



*Relentlessly Ambitious,
Richly Diverse, Proudly Inclusive.*

Inclusive Behaviour Policy (SEMH Focus)

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“Relentlessly Ambitious, Richly Diverse, Proudly Inclusive.”

1. Purpose of the Policy

This policy outlines Cranford Park Academy’s approach to supporting pupils’ social, emotional and mental health through relational practice, trauma-informed responses, and consistent behaviour expectations.

The aims of this policy are to:

- Promote emotional wellbeing and resilience
- Reduce the impact of adverse experiences
- Provide predictable, safe environments
- Support pupils to develop self-regulation and positive relationships
- Maintain a calm, orderly learning environment

2. Behaviour as Communication

Cranford Park Academy recognises that all behaviour is communication. Behaviour reflects a child’s emotional state, unmet needs, developmental stage, or skill gaps. Staff respond with curiosity rather than judgement, asking:

- What is this behaviour telling us
- What need is unmet
- What support does the child require

3. School Rules: Ready, Respectful, Safe (Paul Dix)

The school follows three simple, relational rules:

READY Prepared to learn.

RESPECTFUL Kind and considerate.

SAFE Making choices that keep everyone safe.

4. Managing Behaviour for Pupils with SEND

4.1 Commitment to Inclusive and Equitable Practice

Cranford Park Academy is committed to ensuring that all pupils, including those with SEND, are supported to meet behaviour expectations in a way that is fair, consistent, and sensitive to individual needs.

4.2 Behaviour Expectations Apply to All Pupils

All pupils are expected to follow the school’s three core rules: Ready, Respectful, Safe. Support may be adapted, but expectations remain consistent.

4.3 Personalised Approaches Within a Consistent Framework

Some pupils with SEND may require:

- Adjusted communication
- Extra processing time
- Visual supports
- Personalised routines
- Co-regulation
- Alternative communication methods
- Reasonable adjustments under the Equality Act (2010)

4.4 Understanding Behaviour Through a SEND Lens

Staff consider whether behaviour may be influenced by:

- Emotional regulation needs
- Sensory processing differences
- Communication challenges
- Social understanding difficulties
- Executive functioning needs
- Anxiety or trauma
- Cognitive developmental differences

4.5 Consistent Boundaries, Flexible Support

Staff need to be made aware and understand that for children with SEND as well as SEMH needs, boundaries remain consistent, but pathways to meeting them may differ.

4.6 Use of Individual Support Plans

Where appropriate, pupils may have:

- Individual Support Plans, with a section with SEMH needs incorporated
- Use of ABC charts to map triggers
- Individual Risk Assessments
- Individual Zone of Regulation Positive Behaviour Plans
- EHCPs

4.7 Restorative Practice and SEND

Restorative approaches may be adapted using visuals, simplified questions, or alternative communication in a manner that will make the interaction meaningful for the children.

4.8 Partnership with Parents and Professionals

The school will work collaboratively with families and external agencies and the expectation is that the families and external agencies will do the same in return.

4.9 Summary Statement

Behaviour for pupils with SEND is managed in line with the whole-school policy, with adaptations to ensure fairness, accessibility, and equity. There will still be relevant and appropriate rewards and

consequences where needed and within parameters that will make them effective for individual children.

5. Core Principles of the policy

- Relationships first
- Behaviour as communication
- Predictability and consistency
- Inclusion and equity
- Trauma-informed practice

Alongside the above, we are committed to meeting the needs of all pupils through our ordinarily available provision, ensuring that high-quality, inclusive teaching and proactive behavioural support are embedded in every classroom.

6. Adverse Childhood Experiences (ACEs)

6.1 Definition

Adverse Childhood Experiences (ACEs) are highly stressful, traumatic events or chronic stressors occurring before the age of 18 that can have a lasting impact on a student's physical health, mental health, brain development, and ability to learn. ACEs are defined not as excuses for poor behaviour, but as **underlying factors that trigger a "fight, flight, or freeze" stress response**. Challenging behaviour is viewed as a survival mechanism or coping strategy for trauma, rather than simply a choice.

