-love)
Time-outs	Time-ins
Expectations based on chronological age	Expectations based on emotional/social age
Behavior management	Stress management
Individual focus	Community/family focus
Performance/outcome based	Process based
Intervention	Prevention
Major transitions identified	All transitions identified
Child to fit into the environment	Environment to fit the child
Behavior is a matter of choice	Stress drives behavior

ABC (Antecedent, Behaviour, Consequence) Chart Form

Date/Time	Activity	Antecedent	Behaviour	Consequence	Possible reason / purpose
	What activity was going on when the behaviour occurred	What happened as the immediate trigger and what other antecedents may have contributed?	What the behaviour looked like	What happened after the behaviour, or as a result of the behaviour	What do we believe the underlying need is behind this behaviour, - what strategies might we use to meet this need in outcome?



My wellbeing safety support plan.

Behaviour Support Intervention.

Name.....

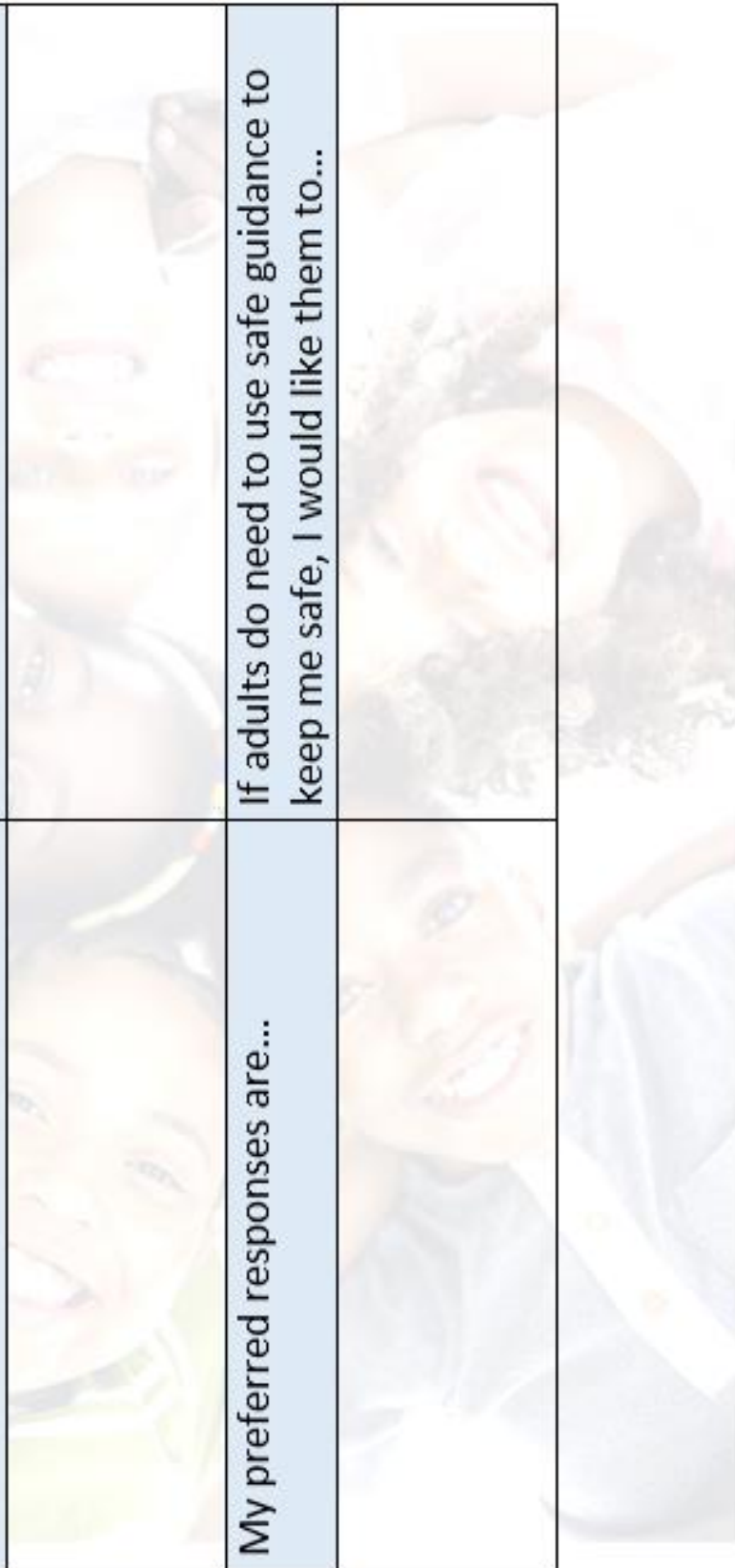
School.....

