



NSAT Behaviour and Relationships Policy and Student Code of Conduct

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Table of Contents

1. Aims of our Behaviour and Relationships Policy	2
2. Changing behaviour	2
2.1 Our Behaviour Curriculum.....	3
2.2 Behaviour is a form of communication.....	3
2.3 Taking a non-judgemental, curious and empathic attitude towards behaviour.....	3
2.4 Putting relationships first	4
2.5 Maintaining clear boundaries and expectations around behaviour. The School Rules and Student Code of Conduct.....	4
2.6 Knowing every child as an individual	5
2.7 Encouraging parental engagement.....	5
2.8 The School as a Secure Base	5
2.9 Serious incidents	6
3. Managing behaviour.....	6
3.1 Extrinsic motivation (rewards).....	6
3.2 Reflection, reparation, Restoration.....	6
3.3 Risk Assessments/Personal Provision Maps and Supporting Behaviour Plans.....	7
3.4 Physical Intervention.....	8
3.5 Searching Pupils.....	8
4. Linked policies.....	8
Appendix 1: The feelings behind behaviour	
Appendix 2: Rewards and Incentives at North Star 180	
Appendix 3: Reflection, Reparation, Restoration	
Appendix 4: PACE	
Appendix 5: Classroom Behaviour Observations template	
Appendix 6: Trauma Recovery Model	
Appendix 7: Serious Case Review	
Appendix 8: Steven Porges Vagal Nerve theory	
Appendix 9: 'My Incredible 5 point Scale' template	

1. Aims of our Behaviour and Relationship Policy

North Star was born out of a drive to do something different for those who need more

Formed by the desire to shape futures, North Star Emerged

We remain where others may part

Equipping young minds to join with their communities

Forging together the path ahead, travelling alongside

Our team can bring dreams to fruition. Join us and thrive.

As a trust we believe that disruption free classrooms, a high-quality education and inclusivity are paramount to achieving positive outcomes for our pupils.

We show dedication to our students by having the highest standards for their behaviour

At North Star Academy Trust, our aim is for children to achieve their academic potential and lead independent and fulfilling adult lives. We enable this by building mutually respectful relationships with them and showing how to have respectful relationships with each other and other people. This helps them to reflect, take responsibility for themselves and develop self-discipline. We want pupils to learn to manage their emotional responses to learning and the world around them. The long-term goal is to change behaviour patterns so that pupils can become more self-reliant and have a bank of helpful responses to utilise when difficult feelings are encountered. All staff have high expectations of the young people they work with and always follow up on behaviours following a student's differentiated plan.

Our schools are a calm, emotionally and physically safe environment where students are able to share with us the range of emotions they experience, so we can reflect on these collaboratively to support emotional growth. It is important to understand that, whilst our students may display some challenging behaviours, every behaviour has a function and expresses an unmet need or unwanted feeling. As staff, we focus on the needs of the student and how we can improve their ability to access their learning and make good progress. For some of our young people behaviour can be an expression of their neuro-diversity, where this is the case then individualised responses / provisions are documented in the Provision Map and or Education (PM), Education, Health, Care Plan (EHCP).

2. Changing Behaviour

Our aim is to reshape patterns of behaviour and therefore a pupil's future. Changing pupil behaviour is a long-term process that starts with the offer of different provision to mainstream and is tailored to individual needs including adult response and environment. This can only be done in a safe space where behaviour is being effectively managed.

All staff follow up on all behaviours, all the time.

We understand that behaviours are shaped by the neural developments that take place from birth and that we will therefore need time and conscious planning to be able to reshape neural pathways during the time that pupils are with us. Where a young person's environment may change and be unpredictable, it is essential that we are predictable and consistent to help support.

Key to our approach is the following:

2.1 Our Behaviour Curriculum

For children to behave in a pro social manner we first need to teach the behaviour that we want to see. Children, and adults, will continually learn behaviours and consequences throughout their lives and all situations they face. Our Trust recognises this and strengthens our behaviour curriculum in many ways. Some of these examples are:

- Discrete teaching about behaviour
 - It is well researched that teaching the function and processes of emotions and the brain helps people to manage their emotions (staff and students).
- Our staff are trained in coaching behaviour and have a range of strategies available to them to help *teach* others how to manage their own emotions.
- Staff as positive role models
 - We endeavour for consistent staffing where all staff are role models for the behaviour we would like to see
 - Staff support our students throughout the day, this includes social times such as eating lunch with their class to demonstrate behaviour at these social times.

2.2 Behaviour is a form of communication

We understand behaviour as a communication of an emotional need (whether conscious or unconscious), and we respond accordingly, seeking to identify the uncomfortable feelings where the child is unable to understand or express this themselves. We recognise that

frequent drivers of unhelpful behaviour are feelings of anxiety, fear, frustration, disappointment and shame.

