



Behaviour Principles

2023-24

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Trust Principles

A relational approach to supporting behaviour is underpinned by a belief that humans function best within the context of relationships, as caring and committed relationships provide safety and security from which trust develops. Where trust exists, pupils will be able to take risks with their learning.

It is this understanding of relational approaches that will underpin the behaviour policy in place in each trust school. The underlying principles of the FLT approach to behaviour are:

All behaviour is communication

The behaviour we see is a symptom created by memories, experiences, feelings and emotions.

In our schools we will view behaviour as the communication of a need, and staff will be supported to understand what is driving the need and how to meet that need, in order to address the root of the difficulty.

When supporting students who are disengaged or displaying distressed behaviour, schools will use a '**connection before correction**' approach. In doing so they will show an understanding that for students to be able to engage in discussions around repairing harm and supporting change, both the adult and student need to first feel safe (regulate) and connected with (relate). Restorative conversations can then take place (reason).

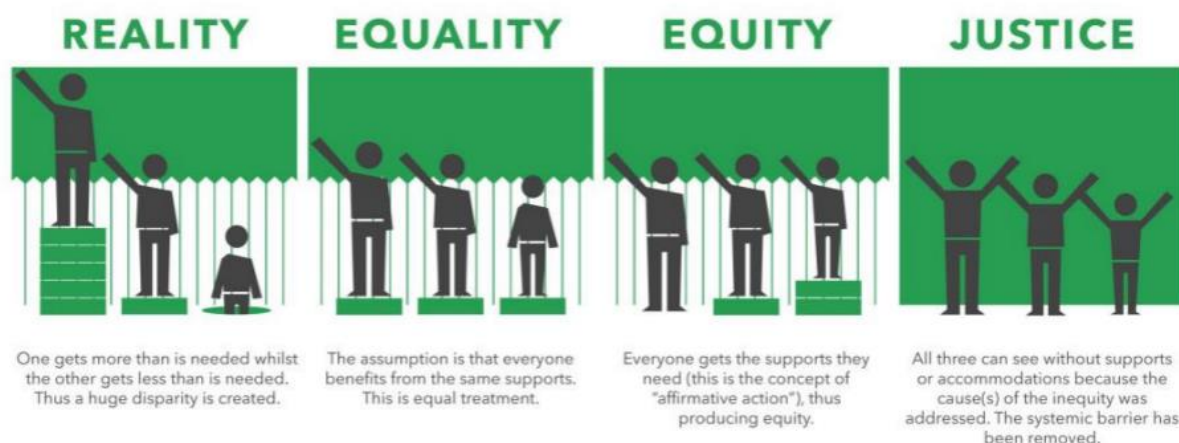
A successful behaviour policy must work for all pupils, not just some. Across our trust schools we will be mindful of the needs and backgrounds of our students and will adapt our responses accordingly. We will do all we can to work in a preventative manner, identifying students who might need additional support as early as possible and working with the wider staff team, parents and other agencies as needed. While consistency around behaviour is important, so is flexibility in order to be responsive and adaptive to individual needs.

Alongside the school's behaviour policy, **high quality PSHE & RSE curriculums** have an important role to play in promotion positive behaviour, mental health, wellbeing, resilience and achievement.

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The positive relationships and behaviour policies produced by each school will provide detail on:

- how the school will provide pupils with a safe base, through their environments, their routines and the adults
- how the school will promote positive relationships
- school rules and expectations, and how these align with school values
- how successes and achievements will be promoted and celebrated
- how the school will manage inappropriate behaviour
- how the school will apply flexible consistency in its approach, so that every student is supported to be successful
- how the approach to using sanctions will be adapted when dealing with challenging behaviour from pupils with SEND or mental health difficulties
- using suspensions and exclusion as a last resort to managing behaviour and when all other approaches have been exhausted
- how inclusion will be promoted through the processes, systems and provisions in place to respond to the needs of individuals and to adjust approaches accordingly
- support plans that will be implemented for those students requiring adaptations to the policy
- how the FLT tiered approaches can be used to support students



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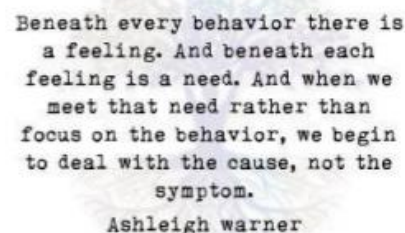
Next Steps 2023-2024

- Develop understanding of restorative practice and the skills of staff in how work restoratively with students so that restorative responses can be used to discuss the breaking of agreements, the impact on others and to restore relationships
- Ensure consistency in paperwork and plans in place to support individual children requiring additional support
- Accessing training and support from The Mulberry Bush nurturing school's project
- Reviewing behaviour policies and approaches in place in trust schools to gather overview of the trust principles in action, including pupil voice

Further Reading

Devon County Council quick guide to developing relational practice and policy

<https://www.devon.gov.uk/support-schools-settings/document/quick-guide-to-developing-relational-practice-and-policy/>



Beneath every behavior there is a feeling. And beneath each feeling is a need. And when we meet that need rather than focus on the behavior, we begin to deal with the cause, not the symptom.
Ashleigh Warner

Bath & NE Somerset Council Trauma Informed Behaviour Policy Guidance

<https://beta.bathnes.gov.uk/sites/default/files/2022-01/B%26NES%20Trauma%20Informed%20Behaviour%20Policy%20Guidance.pdf>

The Kindness Principle, by Dave Whittaker

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Policies and Documents

- Safeguarding / Child Protection Policy
- Anti-bullying Policy
- Suspensions and Exclusion Policy
- SEND policy

DfE Behaviour in schools

https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf

DfE Mental Health and Behaviour

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf

Equality Act 2010

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