Date.....

<p>My circle of support- who is important to me?</p>	<p>What are my strengths, qualities & talents?</p>
<p>What keeps me safe, well, active & engaged?</p>	<p>How do the strategies meet my needs?</p>

What triggers accelerate my behaviour?	
When I am feeling anxious I will...	When I am feeling <u>anxious</u> I want the adult/adults to...
When I am feeling defensive I will...	The adults around me will...

When I am in a <u>crisis</u> I may have the potential to cause immediate risk to myself or others.	
My risk behaviours are...	Level of risk to others are...
My preferred responses are...	If adults do need to use safe guidance to keep me safe, I would like them to...





To minimise trauma staff should aim to reduce tension and help to rebuild trust.	
Reduce tension	Rebuild trust

Appendix 4

PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

Playfulness

The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong. Using a playful and light-hearted tone, as if you were telling a story, shows your interest and curiosity. Playfulness reduces the shame a child might feel when something has gone wrong; difficult messages or serious conversations can be easier to have if the tone is light. It does not mean you do not take the emotions or the incident seriously. It is also helpful to maintain a playful tone if you need to deliver a short reminder about behaviour in the classroom.

Acceptance

Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement, and without seeking to reassure their feelings away. This can be hard to do as it means you and the child sitting with some strong emotions, together. This is painful and uncomfortable, but also very powerful. If a child expresses distressing emotions about themselves or others (e.g. "nobody loves me", "I'm stupid", "I'm bad", "you hate me") it is hard not to challenge them as being wrong, but it is really important to accept those feelings and acknowledge them using curiosity and empathy. Accepting the child or young person's feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the child's viewpoint, but for true acceptance to take place, it is important that the child also knows you can see them beyond their behaviour. When a child is very challenging, on a daily basis, this can be hard to do. Try to build in times with colleagues in which you can reflect on the child beyond their behaviour as well as expressing your own feelings about the challenges.

Curiosity

It's important to be curious about the child's thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all. Curiosity is also important for discipline to be effective: connect with the emotion before you engage in discussion. Showing the child that you are interested in what is going on for them and willing to do something about it is a very powerful experience. Don't feel afraid to share your curiosity with the child by wondering, not telling them. Try to avoid asking "Why?".

Instead you might ask:

“Is it ok if I share my idea of what is going on for you? I might be wrong but these are my ideas.” or “What do you think was going on?”, “What do you think that was about?” or “I wonder what...?”

Try to be curious in a quiet, accepting tone that conveys a simple desire to understand the child: this is not the same as agreeing with their perception of the event, but shows your interest in understanding it and accepting the feelings that were involved.

Empathy

When you show empathy you are showing the child that their feelings are important to you, and that you are alongside them in their difficulty. You are showing that you can cope with the hard times with them and you are trying hard to understand how it feels. Understanding and expressing your own feelings about the child’s experience can often be more effective than reassurance. For example, if a child says “You don’t care”, you can respond by saying “That must be really hard for you. I feel sad that you experience me as not caring”

Appendix 5

Four Steps of Emotion Coaching (Emotion Coaching UK)

'Connection Before Correction'

Recognise the child's feelings and empathise with them	<ul style="list-style-type: none">• Recognising, empathising, soothing to calm• e.g. 'I can see you are upset; I'm here'.
Labelling feelings and validating them	<ul style="list-style-type: none">• e.g. 'Sounds like you might be feeling angry about that'. I might be feeling angry too if that had happened to me.'
Setting limits on behaviour	<ul style="list-style-type: none">• If needed• e.g. 'We can't always get what we want'.
Problem-Solving	<ul style="list-style-type: none">• With the young person• e.g. 'We can sort this out'.