Our approach to behaviour recognises that if a child has missed a stage of emotional development, our responses to positive and negative behaviours need to take into consideration the age and developmental stage of the child. Young people who have experienced childhood trauma for instance, need to feel secure before being able to trust, students who have experienced extreme trauma need to follow the Trauma Recovery Model, Skuse and Matthews, 2015, see Appendix 6.

2.3 Taking a non-judgemental, curious and empathic attitude towards behaviour

As a school all adults respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself (See Appendix 1). Our Children and young people with Social, Emotional, and Mental Health (SEMH) difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

One of the most helpful things we can do is to stop and listen, staff are encouraged to Wonder, Imagine, Notice and Empathise with pupils. When we relate and attune, they begin to understand their true feelings. We support pupils to understand that all feelings are okay to experience, that there are helpful ways to act in response to feelings, that our feelings and actions have an impact on others, and that it is important to share feelings.

A key question we ask ourselves is ‘what can be changed?’ What adaptations does a pupil need to be successful or what interventions can we put in place? Is the physical environment conducive to learning and to emotional regulation? Can we, the adults, change anything in our own behaviour to better support a pupil?

2.4 Putting relationships first

We promote an ethos of strong relationships between staff, children and young people and their parents/ carers. This relies on creating a positive climate for learning that fosters connection, inclusion, respect and value for all members of our community.

Developing nurturing relationships ensures that a child will feel secure, understood, and be calm enough to experience optimal development of his or her nervous system. A child’s developing brain will build an expectation that adults can be safe and emotionally available, skilled at providing safety and regulation. (Emotionally Available Adults)

An insecure attachment bond fails to meet a child’s need for security, understanding,

and calm, preventing the child's developing brain from organising itself in the best ways. This can inhibit emotional, mental, and even physical development, leading to difficulties in learning and forming relationships in later life.

We will build trusting, secure attachments through positive relationships. This starts with unconditional positive regard (Karl Rogers), includes a strong focus on attuning to pupils' emotional experiences, active listening and validation of their response and ends with solution focussed outcomes and a plan for the next encounter. All staff use PACE, (Dan Hughes - Appendix 4) as one method of developing strong relationships.

2.5 Maintaining clear boundaries and expectations around behaviour, School Rules and the Student Code of Conduct

Understanding behaviour and having a differentiated approach to inappropriate behaviour does not mean having low expectations, routines or structure. In order to help children and young people feel safe, their educational environment needs to be high in both nurture and structure. We believe in predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately within the context of a safe and caring education setting. Children with SEMH needs can be very sensitive to changes in schedule. Transitions, surprises, unstructured social situations, and, in general, any new situation can be overwhelming for our pupils, even if they intended to be positive. The Trauma Recovery Model explains that whenever attempting to support a person effected by trauma, practitioners should always seek to ensure as much consistency, predictability and reliability (CPR) as possible (Skuse and Matthew, TRM, 2015, Appendix 6).

The School Rules also known as the Student Code of Conduct are clearly on display about the school, visible to everyone so that the expectations are clear for all. In addition to behaviour expectations about the school, our classroom expectations also include attitudes to learning (appendix 9 – these may be adapted to reflect the stage / age / SEN of students) but the intent is always the same).

2.6 Knowing every child as an individual

We strive to know and understand the individual circumstances and needs of our students as well as we can through our collaborative work with parents, carers, and other agencies, through in-depth study of their EHCPs and regular re-evaluation of IEPs and pastoral documents. To ensure that we are meeting needs and allowing pupils to flourish at North Star Academy Trust we consider the concept of equality as equity, accepting that some pupils will require different understanding and support.

We use behaviour data to help inform behaviour support strategies and to identify trends in larger cohorts. Each fortnight a Safeguarding, Behaviour and Wellbeing meeting is held with key staff, here data is analysed to identify students whose behaviour may be presenting underlying concerns. Students with underlying concerns are also identified through other

means such as CPOMS, verbal conversations with school leaders as examples. At times it may be appropriate to complete behavioural observations (Appendix 5) or engage with other agencies such as social care or Educational Psychologists (EP).

2.7 Encouraging parental engagement

This is crucial when addressing and planning support for children and young peoples' needs and starts at the point of consultation, into the admissions process and continues to daily and weekly contact alongside the usual parents' evenings and statutory annual reviews. We aim to be flexible in terms of our availability and look to signpost parents to additional support where it is need.

2.8 The School as a Secure Base

Given the school context, it is imperative that the culture of North Star schools have at their core, a caring and consistent approach ensuring that every pupil has the right to experience:

- Feeling special
- Feeling safe
- Having needs met
- Experiencing extravagant delight
- Experiencing unconditional positive regard

2.8 Serious Incidents

Following a 'serious incident', a review will take place. This will be carried out by the most appropriate person, whether this be a member of the engagement team or Senior Leadership Team. The result of these reviews is to identify learning points, ensure the correct outcomes are in place and to ensure we maintain continued good practice that supports staff and students. (See Appendix 7 for an example.)

