

APPENDIX 1: CONSISTENT BEHAVIOUR RESPONSE FRAMEWORK

Relational • Inclusive • Safeguarding-led

*Informed by PACE (Playfulness, Acceptance, Curiosity and Empathy) Dan Hughes and Paul Dix
'When the adults change'*

FRAMEWORK PRINCIPLE

Staff behaviour responses are **consistent, predictable and proportionate**, while remaining responsive to individual need, regulation, and SEND.

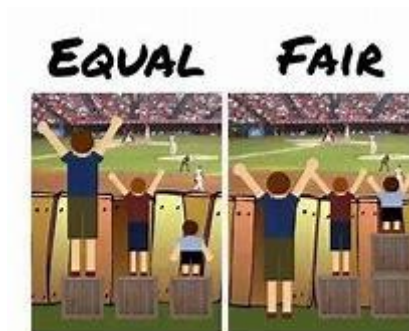
Staff apply professional judgement **within defined boundaries and consequence anchors to ensure consistency across the school.**

At Parkgate we are **Safe**, we are **Kind** and we **Try our Best**

GUIDING QUESTION STAFF WILL CONSIDER

“What is the need behind this behaviour, and what response will restore safety, regulation and learn?”

STAFF WILL REMEMBER



Fair is not equal; fair is when everyone gets what they need.

Consistency does not mean identical responses; responses are adapted appropriately to need, context, safety and SEND

Behaviour is a form of communication and that potential underlying needs may include:

- safeguarding need
- Feeling like they do not belong
- feeling unsafe
- feeling out of control
- needing attention or connection (not attention seeking but needing)

- low engagement
- task/demand avoidance
- work not appropriately pitched
- emerging/existing SEND related need
- anxiety or avoidance
- communication differences
- emotional dysregulation or overload
- emotional overwhelm
- sensory overload
- trauma response
- SEND related regulation difficulty
- loss of emotional regulation
- high arousal state
- communication breakdown

CONSISTENT BEHAVIOUR RESPONSE EXAMPLES

We respond to behaviour in a way which is logical and natural – if you drop litter you pick it up; if you hurt someone, you repair the relationship; if you don't do the work, you catch up.

We respond according to what needs to keep everyone safe and what needs to be done to help the child to learn from their behaviour and put things right.

We start afresh after the behaviour responded to and the response has been completed.

In essence this process will be followed -

SAFETY/REGULATION ALWAYS FIRST

A reminder/choice	A warning/choice	Logical Consequence if needed
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The following are examples of what responses MAY follow unexpected behaviours

LOW-LEVEL BEHAVIOUR

(e.g. calling out, off-task behaviour, minor disruption)

Staff response may include

- discreet non-verbal cue or calm reminder using recognised words of 'safe, kind and try your best' where appropriate
- clear re-direction to learning
- positive reinforcement of expected behaviour
- simple supported choice ("you need to do X or Y")
- quick reset and re-engagement

Consistency anchor

- verbal reminder and re-direction are the expected first response

Outcome / repair

- informal reset
- no formal reflection unless part of a repeated pattern

REPEATED DISRUPTION / NON-COMPLIANCE

(e.g. persistent off-task behaviour, refusal, repeated calling out)

Staff response may include

- Give a warning using calm, clear repetition of expectation using recognised words of 'safe, kind and try your best' EG I am now giving you a warning because you are not trying your best. You need to do answer this question.' Staff may find using questions rather than statements is useful for children who are demand avoidant e.g. You now have a warning because you are not trying your best. Can you tell me what's making this tricky?
- curiosity-led language
- structured choices with clear boundaries
- support for regulation if required
- review of learning access or task adaptation

Consistency anchor

- If warning was not acted upon then short reflection with the member of staff that gave the warning (typically up to 5 minutes at break)
- restorative conversation before re-entry where appropriate
- parental/carer communication where patterns emerge or persist (after 3 reflections sheets per half term)