ACEs include:

- Abuse (emotional, physical, sexual)
- Neglect
- Household substance misuse
- Domestic violence
- Parental separation
- Household mental illness
- Incarceration of a family member
- Chronic poverty or instability

6.2 Impact on Behaviour

Pupils may show:

- Hypervigilance
- Anxiety or withdrawal
- Emotional outbursts
- Impulsivity
- Difficulty trusting adults
- Challenges with concentration

6.3 School Commitments

The school will:

- Use trauma-informed, non-shaming responses
- Prioritise emotional safety
- Avoid punitive consequences
- Provide pastoral/therapeutic support
- Work with families and agencies
- Deliver training to staff around ACEs as well as trauma and regulation.

7. Risk and Protective Factors

When considering the impact that ACEs can have on a child's behaviour, we look at two things:

- **Risk factors** – the 'why' behind behaviour – in effect what factors have led to the child behaving this way.
- **Protective factors** – the 'how' do we need to respond to the behaviour – in effect what factors can we ensure make a positive difference to the child in terms of their behaviour.

See Appendix 1 for a table as examples of both types of factor.

8. Preventative Approaches

- Clear routines and visual timetables
- Emotion coaching
- Predictable transitions
- Safe spaces for regulation
- Personalised SEMH plans
- Staff modelling of calm behaviour
- Restorative circles

9. De-Escalation Strategies

9.1 PACE (Dan Hughes)

Playfulness – gentle, warm tone

Acceptance – all feelings are valid

Curiosity – “I wonder what's going on for you...”

Empathy – “That sounds really hard...”

See Appendix 2 for infographic related to PACE and more information.

9.2 Environmental Adjustments

Reduce sensory load, provide movement breaks, offer quiet spaces.

9.3 Verbal and Non-Verbal Strategies

Calm tone, minimal language, non-threatening body language, offering choices.

9.4 Emotion Coaching

Validate → Label → Set boundaries → Problem-solve when calm.

9.5 Co-Regulation

Staff model calmness and grounding.

Staff understand that if they are triggered and may escalate a situation that they seek support for themselves but also the child.

9.6 Time and Space

Provide supervised breaks and processing time.

Give children time to calm before attempting to reflect on the behaviour or incident, that could be the next day in some cases.

10. Structured Approach to Consequences

10.1 Principles

Consequences must be educational, proportionate, predictable, restorative, and linked to behaviour—not the child. At Cranford Park Academy we are embedding a step-based behaviour system for types of behaviour and level of consequence to be given as well as length of time etc that consequences would be given for.

See Appendix 3 for 'Structured Approach to Consequences'

10.2 Types

Natural Consequences

A natural consequence is **what happens on its own**, without adult intervention. **Example:** If a child forgets their coat, they feel cold outside. **Why it works:** It teaches cause and effect in a real-life, non-punitive way.

Logical Consequences

A logical consequence is **directly linked to the behaviour** and helps the child learn what to do next time. **Example:** If a child spills water on purpose, they help clean it up. **Why it works:** It teaches responsibility and repair without shame.

Restorative Consequences

A restorative consequence focuses on **repairing harm and rebuilding relationships**. **Example:** A child who upset a peer takes part in a restorative conversation and agrees on a helpful action. **Why it works:** It supports empathy, accountability, and reconnection.

Protective Consequences (Safety-Based Only)

A protective consequence is used **only when safety is at risk** and aims to reduce immediate harm. **Example:** A child who is unsafe may need to move to a quieter space with an adult. **Why it works:** It protects the child and others while keeping the response calm and non-punitive.

10.3 What not to do?

Shaming, whole-class punishments, punitive isolation, consequences during dysregulation.

11. Restorative Practice

11.1 Principles

Respect, responsibility, repair, reintegration, re-learning.

11.2 When used and by who

After conflict, dysregulation, or relational strain.

Restorative conversations would most likely be done by one of our Mental Health First Aiders (MHFAs), so Margaret O'Donovan, Livia Couthino or Lorna Mitchell.