3 Managing Behaviour

When a child's environment or circumstances change, their behaviour may also change. If this happens in an adverse way, our initial aim is to manage the presenting behaviour, but subsequently empower the child to modify and ultimately change their own emotional response and behaviour. Both practices have to occur within a context of care for both children and adults, consistency of approach by the adult and learning opportunities for the children. We believe that both practices prepare pupils for adulthood.

At times a pupil's behaviour may be unmanageable in the school environment, this may lead to the head teacher issuing a suspension. This gives staff time to plan and ensure the same dangerous situation does not happen again, as well as giving the young person time to reflect on the incident. Suspension is always followed by a meeting with the parent / carer to

support forward planning, usually as part of the reintegration process there is a need for planned reflection, reparation and restoration of relationships (see 3.2). Where necessary the school will liaise with other involved professionals to consider additional supports e.g. by requesting a parent speaks to a medical professional about a medication review, or by involving an EP or Hope virtual school or considering the wider situation by including social care colleagues.

Where the school no longer feels able to meet the needs of the student or where needs have changed significantly from the EHCP then an early annual review is scheduled and the LA SEN officer is requested to attend to fully understand the challenges faced.

Rarely, the Head Teacher may issue a permanent exclusion as a result of repeated **or** serious breaches of school behaviour policy and violence, serious threats of violence or significant damage to property (this is not an exhaustive list of reasons where a Permanent Exclusion may be deemed necessary).

3.1 Extrinsic motivation (Rewards)

The school uses a variety of extrinsic rewards that support pupils by encouraging pro-social behaviour, while allowing them to recognise their own achievements and success. These help to encourage emotional regulation, which is at the heart of helpful behaviour. These are outlined in Appendix 2 and 3 and over time help pupils to develop intrinsic motivation as a result of pride in their achievements. Rewards and consequences that can follow certain behaviours are made explicit, without the need to enforce 'sanctions' that can shame and ostracise children and young people from their peers.

3.2 Reflection, Reparation, Restoration

There may be times when students need time to reflect on their actions. This is done in a supportive manner at times when staff are able to engage 1:1 with pupils. Where harm or damage has been done, this can be put right; where learning has been missed, this can be caught up. We recognise that pupils need to be emotionally regulated to engage with these strategies and that a 'pause' is needed before they are introduced; times of crisis are not the time for complex verbal discussions about the consequences of harmful behaviour.

Appendix 3 details approaches the schools take. We recognise that any consequences need to be proportionate and relevant to the behaviour involved. Every behaviour incident is followed up. As soon as reasonably possible staff involved relate, regulate and reflect with the young person involved in the incident. This may include staying at school beyond the end of the school day to ensure that there is time and space to fully explore the situation, to catch-up on missed learning and to ensure that reflection, reparation and restoration have been completed and that we can approach the next day with a positive attitude to 'getting it right'. This approach helps create a safe environment where learners are able to thrive.

3.3 Risk Assessments/Personal Provision Maps and Supporting Behaviour Plans

Safety is always our prime consideration: neither children nor staff must be placed in

situations that expose them to an unacceptable level of risk.

The experience of safety seems to have a profound effect on pupils - Louise Bomber, 2013

We understand that through carefully managed risk assessment and consideration of adult behaviour we can create a safe school where learners can thrive beyond the school gate and into adulthood, this is documented in the work of S. Porges, Vagal Nerve Theory, (Appendix 8).

For this reason, risk assessment is knitted into school practice. We constantly monitor and assess our children's presentation, including their behaviours and our responses to them, ensuring that they have appropriate levels of supervision. We are always striving to find the most effective ways to reduce and manage potential risk. Provision Maps record strategies that have been put in place to maximise regulation and inclusion in learning as well as those that we know are successful for de-escalation of emotional situations. Each child has their own '5 point scale' that has been developed with their trained Emotionally Available Adult, this system captures pupil voice in regards to what they may be feeling at each stage of building up to a crisis, how they can help themselves and how staff can help (Appendix 10).

3.4 Physical Intervention

There are situations where it is in the best interests of the pupil or others for staff to intervene physically to stop harmful behaviour. We aim to do this in ways that are reasonable, proportionate and necessary. Such situations will include the imminent risk of harm or injury, a developing risk of injury or damage to property, the compromising of good order or discipline in the school. The school trains all its staff in 'Team Teach'.

3.5 Searching Pupils

Where written or dynamic risk assessment indicates the need for a pupil to be searched this is done in accordance with our North Star Academy Trust Security Policy. Students who refuse to be searched may be refused entry to school site.

The items that NSAT has banned from site, for the safety of all students are:

- knives or weapons, including items that are deemed to be carried as a potential weapon
- mobile phones*
- cigarettes, tobacco, vapes, puff bars and other smoking equipment
- alcohol
- illegal drugs
- stolen items
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property

of, any person (including the pupil).

Any staff member who becomes aware of a student with a banned item, has reason to believe a student has a banned item must inform SLT immediately. The full procedures for searching a student are found in the school security policy.

