



**Longcause Community
Special School**

BEHAVIOUR PRINCIPLES WRITTEN STATEMENT

Signature of Head:	Anne Hutchinson
Date:	11.02.2026
Signature of Chair of Governors:	Fred Jenkins
Date:	11.02.2026
Agreed by the Governing body on:	11.02.2026
Minute Reference:	273

Reviewed by:	Harriet Allen and Chrissie Clark
Review date:	January 2026
Master file location:	Admin Shared Drive
Next review date:	January 2027

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Changes/Reviews:

December 2025 - Adopted new policy.

December 2026 – Reviewed and updated.

Our Behaviour Approach

At Longcause Community Special School, trust, connection, and relationships underpin everything we do. We recognise that all behaviour is a form of communication, and our therapeutic, trauma-informed approach ensures that pupils feel safe, understood, and supported in their development.

Our approach is guided by the following principles:

- **Relationships First**
Strong, trust-based relationships form the foundation of emotional safety and learning. Staff use PACE (Playfulness, Acceptance, Curiosity and Empathy) and co-regulation to reduce stress and strengthen connection.
- **Proactive, Individualised Support**
Many pupils experience lagging skills, developmental differences, sensory needs, and communication barriers. Staff use personalised strategies, visuals, environmental adjustments, and key language to proactively teach emotional regulation, communication, and problem-solving skills.
- **Restorative and Solution-Focused Practice**
We do not use punishments. Instead, we work with pupils to understand incidents, repair relationships, and learn alternative strategies through shared problem-solving and restorative conversations.
- **Consistency, Predictability, and Clear Boundaries**
Pupils thrive when expectations are clear. Staff use consistent positive language, visual cues, and predictable routines to support emotional safety. Consequences are supportive, not punitive, helping pupils understand what will happen next in a safe, non-shaming way.

Expected Behaviour and School Values

Pupils are supported to demonstrate our three core school values:

1. **Respect** – towards themselves, others, and the school environment.
2. **Determination** – engaging in learning, showing perseverance, and following their timetable.
3. **Friendship** – being kind, inclusive, and supportive to others.

These values are reflected in our three school rules:

1. Respect others and our school site.
2. Be determined to learn and engage with school life.
3. Be friendly and help others feel safe.

These expectations are reinforced through daily interactions, assemblies, the curriculum, visual supports, and staff modelling. Staff adapt communication to pupil developmental levels and use key personalised language as detailed in pupil snapshots and risk behaviour plans.

The Positive Relationships Curriculum

Behaviour and emotional development are explicitly taught through the Positive Relationships Curriculum, which includes:

- Self-awareness and emotional regulation
- Social communication and understanding others
- Friendship skills, consent, personal boundaries, and safe behaviour
- Bullying awareness, mental health, and protective behaviours
- Learning the impact of actions on others
- Structured opportunities for practising problem-solving and restorative approaches

By embedding these principles across the school day, we help pupils develop independence, problem-solving skills, and positive interactions with others.

The Use of Positive Touch

At Longcause, we recognise that positive touch is an essential part of development, emotional well-being, and communication. Staff may use appropriate, supportive touch to provide comfort, reassurance, or sensory regulation, always respecting the individual needs and preferences of each pupil. Positive touch is never used as a behaviour management strategy but as part of nurturing relationships, emotional support, and sensory regulation.

Staff are trained to use positive touch;

- appropriately and safely
- in line with individual pupil needs, preferences, and plans
- never as a behaviour management tool, but as part of nurturing, supportive relationships

Positive touch is consistent with our **Positive Touch Policy** and safeguarding expectations.

CPI Approach: Care, Welfare, Safety, and Security

All staff are trained in **CPI Safety Intervention™**, ensuring our approach to behaviour is safe, ethical, and trauma-informed.

CPI principles guide every interaction:

- **Care** – Understanding the **individual needs, triggers, and experiences** of each pupil.
- **Welfare** – Providing a nurturing, therapeutic environment where pupils can thrive.
- **Safety** – Recognising risk and taking steps to protect **pupils, staff, and the wider community**.
- **Security** – Implementing clear, **consistent procedures** that help pupils feel safe and supported.

Physical Support and Restrictive Practices

Restrictive physical intervention is **only used as a last resort**, when:

- a pupil is at imminent risk of harm to themselves or others
- all verbal, visual, and environmental de-escalation strategies have been attempted
- the risk of doing nothing is greater

Any intervention:

- must be CPI-approved
- must prioritise pupil dignity, safety, and well-being
- is recorded on CPOMS
- is communicated to SLT
- is communicated to parents/carers on the day

Supporting Pupils and Families

- Pupils receive personalised support through visuals, sensory strategies, PACE-based communication, regulation opportunities, the curriculums we have developed and trusted adult relationships.
- Staff work collaboratively with families, recognising their insight and valuing their role in supporting behaviour.
- Families receive regular communication, early help support, and opportunities for joint problem solving with class teams, behaviour teams, and the family team.
- External agencies may be involved where appropriate, in line with safeguarding procedures and contextual safeguarding principles.

This statement should be read alongside the **Behaviour and Emotional Support Policy (Dec 2025)**, as well as the Safeguarding & Child Protection Policy, Positive Touch Policy, and Anti-Bullying Policy.