Appendix 6 – Trauma Informed Language

Words Matter: Trauma sensitive language with children

Trauma

is expressed through behaviours not language
can mask fear or shame

Stress responses

are known as 'fight', 'flight', 'freeze' and 'fawn'
can resemble anti-social behaviours

Negative language

blames children for their trauma
is internalised by children and leads to negative labels



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Words Matter: Trauma sensitive language with children

Trauma

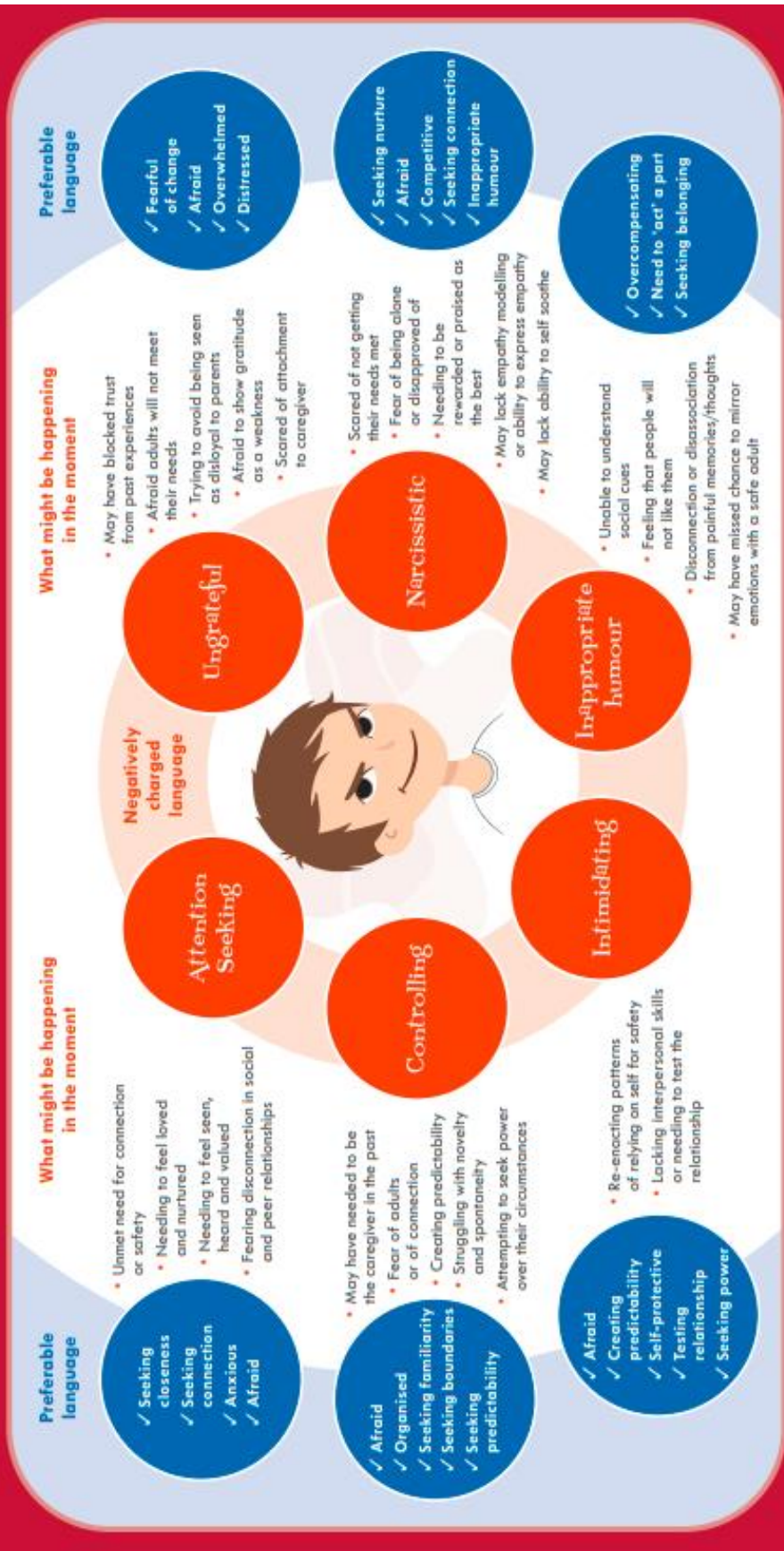
