NSAT Behaviour and Relationships Policy and Student Code of Conduct

Author	O Benzie	Source	Previous Policy
Approved by	Trust Board	Status	Statutory
Last review	May 2025	Next review	May 2026

Details of Policy Updates

Date	Details
January 2024	Amendments with DfE guidance
March 2025	Clarification of school rules Changes of restoration and reflection to behaviour consequences

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....4
   - 2.4 Putting relationships first 4
   - 2.5 Maintaining clear boundaries and expectations around behaviour. The School Rules and Student Code of Conduct....5
   - 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 Behaviour consequences....7
   - 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....9

Appendix 1: The feelings behind behaviour
Appendix 2: Rewards and Incentives
Appendix 3: Behaviour consequences
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
Appendix 10: School rules

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.

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 adapted learning plan.

Our schools are a calm, emotionally and physically safe environment where students can 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 neurodiversity. Where this is the case, individualised responses/provisions are documented in the Provision Map and or Education, Health and 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 remain 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 and continue to reinforce this through repeated modelling. 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 identifying students who are struggling with their emotions: therefore, have a range of strategies available to *support* and *teach* students 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, including social times such as eating lunch with their class to demonstrate positive interaction and expected behaviours.

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. 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, Trauma Response Model, 2015, Appendix 6).

The School Rules, also known as the Student Code of Conduct, are clearly on display about the schools, 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 10 – 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, via 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, Attendance and Wellbeing meeting is held with key staff, where 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 or 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 Foundation

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 and respect

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 purpose 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 must 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, which 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, the local virtual school or our 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, 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 because of repeated or serious breaches of school behaviour policy, 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. Over time, pupils are supported to develop intrinsic motivation because 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 Consequences to behaviour

There may be times when students need time to reflect on their actions. This is done in a supportive manner when staff can 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 the approach 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, involved staff 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. We can then approach the next day with a positive attitude to 'getting it right'. This approach helps create a safe environment where learners can thrive.

3.3 Risk Assessments 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, Using PACE in Schools, 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. Supporting Behaviour Plans 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 regarding what they may be feeling at each stage of building up to a crisis, how they can help themselves and how staff can help.

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' to ensure any physical contact is safe and appropriate.

More information on Physical Intervention and our use of Team Teach can be seen in our NSAT Physical Intervention Policy. This includes information on how we debrief, review and reflect on Physical Interventions.

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).
- Sweets and chewing gum

Any staff member who becomes aware of a student with a banned item or 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 at the front desk where they can be locked away. 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
- Security Policy
- Suspension and Exclusion Procedure
- School Admissions Policy
- Physical Intervention Policy

Appendix 1

BEHIND THIS
BEHAVIOUR
MIGHT BE
LONELINESS
REJECTION
FEAR
DEPRESSION
ANXIETY
FRUSTRATION
CONFUSION
EMBARRASSMENT
HUMILIATION
OVERWHELMING STRESS
HELPLESSNESS
OUTRAGE AT INJUSTICE
JEALOUSY
GUILT
HURT
SADNESS
ISOLATION
SHAME

Appendix 2: Rewards and Incentives

Rewards at Primary

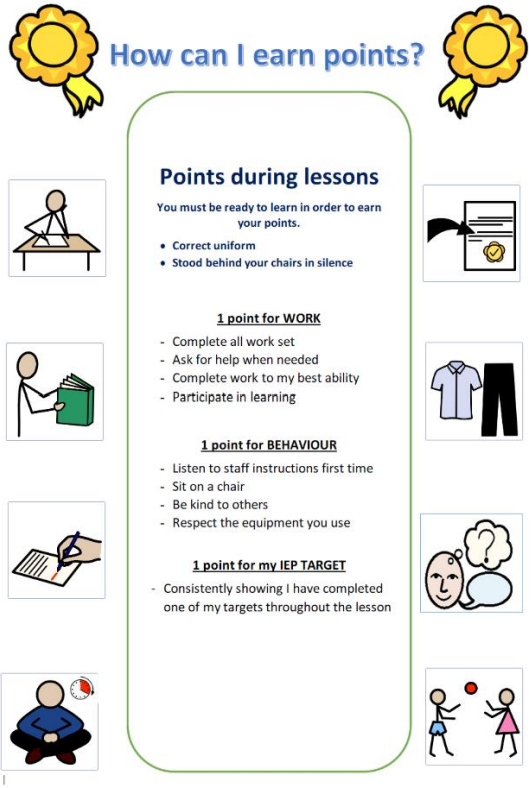
Reward points

Our reward points system, Pupil Reward Points, allows each student to earn points in every lesson and to work towards a personalised goal.
Pupils can earn up to three points per lesson, provided they are in uniform and standing behind chairs ready to be awarded points. Where pupils are not engaging with the points process, they will not be eligible for any points. The criteria for achieving points must be on display in each classroom.

