



Behaviour Policy

THIS DOCUMENT IS AN APPENDIX TO THE
MAIN OVERARCHING POLICY HELD BY
NEXUS MULTI ACADEMY TRUST

Date Published	September 2024
Version	2
Approved Date	October 2025
Review Cycle	Annual
Review Date	October 2026

An academy within:



"Learning together; to be the best we can be"

1. At Bents Green School We Actively Promote the Nexus core behaviour values of;

- Trust academies use a restorative approach
- Trust academies use a consistent approach
- Trust academies model positive behaviour
- Trust academies acknowledge that behaviour is a form of communication
- Trust academies acknowledge that every day is a new day
- Trust academies are a safe place to make mistakes
- We are teaching our students to become functioning members of society

1.1. At **Bents Green School** we promote to children that school is a safe place to make mistakes. We have a strong belief that children learn from the mistakes they make and it is our job as educators to use this policy in supporting them to put right what went wrong therefore allowing learning to happen.

1.2. At **Bents Green School** we aim to meet the whole child's needs through:

- The provision of a predictable and safe immersive environment that bases its curriculum on the nurture and wellbeing of student before we begin to work on academic skills
- Recognising that understanding our emotions is a key aspect of understanding and managing behaviour
- Our Trauma Informed practices, and being attachment aware, we work together to create an environment that is conducive to learning by developing strong relationships between staff and students.
- Being 'fair' by recognising that fairness is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Taking a non-judgmental, curious and empathic attitude towards behaviour
- The whole school have a relentless focus on positive behaviour.
- Adopting restorative practice as a whole school team
- The appropriate learning curriculum which has carefully-planned learning opportunities including the development of personalised wellbeing for every individual



- 1.3. It is through this student-centred and inclusive approach that student will learn to understand, manage and improve their own behaviour, and to build positive relationships with adults and other student.
- 1.4. Consequently, all student at **Bents Green School** has the right to:
- Recognition of their unique identity and individual consideration of their needs
 - Be treated with respect and dignity and feel valued members of the learning community
 - Learn and work in a safe environment
 - Be protected from harm, violence, assault and acts of verbal abuse
- 1.5. Furthermore, Bents Green School strives to ensure that:
- Parents, carers, staff and student are highly positive about behaviour and safety
 - Student make an exceptional contribution to a safe, calm, orderly and positive learning environment
 - Student show very high levels of engagement, respect, courtesy, collaboration and cooperation in and out of lessons
 - Student have excellent, enthusiastic attitudes to learning
 - Student are adept at managing their own behaviour, supported by systematic, consistently applied behaviour management approaches
 - Instances of all types of bullying are extremely rare, and that students are acutely aware of different forms of bullying and actively try to prevent it from occurring
 - All student feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe

2. Responsibilities

All Staff Responsibilities

- Behaviour Management is the responsibility of **ALL** staff at Bents Green.
- All staff will keep accurate records of all behaviour incidents on CPOMs, and within 24 hours of the incident.
- All staff will understand the school values that underpin this policy.



- All staff will report any serious incidents to a member of the behaviour team or SLT as soon as possible.
- Cherish and prioritise relationships with students and their families.
- Be consistently calm.
- Model the behaviour we wish to see.
- Always give students a fresh start as required.
- To contribute towards the creation of Risk Assessments and Individual Support Plans.
- All staff will ensure that temporary or new staff in their class are aware of all safety information and student support plans.
- All staff will focus on developing their knowledge of the students they work with and understanding the primary strategies they need to reduce risk of increased stress and crisis behaviours.
- All staff will ensure that students are engaged with high quality teaching and welcoming environments adapted to meet individual needs.
- All staff will complete Team Teach training and refresh this yearly.
- All staff will use professional language when recording incidents, not making any assumptions, using judgemental language or red flag terminology.

Governors

- There will be a named governor responsible for behaviour.
- Governors will monitor, review and amend the policy, at least annually.
- Governors will monitor and review behaviour data and provide strategic challenge to the Headteacher.