*NSAT understands that students may need a mobile phone for their safety whilst travelling to and from school. These phones can be handed in to their tutor or at the front desk where they can be locked away and charged if needed. If a student is seen with a mobile phone they will have their mobile phone confiscated and handed back at the end of the day, students may be searched if they are refusing to hand in their phone.

4. Linked Policies

Safeguarding and Child Protection Policy

Anti-bullying Policy

Positive Handling Policy

School Security Policy

Suspension and Exclusion Procedure

School Admissions Policy

Appendix 1



Appendix 2: Rewards and Incentives NS 180

NS180 Primary

Points

Aspire Primary utilises a point system like that of the Secondary school. These points, referred to as "Dojo's", are named in accordance with the integrated Class Dojo platform used in Primary. Each lesson allows for a maximum of 30 Dojos to be earned, including.

- 5 for Math.
- 5 for English.
- 5 for Behaviour.
- 5 for Thrive.
- 5 for Engagement.
- 5 for Learning Objectives.

Dojos points are distributed as physical cards to students, serving as a form of currency to aid in their understanding of financial concepts. Once a week, students have the opportunity to visit the Dojo Shop, where they can exchange their points for items such as sensory toys, erasers, and puzzles. Items with a higher value may require students to save their points over multiple weeks.

How we earn dojo points

WE EARN 30 DOJOS PER LESSON

Only students in the correct school uniform can earn Dojo points (this includes being in PE kit/Forest School clothes).



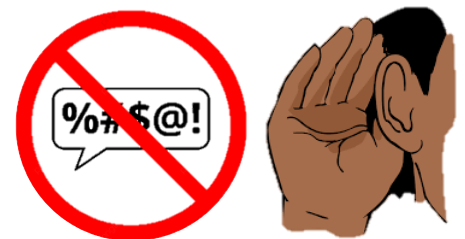
WE CAN EARN 5 POINTS FOR ENGAGEMENT

- Listening carefully to grown ups
- Joining in with class discussion
- Completing work to the best standard I can



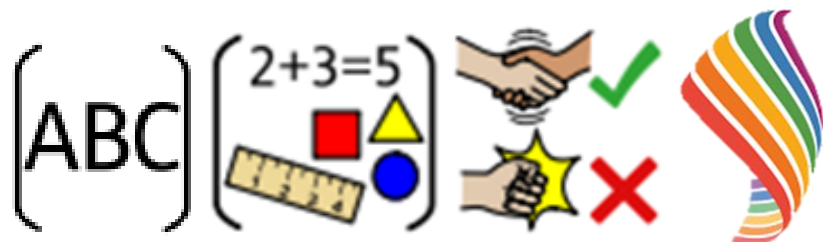
WE CAN EARN 5 POINTS FOR BEHAVIOUR

- Follow adult instruction first time.
- Listen to adults at all times.
- Speak to others with respect
- Allow others to learn
- No swearing



20 POINTS FOR MEETING TARGETS

- English
- Maths
- Behaviour
- Thrive



Friday rewards

Friday rewards consists of 30 minutes of designated "free time" on Fridays. Students earn 6 minutes each day, with one minute awarded for each lesson and an additional minute based on overall behaviour throughout the day, both inside and outside the classroom. If a student is unable to earn the full amount of time for the week, students use the time missed to catch up on work that might have been missed or participate in quiet activities within the classroom. Once they have completed the required time, they may then participate in Friday rewards.

Friday rewards in Primary is conducted on-site and is a shared experience across the school, allowing students to interact with peers from other classes. Students are permitted to bring in personal toys for Golden Time, with restrictions on items that can connect to the internet.

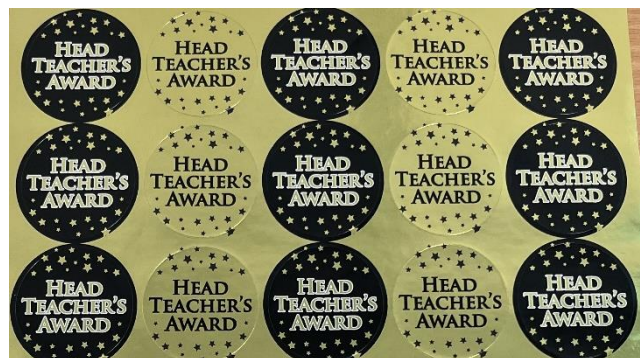
Raffle Tickets

Raffle tickets are given to students at any point in the school day as an additional immediate reward for students who go above and beyond. Raffle tickets can be given out for many things; acts of kindness, manners, exceptional work, tidying up, helping others, and sitting quietly...the list goes on! The premise is simple; when pupils see rewards being issued, they respond positively and desire the rewards themselves.

When issued, pupils can place them into the raffle box (with their name on the ticket) at the end of each lesson. The raffle prizes can be a variety of small prizes, let your pupils tell you what they would like to win in the raffle. Staff consult with pupils on a termly basis to give them the opportunity to share a list of things that they would like to be included in the raffle prizes. Raffle draws should take place weekly to maintain interest. As a lead practitioner, you have a budget of £20 a term to spend on raffle prizes. Each lead practitioner will have a raffle box in place for their year group.