Points are allocated for three categories;

- Engagement -1 point
- Behaviour – 1 point
- IEP Target – 1 point

To earn full points for engagement, pupils must participate fully and to the best of their ability in the lesson and complete all work set to a high standard. To earn full points for behaviour, pupils must consistently uphold the behaviour expectations of the school throughout the lesson. To earn their target point, pupils must explain which of their 3 IEP targets they have met in the lesson and why they feel they have met that target.



Reward points can be used to pay for the repair or replacement of equipment which has been damaged.

Friday Golden Time
Alongside points earning rewards, weekly points are also converted into golden time minutes on Fridays. Depending on how many minutes they have earned for their golden time, students choose to spend this time doing a selection of reward activities, including watching a movie, playing board games or playing in the playground.

End of term trip
Students who earn 80% of the total points that can be earnt in a term get a chance to go on the end of term trip unless they display a Level 3 behaviour.
Although the reward trip is fun, it is also challenging for both staff and students. All attending (staff and students) is expected to participate. The challenge may be facing fears of heights through climbing or claustrophobia through caving. These shared activities have a proven record of building stronger relations and developing trust, something that our young people need to achieve all they can.

Attendance Trip
Students with 100% attendance for the term will be able to go on the attendance trip at the end of the term.

Headteachers stickers
Each pupil has a Headteacher's Award sticker card where they can collect 6 stickers for their personal best work. Each time they get a sticker, they will also receive a small prize (a pen, pencil or rubber) to go alongside it and when they complete all of the 6 stickers, a postcard will be sent home to celebrate the success of the student. Students can be awarded their stickers by visiting the headteacher's office with a Personal Best piece of work.

Raffle Tickets at Primary
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.

Gem in the Jar
Gems in a jar is a collective reward. The gems are issued for acts of kindness and when an agreed number of gems have been awarded, a whole class treat is given. This could be a trip to

the park or an in-house movie and popcorn event. Gem in the jar is also used to encourage keeping our environment clean and tidy. On Fridays, a member of SLT give a gem to the classes where there has been no record of damage during the week.

Celebration assembly

Each Friday morning, all students come together to take part in the celebration assembly. This is where we celebrate the points earnt during the week and announce the students with the highest point in each class. These students eat at the 'top table' on Friday. We will also announce the reading raffle winners, and they will be awarded with a reading book.

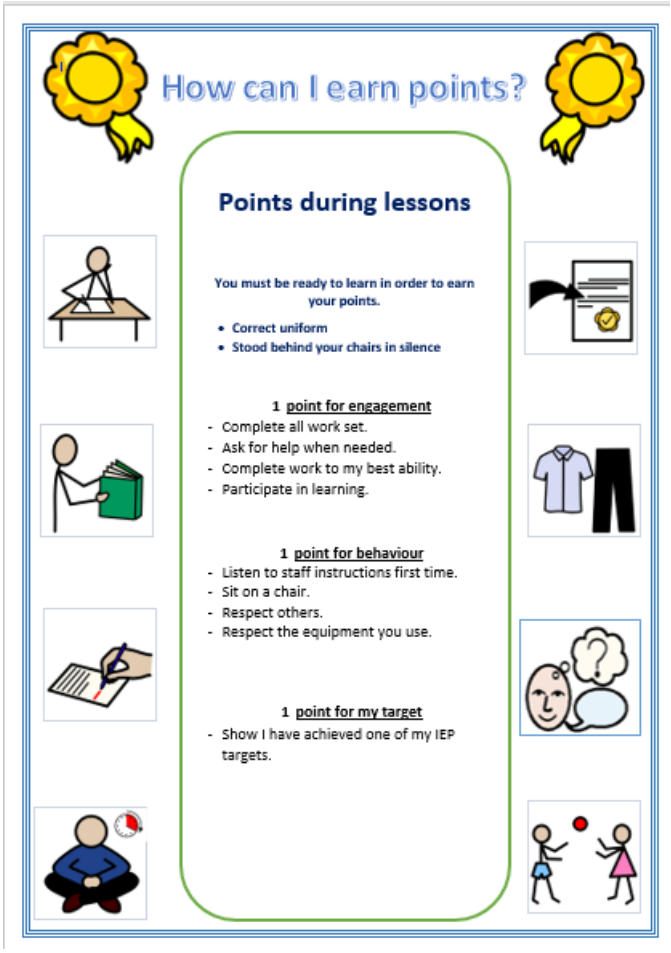
This is also where we talk about behaviour expectations and how this impacts our progress in terms of rewards and school community.