Executive Headteacher/ Heads of School

- It is the responsibility of the Executive Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher to ensure the health, safety and welfare of all children in the school.
- To support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- Only the Executive Headteacher can make the decision to exclude/suspend a student. This will only be considered when it is deemed unsafe or disruptive for the student to be in school and will follow the school's suspension and exclusion policy. Necessary adjustments must be made to make the environment safe for the student to return, this will happen in consultation with parents/carers and other professionals where appropriate. A restorative discussion should be carried out before the student returns to school. Arrangements should be made for education at home in the first five days of a suspension.
- Will oversee the Senior Leadership team.



Senior Leadership Team

- Oversee the implementation of the behaviour policy across the school.
- Liaise with outside agencies with regard to general behaviour policy procedures.
- Monitor and evaluate the effectiveness of the behaviour policy.
- Support staff in dealing with individuals who present with behaviour that challenges.
- Coordinate training for staff.
- To oversee the Behaviour Team, and coordinate the support and responses to staff teams.
- To monitor and review all behaviour incidents, assigning actions where necessary.
- To monitor and review all interventions.
- To analyse behaviour data and develop whole school responses to any trends
- To ensure that students still receive their education during periods of suspension.
- To ensure that for a looked-after child (CLA) is likely to be subject to a suspension or exclusion, the local authority's Virtual School Headteacher (VSH) is aware as soon as possible.
- To ensure that all relevant agencies are informed of any concerns regarding behaviour, in particular when there is a risk of suspension or exclusion.
- Will ensure the Headteacher is kept up to date and informed of all behaviour concerns across school.

Pastoral and Intervention Team

- To support staff in dealing with those students that are struggling to access learning.
- To care for the needs of students who are unable to access learning.
- To provide specialist advice and guidance for staff on all aspects of behaviour management.
- To keep clear and accurate data records on incidents that can be used to inform intervention and behaviour planning.
- To support tutor teams to develop individual support plans in conjunction with staff, students and parents/carers.
- To provide de-brief sessions with staff teams after serious incidents to develop reflections where needed/necessary.
- To provide short term focused interventions for specific students.
- To support staff wellbeing.
- To spend proactive time in classes to upskill and support staff.

Team Teach Tutors

- To provide Level 2 accredited Team Teach training to all new staff.



- To refresh all staff yearly in Team Teach training.
- To support individuals/classes who need a higher level of support with behaviour management/physical interventions.
- To keep updated with all Team Teach updates and refresh their own tutor training yearly.

3. Expectations, Boundaries and Routines

3.1. Expectations and boundaries are more effective when they are positively framed and used to reinforce and develop desired behaviours;

- Teachers will be responsible for developing class expectations in conjunction with their student, making it clear to student what is expected in their learning environment. Use an approach that insists on restorative practise as a basis to behaviour management
- The provision of a safe and predictable learning environment is paramount and all staff are expected to provide clear and regular routines that support the implementation of expectations and boundaries and ensure Maslow's Hierarchy of Needs are met
- Student need to be familiar with the expectations of staff regarding their behaviour. Therefore, consistency and the regular maintenance of high standards is highly important
- Routines are expected to be in place for student on arrival at school and throughout the entire day - including lunch – until they leave the premises

3.2. All student need to be aware of expectations and boundaries including non-negotiables and routines and the consequences of meeting or transgressing expected standards of behaviour:

4. Child On Child Abuse

4.1. All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.



- 4.2. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to their designated safeguarding lead (or deputy).
- 4.3. It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. At **Bents Green School** we have zero tolerance in regards to child on child abuse.
- 4.4. Child on child abuse is most likely to include, but may not be limited to:
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - Sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment
 - Abuse in intimate personal relationships between peers
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm



- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- 4.5. All staff in school are clear about the action to take where concerns about child on child abuse arise and all staff will always reassure victims that they are being taken seriously and that they will be supported and kept safe.
- 4.6. Staff have been made aware of the heightened vulnerability of LGBTQ+ student, who evidence suggests are also more likely to be targeted by their peers. In some cases, student who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ student. The school's response to sexual violence and sexual harassment between student of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

A Preventative Approach

- 4.7. In order to prevent child on child abuse and address the wider social factors that can influence behaviour, the school will educate student about abuse. Its forms and the importance of discussing any concerns and respecting others throughout the curriculum, assemblies and PRS lessons.
- 4.8. The school will also ensure that students are taught about safeguarding, including online safety, as part of a broad curriculum in PRS lessons. Such content will be age and stage of development specific, and tackle such issues as the following:
 - Healthy relationships
 - Respectful behaviour
 - Gender roles, stereotyping and equality
 - Body confidence and self-esteem
 - Prejudiced behaviour
 - That sexual violence and sexual harassment is always wrong
 - Addressing cultures of sexual harassment
- 4.9. Student will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.



- 4.10. In cases of 'Upskirting' we recognise that it is an offence under the Voyeurism Offences Act 2019 to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing or enabling another person to observe in the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose e.g. obtaining sexual gratification or to humiliate, distress or alarm a victim. Upskirting will not be tolerated by the school and any incidents must be reported to the DSL who will then decide on an appropriate course of action.
- 4.11. More information on child-on-child abuse is contained in the Rotherham LSCP child protection online procedures.

5. Choice And Consequence: Celebrating Positive Behaviour

- 5.1. Behaviour that leads to rewarding consequences are more likely to be repeated.
- 5.2. All staff are actively involved in informally, but consistently, celebrating positive behaviour; positive achievements and successes both in and out of school and sharing these with parents and peers.
- 5.3. The types of celebrating used across the school are varied and reflect the individual nature of class groups and student.

6. Informal Rewards Include:

- Smiles/positive eye contact/gestures
- Targeted praise statements to the student or groups of student
- Peer group praise, both spontaneous and planned
- Unconditional positive regard
- Direct positive praise home to parents
- Additional responsibilities
- Sharing good work and behaviour with peers/adults/senior staff
- Written comment on work/in books
- Displaying good work
- Recognition and celebration of learning and behaviour in assembly



7. A Focus On Restorative Approaches To Addressing And Changing Behaviour

- 7.1. At **Bents Green School**, staff intervention over the correction of behaviour is clearly based on student' level of development, the nature of their disability and circumstances. Subsequently, any "Consequences" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.
- 7.2. The types of consequences used across the school reflect the individual nature of class groups and student. Informal consequences may include:
- Restorative conversations and discussions
 - Adapted use of learning environments e.g., behaviour support room.
- 7.3. Student may remove themselves from a situation which causes anxiety or distress to a location where they can be supported. They would then be continually observed until they are ready to resume their usual activities. This "time out" could be time in a quiet area of the school.
- 7.4. If time out is an ongoing strategy to help children regulate, they will have this added to their support (ISP) plan.
- 7.5. Formal consequences are implemented following due consideration of any incident and the student's age and needs:
- Exclusion: following consultation with parents/carers, student may be excluded from school for more serious or persistent incidents of unwanted behaviour

8. The Pastoral and Intervention Team

- 8.1. The Pastoral and Intervention Team have specific responsibility for the care of student who are struggling to access learning. The Pastoral Assistant



Headteacher directs the team to support staff both in and out of the classroom with specialist behaviour management.