11.3 Restorative Conversation Structure (see Appendix 4 for restorative questions)

1. What happened
2. What were you thinking/feeling
3. Who was affected
4. How can we put things right
5. What support is needed

11.4 Restorative Actions

Apologies, repairing damage, helpful tasks, restorative circles, behaviour rehearsals.

11.5 Documentation

Key points recorded on CPOMs, follow-up monitored, SEMH plans updated.

12. Recording and Monitoring

Incidents need to be recorded factually on CPOMs. All incidents need to include what type of consequence the child was given for the behaviour exhibited and who the consequence was with.

If there is a serious incident that occurs where behaviour has been deemed any of the following, racist, homophobic, bullying (verbal or physical); child on child sexual abuse, using significant violence or being in need of seclusion, then the member of staff dealing with the incident must complete a serious Incident Form and attach to CPOMS.

Behaviour Lead members of SLT will ensure patterns are analysed.

Information regarding individual children or incidents will then inform plans and make sure they are reviewed regularly.

14. Roles and Responsibilities

A consistent, relational, and inclusive behaviour culture relies on every member of the school community understanding their role. Cranford Park Academy promotes a shared responsibility model in which staff, pupils, parents, and leaders work together to create a safe, predictable, and emotionally supportive environment.

14.1 Senior Leadership Team (SLT)

The Senior Leadership Team holds strategic responsibility for ensuring that the behaviour policy is implemented consistently and effectively across the school. SLT will:

- Provide ongoing training in relational practice, trauma-informed approaches, de-escalation, and restorative work.

- Monitor behaviour trends, patterns, and data to identify needs, risks, and areas for improvement.
- Offer professional supervision, coaching, and support for staff managing complex behaviour.
- Ensure that systems, routines, and expectations are clear, predictable, and aligned with the school's values.
- Oversee the development and review of SEMH Support Plans, Individual Behaviour Plans, and Risk Reduction Plans.
- Ensure that safeguarding, SEND, and behaviour processes are fully integrated.
- Communicate with parents and external agencies where behaviour concerns require multi-agency involvement.
- Model relational, respectful behaviour in all interactions with pupils, staff, and families.

14.2 All Staff

Every adult in the school contributes to the behaviour culture. Staff are expected to:

- Build positive, trusting relationships with pupils through warmth, consistency, and high expectations.
- Use de-escalation strategies, including PACE, low-arousal approaches, and co-regulation.
- Apply the school rules (Ready, Respectful, Safe) consistently and fairly.
- Use restorative approaches to repair harm, rebuild relationships, and support emotional learning.
- Recognise behaviour as communication and respond with curiosity rather than judgement.
- Adapt communication and expectations for pupils with SEND, following SEMH Plans, IBPs, and EHCPs.
- Record incidents factually and promptly, noting triggers, patterns, and impact.
- Work collaboratively with colleagues, SLT, and families to support pupils' emotional and behavioural needs.
- Model calm, respectful behaviour at all times, understanding that every interaction is an intervention.

14.3 Parents and Carers

Parents and carers are essential partners in supporting children's emotional wellbeing and behaviour. The school expects parents to:

- Work collaboratively with staff to support consistent expectations between home and school.
- Share relevant information about their child's needs, experiences, or changes that may affect behaviour.
- Engage with restorative conversations, meetings, and support plans where appropriate.
- Reinforce the school's values of Ready, Respectful, Safe.
- Support attendance, punctuality, routines, and emotional regulation strategies at home.

- Communicate concerns respectfully and constructively so that solutions can be found together.

14.4 Pupils

Pupils are active participants in building a positive school culture. They are supported to:

- Follow the school rules: Ready, Respectful, Safe.
- Engage in restorative conversations and take responsibility for repairing harm where appropriate.
- Communicate their feelings, needs, or worries using the strategies taught in school.
- Seek help from trusted adults when they feel dysregulated or unsafe.
- Show kindness, respect, and empathy towards others.
- Contribute to a safe, inclusive environment where everyone can learn and thrive.