Rewards at Secondary

Reward Points

Our reward points system, Pupil Reward Points, allows each student to earn points in every lesson and to work towards a personalised goal. Pupils have designed the rewards on offer in order to ensure that they are individualised and incentivise individuals across all year groups and key stages.

Pupils can earn up to three points per lesson, provided they are in uniform and standing behind chairs ready to be awarded points. Where pupils are not in uniform and/or not engaging with the points process they will not be eligible for **any** points. The criteria for achieving points must be on display in each classroom.



Points are allocated for three categories;

- Engagement: 1 point
- Behaviour: 1 point
- Targets: 1 point

To earn full point for engagement, pupils must participate fully and to the best of their ability in the lesson and complete all work set to a high standard. To earn their behaviour point, pupils must consistently uphold the behaviour expectations of the school throughout the lesson. To earn their target point, pupils must explain which of their 3 IEP targets they have met in the lesson and why they feel they have met that target.
Reward points can be used to pay for the repair or replacement of equipment which has been damaged.
In tutor time at the end of each day, pupils will reflect on the points they have achieved for that day with the tutor and set expectations for the next day.

End of term trip

Students who earn 80% of the total points that can be earnt in a term get a chance to go on the end of term trip unless they display a Level 3 behaviour.
Although the reward trip is fun, it is also challenging for both staff and students. All attending (Staff and Students) is expected to participate. The challenge may be facing fears of heights through climbing or claustrophobia through caving. These shared activities have a proven record of building stronger relations and developing trust, something that our young people need to achieve all they can.

Raffle Tickets

Raffle tickets are given to students at any point in the school day as an additional immediate reward for going 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.

Headteachers stickers

Each pupil has a Headteacher's Award sticker card where they can collect 6 stickers for their personal best work. When they have achieved a full card, this is exchanged for 600 pupil points. Students can be awarded their stickers by visiting the headteacher's office with a Personal Best piece of work.

Attendance Rewards

School is the best environment for most pupils to learn in. Being surrounded by teachers and friends in school helps keep children safe and supports them to reach their potential. Regular attenders find school routines, schoolwork and friendships easier to cope with.
Students who have who have 100% attendance for the week earn 100 points to contribute to the end of term trip. This is celebrated in the Celebration Assembly on Fridays.
Students who have 100% attendance for the whole term earn a surprise reward trip at the end of each term.

Secondary Celebration Assembly
Each Friday morning, all students come together to take part in the celebration assembly. This is where we celebrate the points earnt during the week and announce the Top 10 students, students with 100% attendance for the week, the most improved student and the top class of the week. This is also where we talk about behaviour levels and how they impact our progress in terms of rewards and school community.

Appendix 3 – Consequences to behaviour

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.

Learning Support Room (LSR)

Repeated or significant disruption to the learning of others or assault on 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 reduce the likelihood of repeated behaviour.

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

NSAT 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.

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 clinical 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 and engage in dialogue to explore or reflect on their emotions. 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. 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

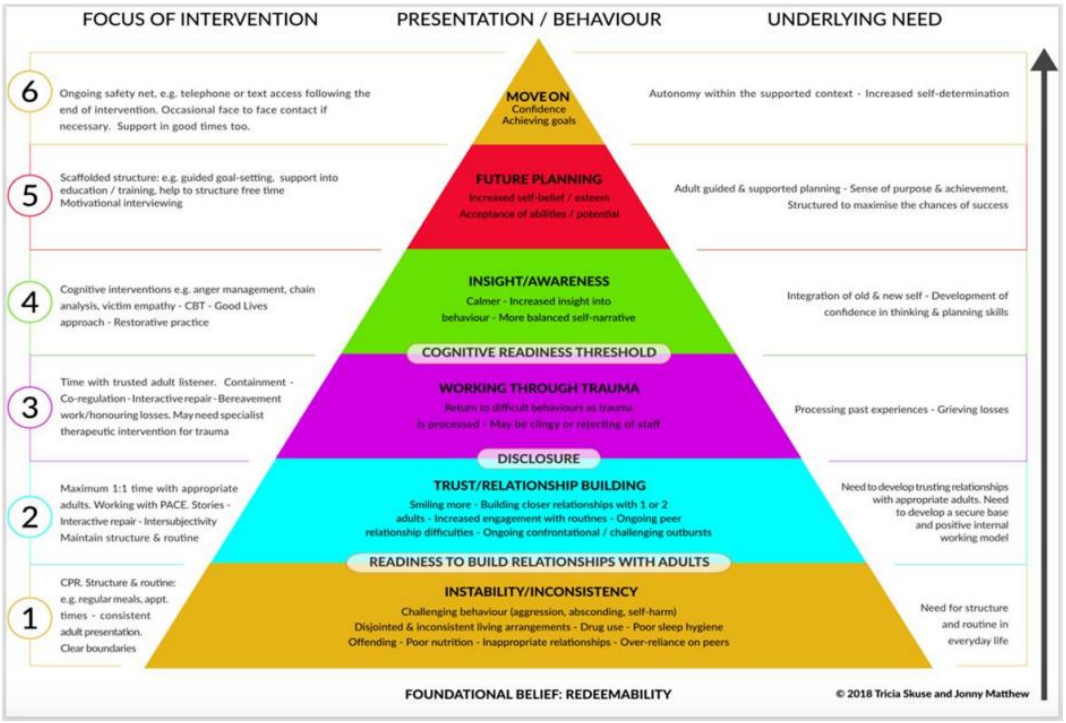
When you show empathy, you are showing the child that their feelings are important to you, and that you are alongside them in their difficulty. You are showing that you can cope with the hard times with them, and you are trying hard to understand how it feels. Understanding and expressing your own feelings 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