8.2. The Pastoral and Intervention Team have clear aims:

- To support staff in dealing with those students that are struggling to access learning
- To care for the needs of student who are unable to access learning
- To use specialist techniques of de-escalation, deflection and reparation in order to reduce the loss of learning time to a minimum
- To provide specialist advice and guidance for staff on all aspects of behaviour management
- To keep clear and accurate data records on incidents that can be used to inform intervention and behaviour planning
- To develop individual behaviour plans in conjunction with staff, student and parents.
- To provide de-brief sessions with staff teams after serious incidents to develop reflections where needed/necessary
- To provide short term focused interventions for specific students
- To support staff wellbeing
- To spend proactive time in classes to upskill and support staff

9. Staff Support Systems And Reasonable Force

- 9.1. At **Bents Green School** we strive to create a safe learning environment and promote positive behaviours and minimise the risk of incidents that may require consequences.
- 9.2. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – all staff are trained in skills to support them diffuse and de-escalate potentially challenging situations and promote positive alternatives.
- 9.3. In exceptional circumstances, staff may need to take action where the use of reasonable and proportional force using Team Teach handling techniques may be required.
- 9.4. To this end, all staff clearly understand their responsibilities in the context of their duty of care in taking appropriate approaches to promoting and



celebrating positive behaviour. Staff are supported in doing so through on-going professional development, and provides them with appropriate strategies and techniques to more effectively manage unwanted behaviours should they arise.

9.5. At **Bents Green School** staff share and discuss in a professional, positive, supportive and developmental atmosphere e.g. through directed meetings:

- when a student's behaviour is difficult it is a problem to be shared
- all interventions focusing on trying to change the behaviour and/or teaching the student
- alternative ways of behaving or responding to a situation
- support in analysing behaviour and in producing, implementing and reviewing Positive Handling Plans
- systems for getting help quickly from outside the classroom e.g. SLT and/or Pastoral and Intervention Team support

9.6. If a member of staff has had a particularly difficult day with a group or an individual student, they are encouraged to reflect upon this within their class teams and there is an opportunity to talk through the experience with a member of SLT or members of the Pastoral and Intervention Team in order to help implement additional strategies where required.

9.7. Incidents where malicious accusations against school staff have been made will be investigated and appropriate action taken.

10. Support Systems For Parents

10.1. In addition to involving our parents at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below:

- Pastoral Assistant Headteacher or Senior Behaviour Manager
- Deputy Designated Safeguarding Lead
- Parenting Support Programmes and other voluntary parenting skills courses
- Personal bespoke sessions with parents supported by FIS (Family Intervention Service)



- 10.2. If a student or parent feels that the measures in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure. (Refer to school complaints procedure).