Head Teacher's award

Each student has the opportunity to earn a Head Teacher's Award through their exceptional work. If a student completes a piece of work that is excellent by the teacher and Teaching Assistant, students can then receive a Head Teacher's Award. This recognition includes a sticker on the piece of work and another sticker can be given to the student upon request. A postcode will

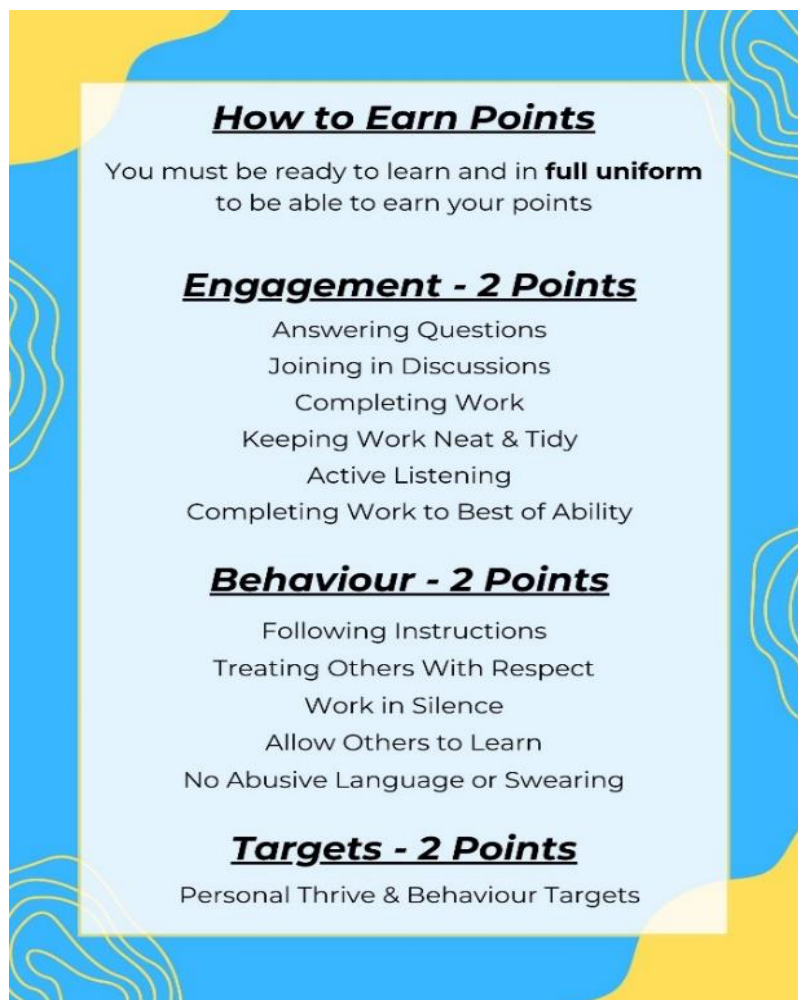


also be sent home to parents or caregivers to acknowledge the student's outstanding achievement.

NS180 Secondary

The Pupil Reward Points system allows students to earn points in each lesson, at the end of each lesson students stand behind their chairs and have the opportunity to reflect and monitor their points, providing students with internal and external motivation. At the end of the week on a Friday, an assembly is held to recognise and praise students for their hard work throughout the week.

Students can earn a maximum of six points per lesson by adhering to the dress code and being actively engaged in the point-awarding process. Students can earn points by



Points assembly

Each Friday students have a points assembly, during this assembly we praise individual students and the whole for: Whole school attendance, Top 10 students of that week, achieved 100% Points, the most improved students during the week, best tutor groups and Student of the week, winning student of the week you receive a £5 gift card.

Friday rewards

After students participate in the Friday reward assembly, they are then able to choose from a selection of rewards such as offsite football, ICT, cooking, on-site football, and films. Students who have point rates above 75% to 100% are given priority to participate in rewards, due to limited space. Students with points below 75% are required to complete a reflection on their week and consider how they can improve for the next time. Once the reflection is completed, the student can then join in an activity for the remaining time.

500 reward points

Throughout the term students also earn their points towards 500, this means once students achieve 500 points, they receive a £5 gift voucher which is celebrated in classrooms after the points assembly on a Monday.

100% reward

At the conclusion of each term, points are tallied and students who have achieved a perfect score of 100% three or more times throughout the term are eligible to participate in the 100% trip. This trip is organised on the second-to-last day of the term. Students who have earned three or more perfect scores are invited to the Cafe for a coffee and cake celebration to commemorate their achievements.