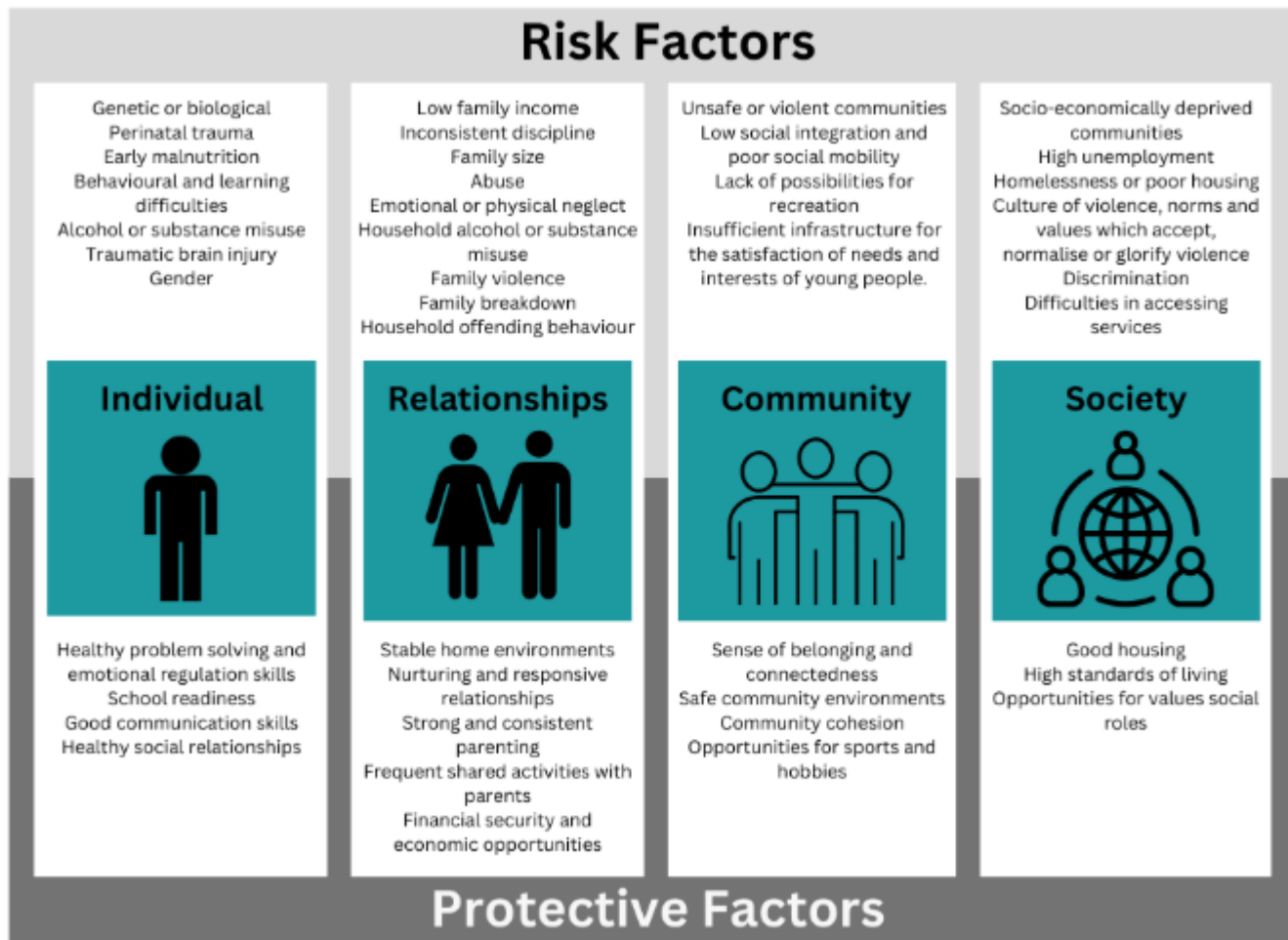
14.5 Summary Statement

Behaviour is a shared responsibility. Cranford Park Academy's relational, inclusive approach relies on strong partnerships between staff, pupils, families, and leaders. When each group fulfils its role, the school remains a safe, predictable, and nurturing place for every child.

15. Review Cycle

Reviewed annually or sooner if required.