11. Support Systems For Students

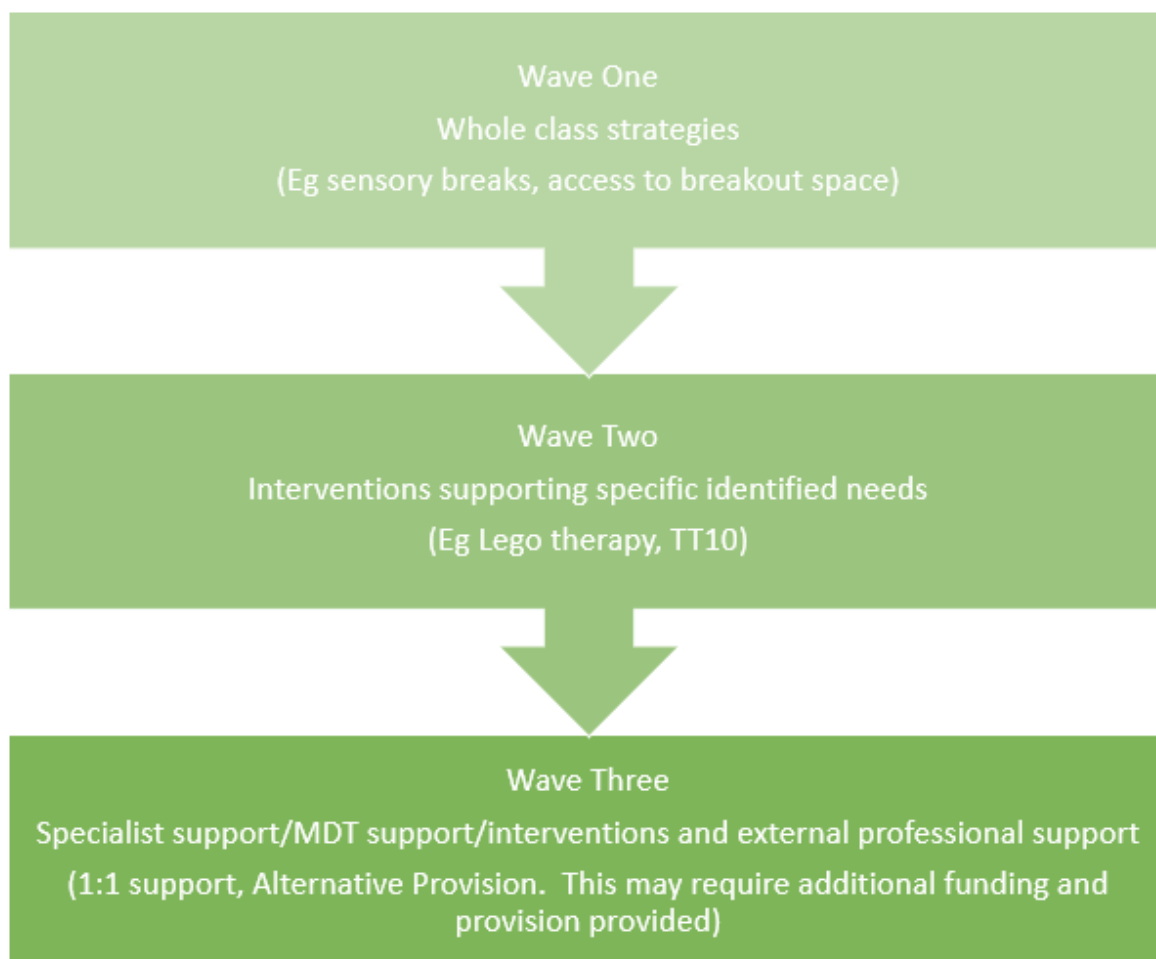
- 11.1. In addition to regular teaching and learning about positive behaviour and regular attendance underpinned by a nurture approach, the school provides the following support to student:

- Use of Individual Support Plans (ISP) and Personalised Risk and Behaviour Plans
- liaison with parents/carers, previous schools, outside agencies and services
- regular Student Progress Meetings to identify student most at risk, included as part of any regular academic progress reviews
- the delivery of an exciting and innovative curriculum underpinned by nurturing approaches
- regular contact with parents to inform them of progress being made by their child and with regard to the celebration of achievement and behavioural achievements
- contact with parents on the first day of any unexplained absence and discussion between the student and staff responsible for their registration
- contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation
- referrals for specialist advice from agencies linked to the school via the Safeguarding Team
- parents/carers consultations and family sessions
- Access to therapeutic intervention
- Where appropriate, a Key worker is allocated to assist with the behaviour management of identified student

12. A Graduated Response

- 12.1. Students have a wide range of individual needs which change over time. As such, a flexible approach within an overall structure of consistency is required. Whilst we envisage that our Wave One intervention support (please see below) will be effective for the majority of students at Bents Green School, some will require extra support. A graduated response to

behaviour allows staff to support our students according to their current level of need. The diagram below provides some examples of support offered at each wave of our graduated response:



- 12.2. Bents Green students will be provided with support based on their level of need. Given that Bents Green School views behaviour as a communication of need, frequent behaviour will be seen as an indication that level of support may need to be reviewed (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 student, their parents/carers and external professionals as appropriate.

13. Use of Secure Spaces

- 13.1. Schools are required to ensure that student are not locked in a room or space, unless there are exceptional circumstances linked to immediate student/staff safety (e.g. as per lockdown procedures). At all times, Nexus



MAT schools must be complaint with the Deprivation of Liberty Safeguards (DOLS) and/or the Mental Health Act (MHA).