End of term trip

At the conclusion of the term, points are tallied to determine which students have achieved an average of 75% or higher. Those who have achieved 75% and above will have the opportunity to participate in the end of term excursion. The destinations for these trips vary each term, with input from student feedback and student council taken into consideration. Typically, three trips are organised, with two offsite excursions and one on-site activity planned. This approach allows for adjustments to be made for students who may have difficulties with offsite activities due to anxiety or other factors. Potential activities may include mini-golf, rock-climbing, or a beach day. Students who do not meet the 75% average requirement will be required to complete a reflection sheet. Once this task is completed, they are then able to participate in the on-site end of term activity.

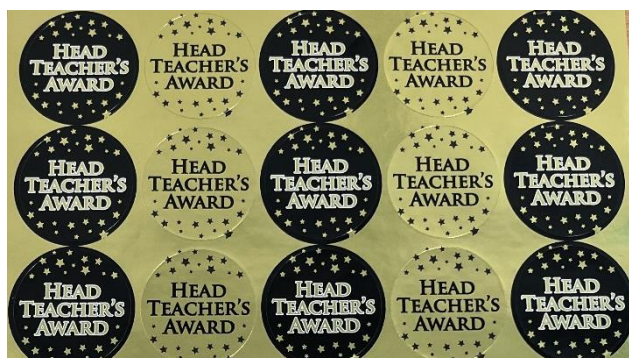
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Head Teacher's award

Each student has the opportunity to earn a Head Teacher's Award through their exceptional work. If a student completes a piece of work that is excellent by the teacher and Teaching Assistant, students can then receive a Head Teacher's Award. This recognition includes a sticker on the piece of work and another sticker can be given to the student upon request. A postcode will also be sent home to parents or caregivers to acknowledge the student's outstanding



Appendix 3 - Reflection, Reparation, Restoration

Points

Where pupils are not engaging and also not allowing themselves to be supported by class staff they may fail to earn all points available.

Supported Break:

This is put in place where pupils have:

- Shown in a previous break that they are unable to manage such unstructured time.
- Exhibited dangerous, risky or unsafe behaviour immediately prior to a break time.
- Have refused to come in at the end of a previous break.
- Have absconded from school.

Catch up and Restoration

The school places a strong focus on learning. Where pupils have not completed classwork, they will be expected to do this work at breaktimes or after school so that they do not miss out on any part of their learning sequence.

Where a student has caused emotional or physical damage, they may be kept at break time or after school to put right the damage. This could be through physical help, i.e. picking litter or cleaning graffiti. It could also be through emotional restoration such as restorative conversations or reflective work. All consequences are proportionate and relevant to the behaviour in question.

Learner Support Room (LSR)

Repeated or significant disruption to the learning of others or assault to others can result in an internal exclusion. Pupils will be given clear expectations around their reintegration to class, putting this return in their control, wherever possible. In addition to completing the work set by the class teacher, during their time in the LSR, students will be required to work with staff on reflection, reparation and restoration. The LSR can be used to avoid a suspension or on return from a suspension to ensure the same situation does not occur again.

Suspension

Suspension is the temporary removal of a student from school. It may be used in response to a serious breach of the behaviour policy, such as:

- Physical assault
- Bullying
- Vandalism
- Persistent disruption

NS180 will only use suspensions as a last resort and only after considering all other options, such as catch up, restoration or use of internal exclusion (LSR).

This allows the school time to reflect on its offer to pupils and their needs, seeking external support if necessary. A successful reintegration meeting with parents ensures that the pupil is aware of the support being put in place for them and re-establishes expectations.

Reintegration Meeting

Following a suspension, a reintegration meeting will be held to discuss the student's return to school, identify any support needed, and ensure a smooth transition back into the learning environment. These meetings are important to help students understand the consequences of their actions and most importantly, work with school to develop strategies to prevent future unsafe incident occurring.

Permanent Exclusion

Permanent exclusion is the permanent removal of a student from school. It is a serious decision that should only be taken in the most exceptional circumstances, such as:

- Repeated or serious breaches of the behaviour policy
- Violence or serious threats of violence
- Extreme unsafe and dangerous behaviour

Appendix 4 – PACE

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.

Connect and redirect: When a child is upset, connect first emotionally, right-brain to right-brain. Then, once the child is more in control and receptive, bring in the left-brain lessons and discipline.

The Whole Brain Child, Daniel J. Siegel and Tina Payne Bryson

Often, when a child feels that you have connected with their level of emotion, they can stop showing you. Children show you how they feel through their behaviour, often in ways that are very unhelpful to you and also to themselves.