5. Behaviour	
5.1	Class teams know and understand their students
5.2	A range of classroom strategies are used to support good classroom behaviour (see What We Do guidance).
5.3	The classroom has simple routines in place. (transitions)
5.4	Rewards and consequences are used appropriately in line with schools' behaviour policy.
5.5	Meet the individual need of each pupil by using targeted approaches

Appendix 6 Trauma Recovery Model



Appendix 7 Serious Incident Review

INCIDENT/ACCIDENT INVESTIGATION REPORT FORM

Please complete in BLOCK CAPITALS, please note that the information you give could be required for use in legal proceedings.

1. WHERE AND WHEN		
School Name		
Address		
Date & Time	Date:	Time:
Headteacher		

2a. TYPE OF INCIDENT		
A Accident resulting in personal harm, i.e. requiring first aid/medical treatment	**B** Dangerous occurrence – an unintended event that is reportable under RIDDOR	**C** Near miss/hit incident
Brief details of injury	**Brief details of occurrence**	**Brief details of incident**

2b. TYPE OF INCIDENT? (Tick any applicable)			
Lifting / handling		Contact / exposure to equipment / machinery	
Fall from height		Contact / exposure to harmful substance	
Contact with electricity		Fatality	
Dangerous occurrence		Ill health	
Near miss incident		Slip / Trip / Fall	
Property loss / damage		Hot / cold contact	
Threatening behaviour		Cut with sharp object	
Person to person assault		Needle stick	
Equipment failure/misuse		Fire	
Struck by / against something		Verbal abuse	
Other (Please specify)			

3. THE INCIDENT
Description of what happened (facts only)

4. PERSON INVOLVED / AFFECTED (STUDENT, EMPLOYEE OR CONTRACTOR)	
Name	
Personal Details	
Date of Birth	
Address	
Contact Number	

5. IMPACT ON INDIVDUAL							
None		Minor		Moderate		Major	
Type of injury							
Abrasion		Crush		Dislocation		Sprain	
Amputation		Internal injury		Laceration		Strain	
Bruise		Distress		Pain		Swelling	
Burn / Scald		Fracture		Puncture			
Other (Please specify)							

6a. TREATMENT (if any)			
None Required		A&E / Minor injuries	
First Aid		Admitted to hospital	
Advised to see GP			

6b. TREATMENT

Was First Aid administered? If so by who?	
Has an Accident form been completed?	

7. STAFF/STUDENT ABSENCE					
None		Less than 7 days		More than 7 days	

7b. STAFF/STUDENT ABESENCE (RIDDOR)	
Has a RIDDOR report been completed (If applicable)?	
The RIDDOR report was completed by?	