Appendix 1: ACES – Risk vs Protective Factors



	Playfulness • Playfulness in interactions can diffuse conflict and promote connection e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)	
	Acceptance • Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement	
	Curiosity • Being curious to where a behaviour has come from (in your head or out loud...)	
	Empathy • Really connecting with how they are feeling and showing compassion	

P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by Juliet Young

PLAYFULNESS

A C E



The P in PACE
A Care-giving Formula by Dan Hughes

What is PACE?

An open and engaged approach for children who have experienced trauma, which is designed to promote safety, develop trust and enhance understanding and regulation of emotions.

What is Playfulness?

A playful approach focuses on eliciting positive emotions and moments of shared joy, during interactions between an adult and child.

We can help the child to keep difficult thoughts and feelings in perspective, through words, gestures and actions which are light-hearted and spontaneous.

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Why is Playfulness important?

It shows that you really like the child - something which may not be easily understood or trusted. It can also reduce the authority of an adult's role and convey a sense of connection and optimism.

It has physiological benefits - the release of dopamine and oxytocin hormones help children (and adults!) to feel pleasure, suppress pain and reduce the experience of stress and shame.

Ideas for developing a Playful Approach

- Warm and personalised classroom greetings - high five; fist bump; waving; quoting their favourite TV show or film.
- Show - with your eyes, eyebrows, smile and tone of voice - that you are interested in and delighted by what the child is doing.
- Find moments for silliness - use a sing-song voice; wear a funny hat; talk to a teddy bear or puppet; be forgetful; make mistakes.
- Play games which build to a finish - peek-a-boo; hide-and-seek; ready-steady-go with bubbles; pop-up pirate; Jenga; dominoes.
- Incorporate rhythmic actions into teaching - clapping; jumping; tapping; dancing; passing a balloon or beanbag; musical chairs.
- Defuse stressful demands - make a game out of getting organised; practise socialising using fun role-play; use humour to divert from conflict; give the child a job during a busy transition.

Defining Acceptance

Acceptance is not about tolerating or condoning inappropriate behaviour, nor does it mean withholding discipline or not setting limits.

It is about creating the conditions for unconditional positive regard. Accepting the thoughts, feelings, perceptions and memories which lie underneath the behaviour. "All behaviour is communication".

Why is Acceptance so important in trauma-focused care?

Children with a background of abuse, neglect and loss can be prone to toxic shame. They have great difficulty making sense of their thoughts and feelings and expressing these in socially appropriate ways.

Acceptance shows the child that we understand and allows him or her to safely explore and communicate their inner experience. It's a way of saying "I get that this is a big deal for you".

Why can Acceptance be so difficult?

- We can be quick to evaluate behaviour, but this activates the child's defensive systems and triggers shame rather than guilt.
- We can prioritise traditional behaviour management, but the child's trauma-impacted brain is ill-equipped for thinking about consequences.
- We are keen to change behaviour, but the child may have lacked the experience of regulating thoughts and feelings through relationship.

P The A in PACE A Care-giving Formula by Dan Hughes

ACCEPTANCE

C
E



Some Examples of Acceptance

"I can see how you feel this is unfair. You wanted to play longer"

"You probably think that I don't care about what you want"

"You were letting me know that you were really scared when you ran out of the classroom".

"I know you were angry about what he said last time, but hitting can hurt. Let's try talking to him about it."

"I can hear you saying that you hate me and you're feeling really cross. I'll still be here for you after you calm down".

"I'm disappointed by what you did, but I know you were really upset. It doesn't change how much I care about you".

P A ASK CURIOSITY

E The C in PACE A Care-giving Formula by Dan Hughes

The "I don't know" approach

Curiosity is a process of discovery. We put our own assumptions and expectations aside and explore the child's inner thoughts and feelings. A curious stance is open and non-judgemental; it allows us to gain new perspectives on the reasons behind a behaviour.

The toxic effect of trauma on Curiosity

When early relationships lack sensitivity, responsiveness and positivity, the child may develop negative self-perceptions. This impacts their ability and willingness to explore, trust others, take risks and tolerate challenge and uncertainty in future environments and relationships.