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"

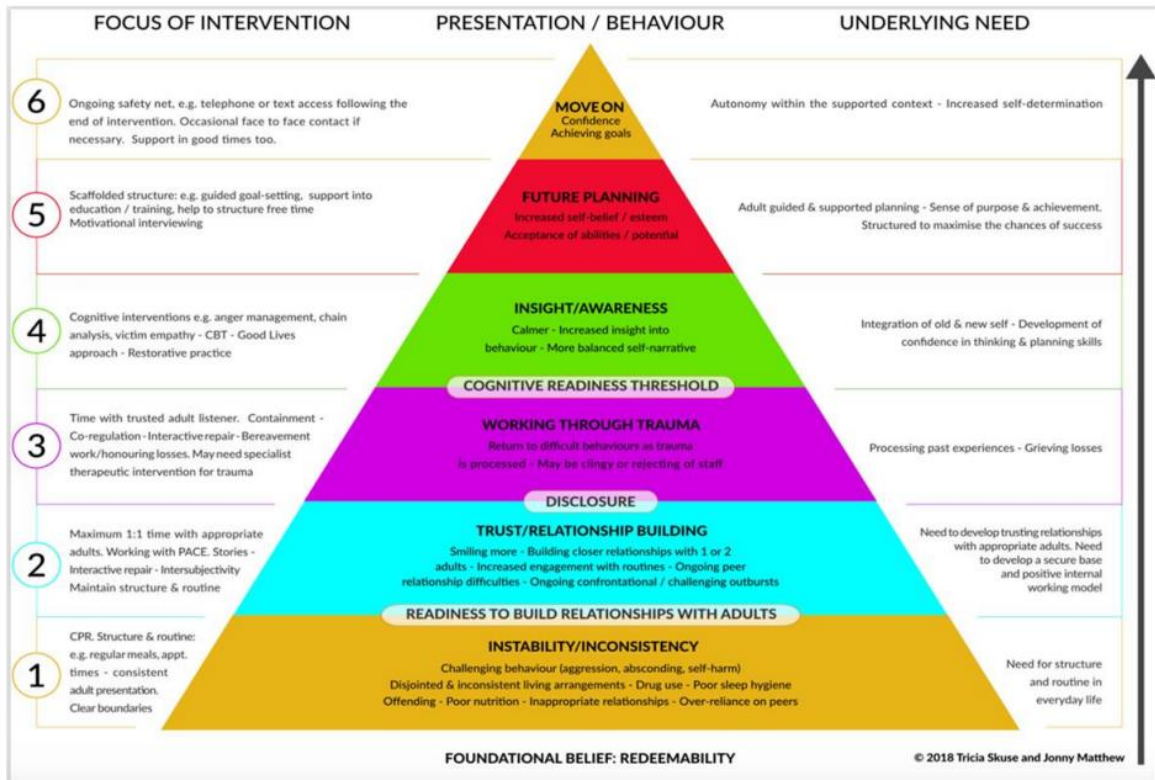
Acceptance and Empathy are your Emotional A&E. They are at the heart of the child starting to feel safe at school, which reduces conflict, stress and withdrawal.

Appendix 5 Behavioural Observations

Guidance, Standards and Expectations		T 2	T 4	T 5	T 6
4.1	Staff demonstrate that they are a safe influence in the classroom.				
4.2	Pupils are challenged calmly.				
4.3	At times of crisis there is calmness and threats are not made.				
4.4	Staff make an effort to always show a smiling, positive mood to pupils.				
4.5	Staff tell upset pupils what they might be experiencing (attuning) rather than asking questions.				
4.6	Staff validate pupil feelings and show empathy (not simply sympathy).				
4.7	Staff have 'solution focussed' outcomes when discussing expectations and the needs of both staff and pupils.				
4.8	Staff show delight/exaggerated joy in working with pupils and particularly on arrival.				
4.9	Time out is offered as a supportive option rather than a sanction.				
4.10	Initial assessment of pupil emotional regulation before any lesson starts.				
4.11	Adults use calm, quiet, firm voices.				
4.12	Clear routines are in place.				
4.13	Praise focuses on process rather than outcome.				
4.14	Adults focus at all times on pupils, without distraction, interruptions or a disproportionate focus on one pupil.				
4.15	Adults demonstrate that they have 'held someone in mind' or that they know the interests of individuals				
4.16	Adults find subtle ways to encourage positive eye contact with them.				
4.17	Light/appropriate touch may be used to support emotional distress				
4.18	The time available for a task or before an activity ends is clarified, with countdowns offered.				
4.19	Positive messages are sent home.				
4.20	Graduated responses list individual strategies and these are visibly in operation				

4.21	Support staff are aware of individual needs, provision and strategies.				
4.22	Support from non-class staff (e.g. hub) is used appropriately.				
4.23	Pupils are positively welcomed back into the classroom following time out.				
4.24	Low-level behaviours are picked up on and recognised as early signs of distress				
4.25	Low level situations may be resolved through an element of choice so that 'face' is not lost and a 'win-win' situation is created.				
4.26	A range of strategies are used to deal with low level behaviour (see What We Do guidance)				
4.27	Students are praised for remaining on task and staying focused and are praised for making good progress and trying hard. Students are encouraged, and anxieties managed through appropriate management of on task behaviours.				
4.28	Communication is adapted according to the expressive and receptive needs of the pupils. This is seen by modelling, chunking and scaffolding.				
4.29	Communication with individual students is influenced by their EHCP and by guidance from the school S<.				
4.30	The amount of information or instruction given is limited ('chunking')				
4.31	Visual prompts are given alongside verbal instruction.				
4.32	Ensure specific learning needs are tailored for with personalisation of key language vocabulary				
4.33	Ensure the needs of the students are considered ahead of lesson time, pre-teaching if necessary.				
EHC P					
EHC P					
EHC P					