8. WITNESS / PERSON PRESENT (If any)	
Name	
Address	

Post Code	
Contact Number	
Name	
Address	
Post Code	
Contact Number	
Name	
Address	
Post Code	
Contact Number	

9. INVESTIGATION					
Was the location of equipment or person authorised?					
Yes		No		N/A	
Was the activity of the person authorised?					
Yes		No		N/A	
Were safe work practices being followed?					
Yes		No		N/A	
Contributory factors? (tick the one which is appropriate)					
Environment		Materials		Human Factors	
Premises		Procedures		Training	
Equipment		Information			
Other (Please specify)					
Was the activity covered by Risk Assessment?					
Yes		No		N/A	
Remedial Actions taken / planned? (immediate and long-term action)					

Has the Risk Assessment been reviewed?					
Yes		No		N/A	

10. SIGNATURES	
Completing and signing this form does not constitute an admission of liability of any kind, either by the person making the report or any other person.	
Person completing the form	
Signature	
Date	
Print Name	
Job Title	
Contact Number	
Headteacher	
Signature	
Date	
Print Name	
Job Title	
Contact Number	
Please return the completed form to the Director of Finance and Operations **Please note: If an injury has occurred the accident book must also be completed**	

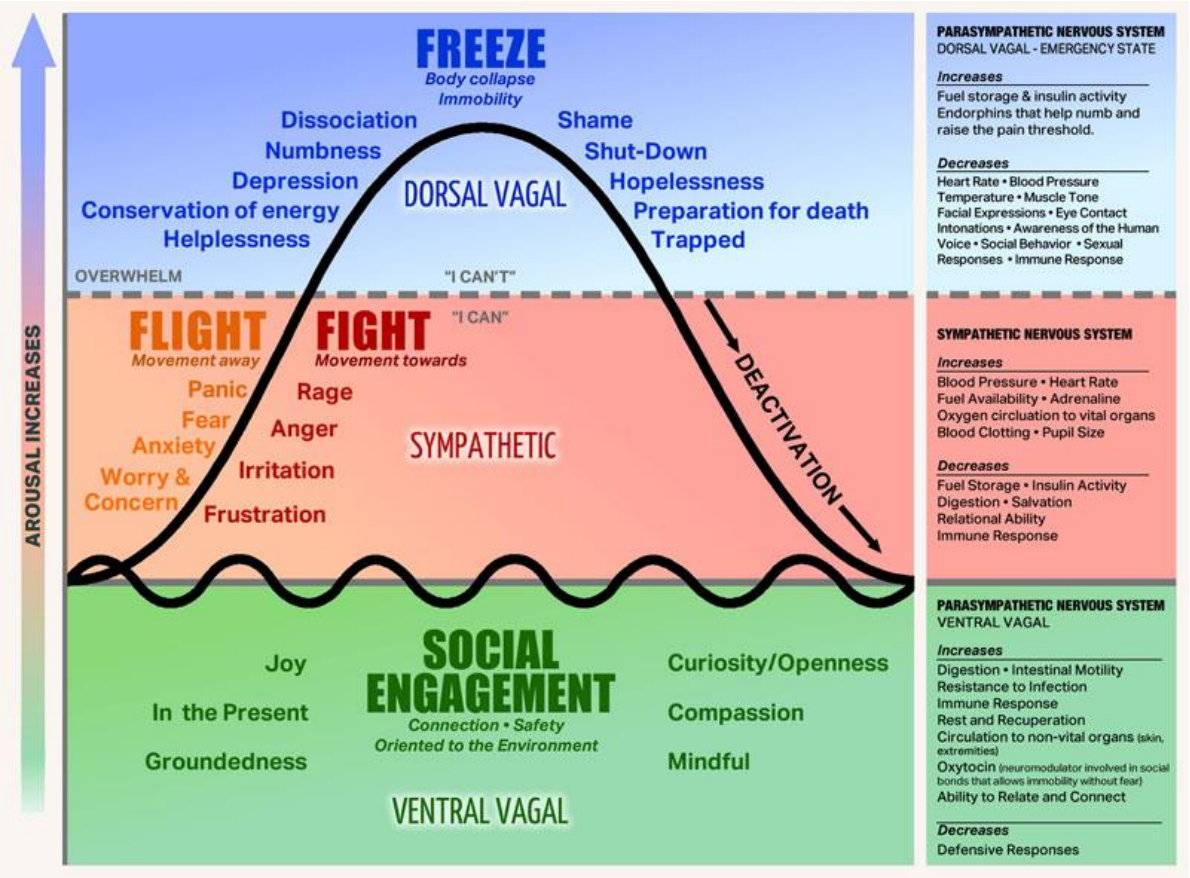
FOR OFFICE USE ONLY		
Report to HSE	Date:	Time:

RIDDOR REPORT COMPLETED ONLINE	Date:
Copy sent to Chief Executive Officer for review	Date:

Completed forms to be kept with North Star Academy Trust Central Team

Please attach any signed witness statements to this form

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		

Appendix 10 – the school rules

NORTH STAR 240°

Reshaping The Future

Behaviour Expectations

To Navigate Success Together with Ambition and Relevance you need to:

- Listen to staff instructions first time
- Respect the environment
- Respect others