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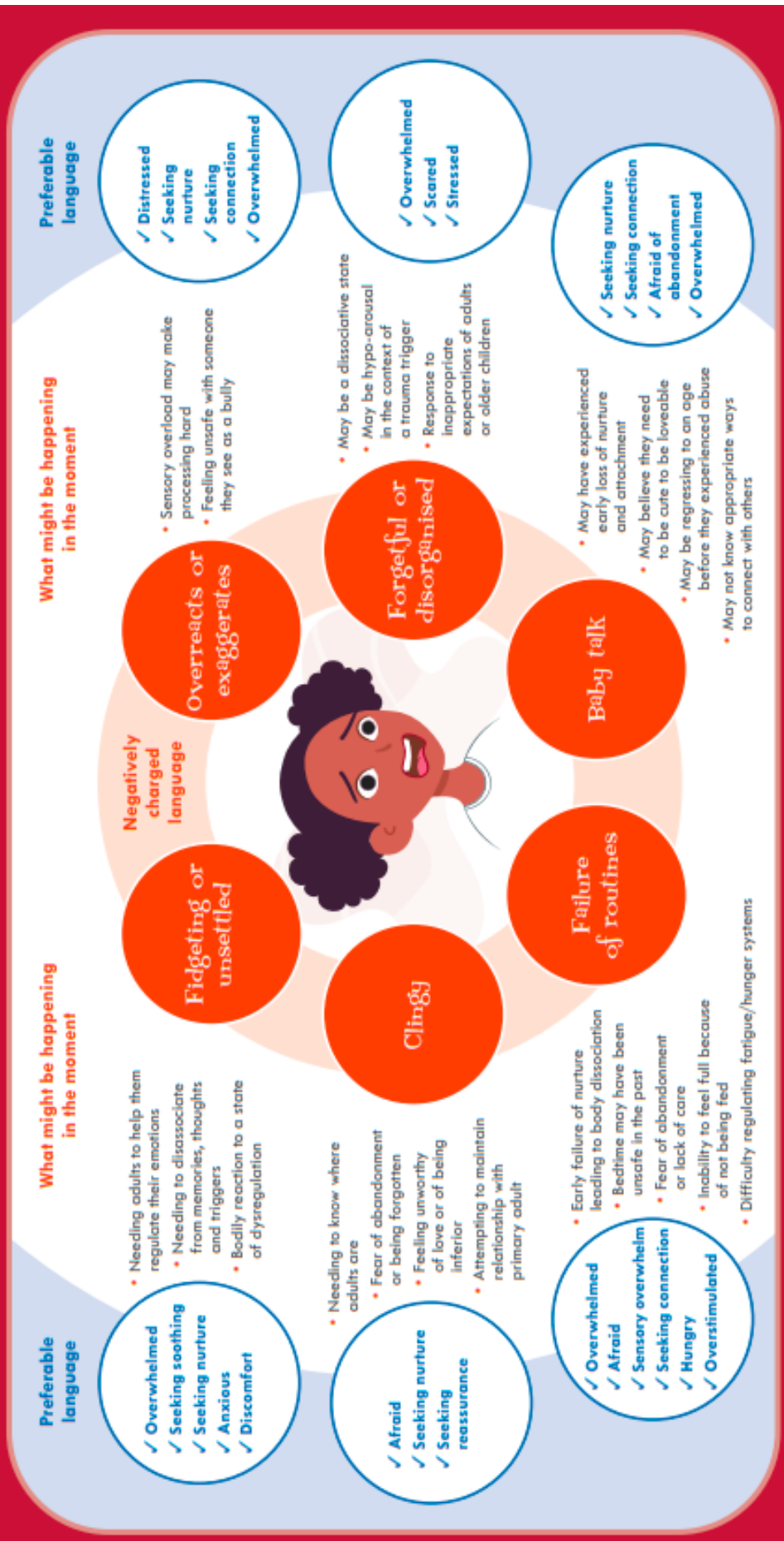
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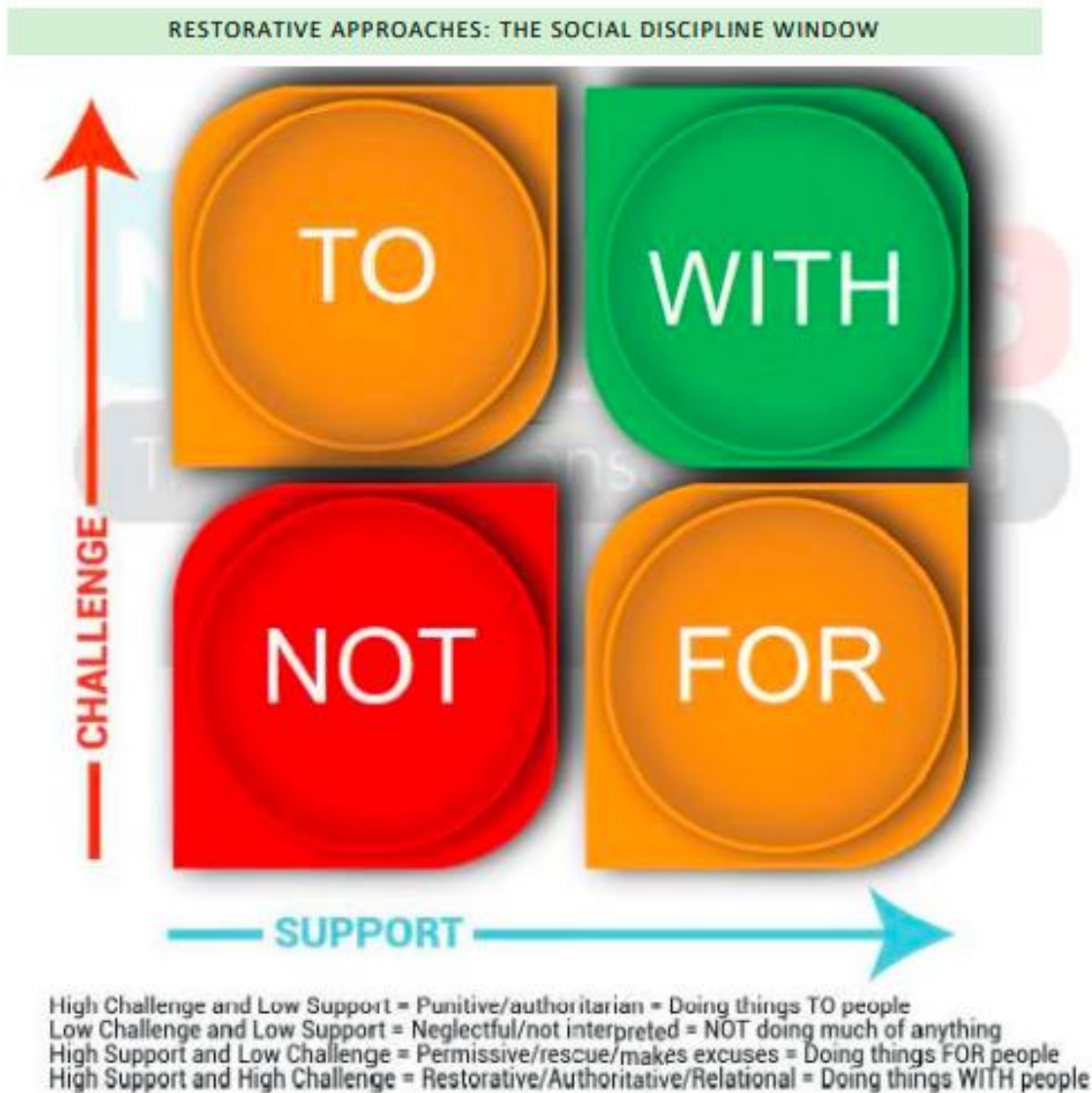
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Appendix 7 – The Social Discipline Window



RESPONDING IN THE MOMENT