Appendix 6 Trauma Recovery Model



Appendix 7 Serious Incident Review

Serious Incident Review

Name:

Date of Incident:

Behaviour incidents this year:

Number of PI's:

Strengths	Weaknesses
Opportunities	Threats

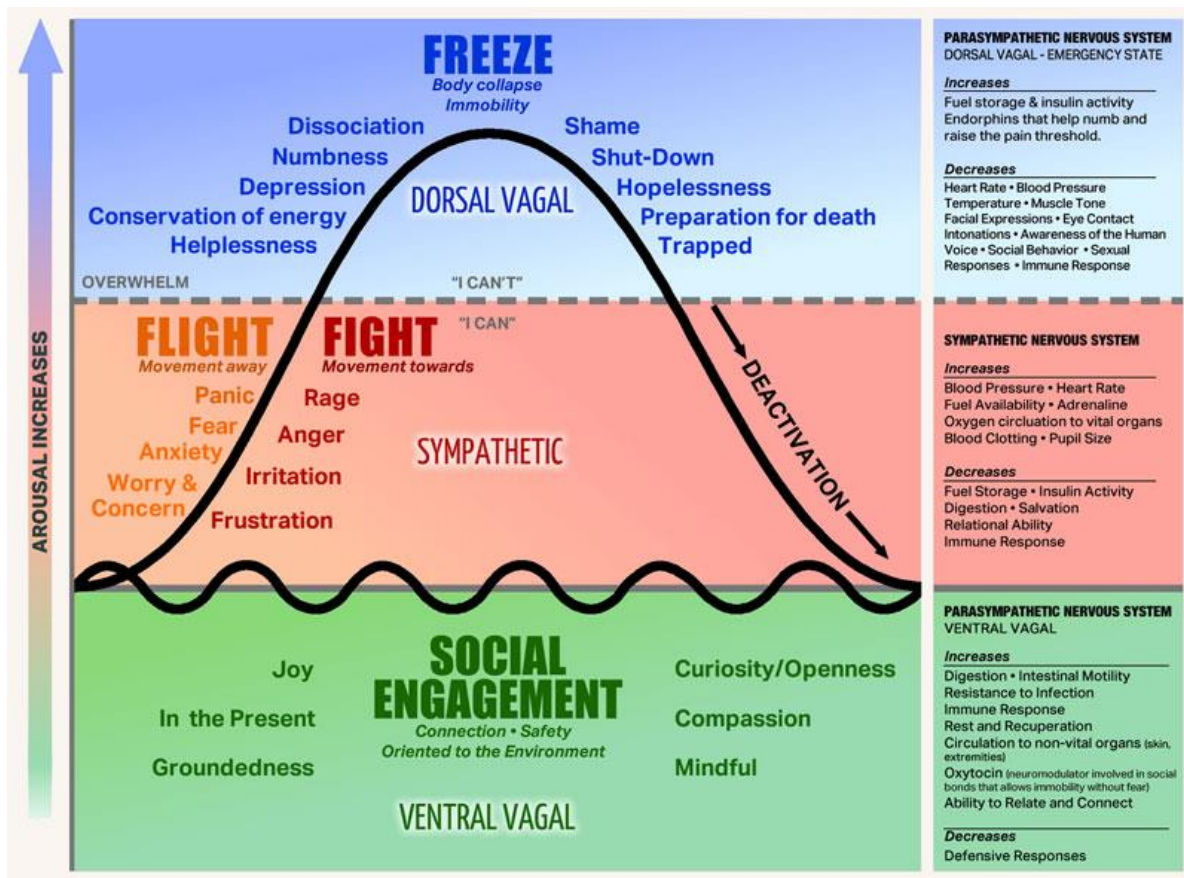
Actions:

Debrief and Lessons Learned

During the debrief it is important to identify:	
What went well?	
What didn't go well?	
What could you do better?	

Debrief and Lessons Learned	Completed Sign / Date
Review the chain of events from start to finish, step by step	
Use the incident/emergency plans to identify any deviation from the planned response	
Collate specific feedback on each of the following:	
Policies and procedures	
Action plans	
Site information	
Communication	
Finance	
Health and Safety	
Support from 3rd Parties	
Media / public relations	
Wellbeing	
Staff resources and training	
Record all your findings in a lessons learnt log	
Take any appropriate action to update policies/procedures and plans	
Take any appropriate action to rectify or improve the facilities	
Identify and undertake any further training	

Appendix 8 Steven Porges, 1994 Vagal Nerve Theory



Appendix 9: 5 point scale

My Incredible 5 Point Scale

Name	What it looks/feels like	What are my strategies
5		
4		
3		
2		
1		