A health warning about Curiosity

- It's tough! We must inhibit our natural instinct to change or correct negative thoughts and feelings expressed by the child.
- A curious stance can be met with initial mistrust or rejection. The child may have lacked this type of interaction in the past.
- We can get it wrong...and we have to be honest about this and thank the child for telling us how they're actually feeling.
- When we experience what the child is experiencing, this can have implications for our own emotional regulation and self-reflection. This is why it's important to have protected time for supervision and debriefing after a difficult day.

Examples of Curious Questioning

"I'm wondering if you're finding this work difficult and that's why you're asking to go to the toilet more often this morning".

"I'm thinking you're a little nervous about the new teacher in our class today and this explains why you're a little quieter than usual".

"I've noticed that you've been coming up to me for a chat over the last few days. Maybe you might be worried about something".

"I'm a little confused. Usually you love going to PE, but today you don't want to go. I'm wondering what's different about today".

"When she didn't sit beside you in the dinner hall, I'm guessing that you thought she didn't want to be your friend anymore".

Feeling the Feelings

Unlike Sympathy - an expression of care and concern - Empathy is a genuine desire to "feel with" another person - to step into their shoes and connect with their emotional perspective. This acknowledgement and validation of feelings enables compromise and problem-solving.

The impact of Trauma on Empathy

When children have experienced relationships as rejecting, uncaring or inconsistent, they may react with initial mistrust, confusion or anxiety. Remember that Empathy may have been lacking in past relationships.

Negative responses to Empathy can be stressful for us. We must resist the urge to minimise, reassure or lead with discipline. This runs the risk of the child complying out of fear or with lingering resentment.

Looking after our Empathy

- Feeling more short-tempered or exhausted lately?
- Perceiving situations to be hopeless or even pointless?
- More prone to assigning blame?
- Focusing more on control and compliance?

All of the above are signs of compassion fatigue. When stress overwhelms our ability to empathise, we need to engage in self-care and seek support from others for debriefing & non-judgemental reflection.

P

A

C

EMPATHY

The E in PA: ↗

A Care-giving Formula by Dan Hughes



Some Examples of Empathy

"You are SO upset about this right now. This is really tough!"

"It hurt so much when she didn't ask you to play. You were probably thinking 'Why did she do that?' It was a real shock."

"You wanted to have another turn so badly. You were so excited about it and it's so unfair that we ran out of time".

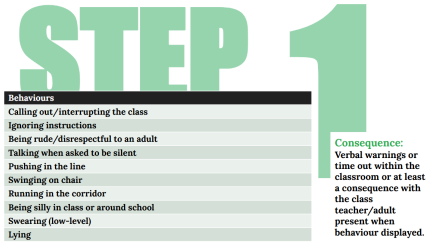
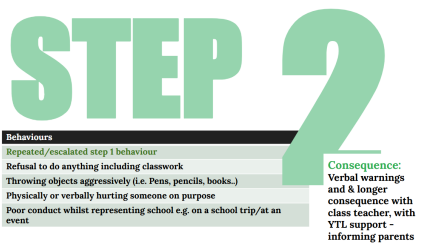
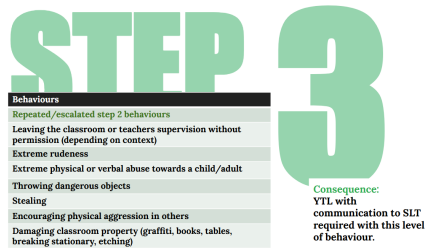
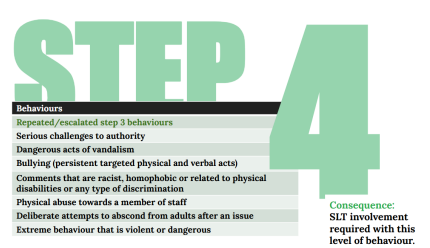
"It seems to you like he hates you. That must be really hard. I know you like him a lot, so this is pretty confusing".

"I know it's hard for you to hear what I'm saying."

"Me saying 'No' has made you angry with me. I get why you don't want to talk to me right now".