- 13.2. There may be exceptional situations in which it is necessary to physically prevent a student from leaving a room in order to protect the safety of the individual student and/or student, staff and visitors from immediate risk, but this would be a safety measure and not a disciplinary sanction.
- 13.3. Classroom entrance and exit doors are not to be locked with a key or fob that can only be unlocked by an adult.
- 13.4. Schools may have two handles on entrance and exit doors to classrooms – one at standard (waist) height, and another towards the top of the door. These doors are not locked, but have an enhanced system which provides a safe means of ensuring student are suitably safeguarded from leaving the classroom area of their own volition. This measure must be reflected in the class risk assessment and parents/carers informed.
- 13.5. It is acceptable, as part of our site health, safety and safeguarding measures, to have secure buildings or areas of the school building e.g. departments, entrance ways etc, which student can move freely within.
- 13.6. Where it is necessary for the safety and protection of a child to place them in a room that is secured and only unsecured by an adult, this should be in exceptional circumstances which is underpinned by a multiagency risk assessment and be reflected in a child's EHCP and/or their care plan. These measures must be used as a short-term measure, and a multi-agency review must be held at least fortnightly. Parental consent must be in place and documented in all instances.

14. Power to search students

- 14.1. Any staff can search for an item if the student gives verbal agreement. Taking into account of their age and understanding. At Bents Green School staff should always seek further support from SLT and Behaviour and Intervention Team and should not be conducting any search of students without a member of these teams being present.

Searching without consent

- 14.2. The Head Teacher and authorised staff to use reasonable force in order to conduct a search for the following 'prohibited items':



- Knives and weapons
- Alcohol
- Illegal drugs including drugs paraphernalia
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic material
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

14.3. Only members of SLT and/or Behaviour Managers will conduct any searches requiring 'reasonable force'.

Authorised staff can:

- Search (without reasonable force) for items banned in the settings rules.

Bents Green banned items list 2024/25

- Animals
- Alcohol
- Chewing gum, high sugar drinks and sweets
- Cigarettes & E –Cigarettes/vapes
- Laser pens
- Illegal substances - Drugs, Drugs Paraphernalia, psychoactive substances (NPS), legal highs - or designer drugs
- Weapons (inc knives, BB guns, sharp objects)
- Any item brought into school or used with the intention of causing harm
- Any item that could be used to harm self or others

15. Harmful Sexual Behaviour (HSB)

15.1. **Bents Green School** recognise that sexual behaviour is a part of child development and in itself is not always a cause for concern. As with any type of behaviour, children and adolescents need advice and guidance to navigate their feelings and the situations they encounter.

15.2. We use the following guidance and frameworks to support our responses:

- NSPCC definition,
- The Hackett Continuum
- AIM2 Framework
- Brook Traffic Light system



- 15.3. This helps us to identify any sexual behaviour that is a cause for concern. This will always take in contextual information about the child and situation, including their age and stage of development. Using this information helps us to identify behaviour which may be developmentally appropriate, problematic or harmful.
- 15.4. As a Trauma Informed school we expect all staff to support cases of sexual behaviour with sensitivity and empathy. We use our knowledge of Adverse
- 15.5. Childhood Experiences, and relationships with students and their families to help us best support any situation where sexual behaviour occurs.
- 15.6. We support all incidents of sexual behaviour as we would *any* type of behaviour, and staff are expected to:
- Use professional curiosity
 - Be empathetic
 - Try to establish what unmet need the behaviour is communicating
 - Keep objective and accurate records on CPOMs, using language which makes no assumptions, is non-judgemental and does not include any red flag terminology.
 - Communicate openly and honestly
 - Use unconditional positive regard for all staff and students at our school.
 - Provide a graduated response to behaviour, in line with our Waves of Support.
- 15.7. As a school, we use objective information to guide the way we respond. Bents Green school has a panel of SLT members including Safeguarding leads and deputy head, who meet monthly to hold an **AIM panel**. Bents Green School recognise that understanding sexually harmful behaviours and assessing and managing risk is a complex and demanding task.
- 15.8. We use the AIM2 framework to help us support incidents of HSB as this is currently the most up-to-date initial risk tool in the UK. The assessment model offers an initial evidence-based tool that can be used to begin to consider both the level of supervision that is required for young people and their therapeutic needs.
- 15.9. Bents Green school meet regularly with the Sheffield HSB panel to gain strategies and advice on specific cases. Only when absolutely necessary will social care referrals be made.