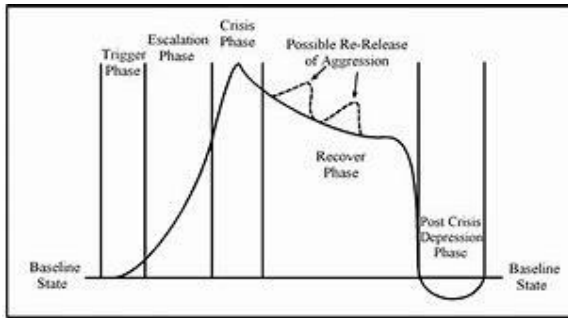
Outcome / repair

- brief restorative conversation
- agreed reset plan for learning re-engagement

EMOTIONAL DYSREGULATION

(e.g. distress, shutdown, escalation, loss of control)

Staff will always consider The Assault Cycle



The Assault Cycle, (Breakwell 1997).

Staff response may include

- ensure immediate safety of pupil and others
- co-regulation (calm, grounded trusted adult presence)
- reduced language and reduced demands
- offer regulation space (never forced)
- allow time for recovery without pressure
- Where appropriate, parents/carers may be asked to support regulation and reintegration - not as a disciplinary response or expectation to remove the child from school.

Consistency anchor

- no sanctions are applied during acute dysregulation
- reflection only takes place once the pupil is fully regulated and able to engage safely –

Outcome / repair

- reflective conversation/sheet when calm with the member of staff that dealt with the behaviour – decide consequence if needed together
- consider SENCO/APDR referral if patterns persist
- consequence only if necessary for behaviour never for dysregulation

HARMFUL BEHAVIOUR

(e.g. hitting, kicking, spitting, throwing objects at others, serious verbal abuse, discriminatory language or behaviour)

Staff response may include

- immediate stop and separation to ensure safety is first priority
- calm, clear boundary (“We keep everyone safe”)
- co-regulation with a trusted adult

- If child is unable to regulate parents may be called in to support regulation – not to take child home
- inform parents/carers

Consistency anchor

- supervised loss of social time (where appropriate and proportionate)
- structured reflection sheet
- CPOMS recording where appropriate
- parent meeting with Headteacher if repeated pattern (e.g. 2 incidents per half term)
- Internal suspension, suspension / exclusion may be considered in line with statutory guidance and Headteacher discretion

Outcome / repair

- structured reflection (accountability)
- impact awareness (voice of others where appropriate)
- restorative conversation if safe and appropriate

SERIOUS / HIGH-RISK BEHAVIOUR

(e.g. sustained violence, significant harm, sexualised harmful behaviour, serious risk to safety)

Definition

Behaviour posing immediate or significant risk to:

- self
- others
- property

Staff response may include

- immediate safeguarding procedures activated
- follow KCSIE procedures at all times
- DSL/SLT involvement without delay
- safe separation and risk management
- parents/carers informed as appropriate and directed by safeguarding lead
- If child is unable to regulate parents may be called in to support regulation – NOT to take child home
- CPOMS recording completed

Consistency anchor

- safeguarding procedures override behaviour systems

- internal exclusion/supervised loss of social time with member of SLT (where appropriate and proportionate)

SLT Timetable - Kellie Monday, Sally Tuesday, Emma Wednesday, Sally Thursday, Kellie Friday

- structured reflection sheet
- CPOMS recording where appropriate
- parent meeting with Headteacher/SLT
- Suspension / exclusion may be considered in line with statutory guidance and Headteacher discretion

Outcome / repair

- structured reintegration plan
- multi-agency involvement where required
- individual risk assessment where appropriate

IMPLEMENTATION EXPECTATION

Staff will:

- apply this framework consistently
- adapt appropriately for SEND and individual need
- prioritise safety, regulation and learning
- use professional judgement within defined boundaries

Staff will ensure safeguarding procedures always take precedence where behaviour may indicate risk, harm or unmet need.