Appendix 3 - 'Structured Approach to Consequences for certain behaviours'

Please note that the lists of behaviour here are not exhaustive and the consequences, times etc are suggestions. The adults working closely and who have relationships with the child may know better what would be a suitable consequence etc.

Behaviour examples	Adult managing behaviour	Consequences
 STEP 1 Behaviours - Calling out/interrupting the class - Ignoring instructions - Being rude/disrespectful to an adult - Talking when asked to be silent - Pushing in the line - Swinging on chair - Running in the corridor - Being silly in class or around school - Swearing (low-level) - Lying Consequence: Verbal warnings or time out within the classroom or at least a consequence with the class teacher/adult present when behaviour displayed.	Step 1 Behaviour is managed by the adult who has witnessed the behaviour e.g. LSA, SMSA or class teacher. Consequence is given with that adult or class teacher, depending on the situation.	Child to be given 2 verbal warnings prior to formal consequence being given with the class teacher. Reflection time off of break time or lunch time - 5-10 minutes depending on the age of the child, for example a Nursery or Reception child would get less time than a Y6 child.
 STEP 2 Behaviours - Repeated/escalated step 1 behaviour - Refusal to do anything including classwork - Throwing objects aggressively (i.e. Pens, pencils, books.) - Physically or verbally hurting someone on purpose - Poor conduct whilst representing school e.g. on a school trip/at an event Consequence: Verbal warnings and longer consequence with class teacher, with YTL support - informing parents	Step 2 Behaviour at this point is managed by the class teacher, however if escalating or repeating Year Team Leader may be involved in giving the consequence, Record the behaviour incident on CPOMS.	Child to be given 2 verbal warnings prior to formal consequence being given with the class teacher or Year Team Leader if behaviour is ongoing to escalating. Reflection time off of break time or lunch time - 10-15 minutes depending on the age of the child, for example a Nursery or Reception child would get less time than a Y6 child. Parents would also be informed at this stage.
 STEP 3 Behaviours - Repeated/escalated step 2 behaviours - Leaving the classroom or teachers supervision without permission (depending on context) - Extreme rudeness - Extreme physical or verbal abuse towards a child/adult - Throwing dangerous objects - Stealing - Encouraging physical aggression in others - Damaging classroom property (graffiti, books, tables, breaking stationary, etching) Consequence: YTL with communication to SLT required with this level of behaviour.	Step 3 Behaviour here is managed by the Year Team Leader. YTL would also involve SLT if behaviour was repeated and escalating. SLT may also be involved in the consequence if behaviour is escalating or repeating. Record the behaviour incident on CPOMS.	Reflection time off of break time or lunch time - 20-30 minutes depending on the age of the child, for example a Nursery or Reception child would get less time than a Y6 child. Parents would also be informed at this stage and depending on which behaviour was shown a formal meeting would be arranged.
 STEP 4 Behaviours - Repeated/escalated step 3 behaviours - Serious challenges to authority - Dangerous acts of vandalism - Bullying (persistent targeted physical and verbal acts) - Comments that are racist, homophobic or related to physical disabilities or any type of discrimination - Physical abuse towards a member of staff - Deliberate attempts to abscond from adults after an issue - Extreme behaviour that is violent or dangerous Consequence: SLT involvement required with this level of behaviour.	Step 4 Behaviour requires SLT involvement from the start. Record the behaviour incident on CPOMS.	Reflection would be this child removed from break time and lunch time depending on the age of the child. Parents would be invited in for a formal meeting at this stage to discuss the behaviour and ways forward. There would likely be a Behaviour Plan/RA for children exhibiting these behaviours.

***Behaviour for pupils with SEND is managed in line with the whole-school policy, with adaptations to ensure fairness, accessibility, and equity. There will still be relevant and appropriate consequences where needed and within parameters that will make them effective for the individual children.

Restorative Questions

To respond to challenging behavior

1. What happened?
2. What were you thinking at the time?
3. Who has been affected by what you did? In what way?
4. What do you think needs to be done to make things right?

To help those harmed by others actions

1. What did you think when you realized what happened?
2. What impact did this incident have on you and on others?
3. What has been the hardest thing for you?
4. What do you think needs to be done to make things right?