16. Safeguarding

- 16.1. **Bents Green School** recognises that changes in behaviour may be an indicator that a student is in need of help or protection.
- 16.2. We will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, this will be recorded on CPOMs and we will follow our Safeguarding policy.

17. Monitoring And Evaluation

- 17.1. Within Bents Green behavioural data is gathered consistently and analysed to inform trends and strategic development:
- Incident and behaviour data from the Pastoral and Intervention Team
 - Weekly safeguarding and attendance meetings in the whole staff briefings
 - Half termly student progress meeting with individual class teachers

This policy works in joint collaboration with the Nexus MAT policy on Behaviour.



Appendix 1: Poster summary of trauma informed behaviour approaches

Trauma Informed Practices underpin everything we do.

- We are committed to promoting safe practice within the context of respect and dignity.
- Our aim is for all students to build secure and trusting relationships with staff and their peers. This will enable them to learn the skills they need to regulate their emotions as independently as possible.
- All staff are responsible for helping students to regulate their emotions, stress and any resulting behaviour that challenges.
- We will continually reflect, record, plan and take action to reduce students' stressors.
- If students are in crisis or display behaviours that challenge, all staff will manage this calmly, effectively and keep everyone safe.
- A clear commitment is required by all staff to this behaviour policy in order for it to be effective.
- It is essential that over time this policy should be reviewed regularly in order to determine its effectiveness.
- All interventions follow a plan, do, review cycle

The poster below provides a summary of trauma informed behaviour approaches. It could be printed out onto A3 paper and displayed in a public place (e.g. a staff room)

Trauma Informed Schools behaviour principles

What is a trauma informed approach?

Trauma informed schools tend to:

- Place **relationships** with a student's sense of safety and security at the heart of classroom management.
- Encourage **nurture, warmth, and empathy** even when the student is presenting with behaviours that feel challenging
- Promote a sense of **community and belonging**
- Take **individual circumstances** and needs into account.

Who benefits from a trauma informed approach?

Research suggests that ALL children benefit:

"When schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership teams and is evident in practice, it leads to better outcomes for all". (Banerjee, Wear and Farr, 2014)

Emotion Coaching steps:

- Step 1:** Recognising the child's feelings and empathising with them
- Step 2:** Labelling the feelings and validating them
- Step 3:** Setting limits on behaviour (if needed)



Step 4: Problem solving with the child.

Some suggested principles:

Prioritising relationships, empathy and feeling safe above other behaviour management principles (e.g., consequences). Using an approach such as **emotion coaching** to ensure these areas are consistently prioritised during interactions

Considering the **function** of (i.e., the reason behind) the behaviour, what **lesson** you want to teach and **how best** to teach that lesson

Understanding and meeting the need behind the behaviour, rather than using rewards and consequences to promote/discourage behaviour. Use language that reflects the need, e.g., “**attachment needing**” not “**attention seeking**”.

Reinforcing that the child is separate from their behaviour, e.g., by **using externalised language** around that behaviour that challenges, e.g. “The expectations are that we..., so we need to...” (rather than saying “you need to”), **using internalised language** around behaviour that can be celebrated, e.g., “you were very thoughtful when you... so you did brilliantly at showing me our “be kind” expectation”.

Differentiating expectations and approach according to a child or young person’s **abilities, needs and experiences**.

“Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity).”