

INCLUSIVE | MULTI ACADEMY TRUST

BEHAVIOUR PRINCIPLES

DOCUMENT DETAIL	
Approving Body	Education Committee
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Scheduled Review	Three years
Date of Policy	January 2025
Next review	January 2028

Summary

The Inclusive Multi Academy Trust's Behaviour Principles focus on creating a supportive, nurturing educational environment that recognises behaviour as a form of communication. The policy is built on core beliefs that happy children learn, happy staff thrive, and happy people build a community.

The trust emphasises eight key aspects of behaviour management: leadership, ethos, curriculum, student voice, staff development, need identification, parental collaboration, and targeted support. Central to their approach is therapeutic thinking, which replaces traditional punitive methods with a proactive, understanding strategy.

The policy establishes fundamental rights for all school community members, including every student's right to learn and every teacher's right to teach without interruption. It implements the Boxall Profile®, conducting annual assessments to track emotional and behavioural development alongside academic progress.

A key strength of the policy is its holistic approach. It views behaviour through a compassionate lens, prioritising prevention and de-escalation. The trust promises to help children feel welcome, develop outstanding skills, and build healthy relationships while celebrating diversity.

Parental partnership is crucial, with schools committed to regular communication, involving parents in support planning, and providing practical strategies to support children's emotional development.

For the purpose of this policy, the term school and schools refer to schools that are part of the Inclusive Multi Academy Trust

Statement of intent

Pupil behaviour and academic progress are inextricably linked. The Trust recognises that good mental health and wellbeing are fundamental to enabling pupils to thrive academically and socially. These Inclusive Multi Academy Trust behaviour principles support the individual behaviour policies implemented in each school and are underpinned by the promises and beliefs of the trust, incorporating therapeutic thinking approaches and nurture principles. We understand that behaviour is a means of communication and all children are trying to get their needs met through their behaviours. Creating safe, secure, and predictable environments enables children to feel regulated and ready to learn.

Beliefs

We believe that:

- Happy children learn
- Happy staff thrive
- Happy people build a community

Promises

We promise that children in the Inclusive Multi Academy Trust will:

- experience a sense of belonging, dignity and equity
- feel safe, socially, emotionally and physically
- develop outstanding academic and life skills
- foster an intrinsic love of learning whilst having fun
- build lasting, healthy relationships and support networks
- engage with and contribute substantially to their local and global community

Rights

Poor behaviour detracts from effective teaching and therefore inhibits academic and social progress. Staff, pupils and parents/carers need to be aware of our standards and expectations:

- Every child has the right to learn
- Every teacher has the right to teach without interruption
- Every parent/carer has the right to information about their child's behaviour
- Every member of the school community has the right to feel safe

School practice

The Inclusive Multi Academy Trust implements a cohesive approach to behaviour management through eight key aspects:

1. **Leadership and Management** - Our leaders set clear vision, embed therapeutic thinking approaches, and ensure consistent monitoring of behavioural practices.
2. **Ethos and Environment** - We maintain safe, nurturing environments with consistent therapeutic language and clear routines that celebrate diversity.
3. **Curriculum Teaching and Learning** - Social and emotional learning, including Zones of Regulation, is integrated throughout our teaching to develop self-regulation skills.
4. **Pupil Voice** - Pupils actively shape our behaviour approaches through feedback mechanisms, peer support, and leadership opportunities.
5. **Staff Development** - All staff receive regular training in therapeutic thinking and nurture approaches, supported by wellbeing programmes.
6. **Identifying Need and Monitoring Impact** - We use Boxall Profiles and regular data analysis to identify needs early and monitor intervention effectiveness.
7. **Working with Parents** - Strong partnerships with families are maintained through regular communication, training opportunities and support systems.
8. **Targeted Support** - A graduated response ensures appropriate support, from nurture provision to external agency involvement, meeting individual needs.

Consistent staff approaches and shared understanding are essential for effective behaviour management. Our Trust operates a tiered response system that prioritises prevention and de-escalation through therapeutic thinking approaches. While emphasising positive behaviour management, each school maintains clear guidelines for addressing challenging behaviour through restorative practices and clear but appropriate sanctions. This enables pupils to understand the impact of their choices and take responsibility for making things right.

Therapeutic Thinking (Formerly Herts Steps) Implementation

Our Trust implements therapeutic thinking as its core approach, recognising behaviour as communication and supporting children to develop internal discipline. This approach is delivered through three key stages:

Pro-social Development - We create environments where positive relationships flourish, enabling pupils to build emotional resources and feel safe to express their needs. Every interaction is viewed as an opportunity to develop pro-social skills.

Managing Difficulties - When challenges arise, staff maintain consistent approaches using educational consequences to help pupils understand their feelings and develop alternative behaviours. Protective and educational consequences replace traditional punishments.

Risk Management - For more serious situations, we employ evidence-based de-escalation techniques and implement risk reduction plans. Physical intervention remains a last resort, with recovery and restoration always prioritised.

The Boxall Profile®

The Trust recognises that understanding children's emotional and behavioural development is as critical as tracking their academic progress. Therefore, we implement universal Boxall Profile assessments for all pupils annually, aligned with our academic assessment cycle. While this represents a significant investment in time and resources, we believe it is essential for truly understanding and supporting every child's developmental journey.

Implementation

- Annual whole-school Boxall Profiles
- Additional assessments for pupils receiving interventions
- More frequent monitoring for pupils causing concern

Results inform:

- Universal provision planning
- Targeted intervention strategies
- Early identification of emerging needs
- Staff development requirements
- Parent/carer partnerships

Comprehensive data analysis enables:

- Whole-school provision mapping
- Cohort-level trends identification
- Individual progress tracking
- Evidence-based resource allocation
- Impact evaluation of support
- Trust trends

Parental Partnership

The Trust believes that effective behaviour support requires strong home-school collaboration. We engage parents and carers as equal partners in understanding and supporting their child's emotional and behavioural development.

Working Together with parents, schools will:

- Share our therapeutic thinking approach with parents
- Communicate regularly about progress and concerns
- Involve parents in behaviour planning and support
- Provide practical strategies for home use
- Offer workshops and additional support when needed

Schools recognise the importance of understanding each family's circumstances and cultural context to ensure effective partnership working.