



'Where charity and love are, God is there'

Behaviour Policy

2025-2026

Ratification Table:

Approved by: LGC	Date: 16.09.25
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Role	Name	Signature	Date
Chair of Governors	Colleen Collett		16.09.25
Headteacher/Principal	Rachael James	<i>Rmjames</i>	16.09.25

Details of Policy Updates

Date	Details
01/09/2024	Two steps added to managing behaviour, inclusion of Yellow warning card and Red card.
01/09/2024	Within Appendix 1 weekly awards, Always play added for children who always follow school's values and rules.
01/09/2024	Within policies and documents to be read alongside this policy Prevent Duty Guidance and risk assessment added.
01/09/2025	Physical restraint/reasonable force added to the policy section 9
01/09/2025	Add a behaviour flow diagram

1. Policy Statement

***'You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression.'* (Paul Dix, Pivotal Education)**

Our Behaviour Policy guides staff to teach self-discipline not blind compliance. It echoes our core Gospel Values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct and dynamic interventions to support staff and learner. Our mission statement 'Where charity and love are, God is there' lives throughout our behaviour management.

2. Aims

- To create a culture of exemplary behaviour based on respect for others and oneself within school and the wider community
- Celebrate behaviour that is positive rather than giving too much attention to the negative
- Develop an ability to take responsible for one's own actions and the consequences of them
- Build a community which values, good temper, and empathy for others
- Ensure excellent behaviour is the minimum expectation of all community members
- Develop the children's understanding of their rights and responsibilities
- Embed and ensure that all adhere to the schools' values of; **respect, responsibility, compassion, succeed, community and enjoyment**
- Embed and ensure a consistent approach across the school towards behaviour
- Support those children who experience behaviour difficulties using intervention strategies and personalised programmes

3. Expectation of Adults working with children

Teaching Staff will uphold the Teachers' Standards (See Appendix C for detail).

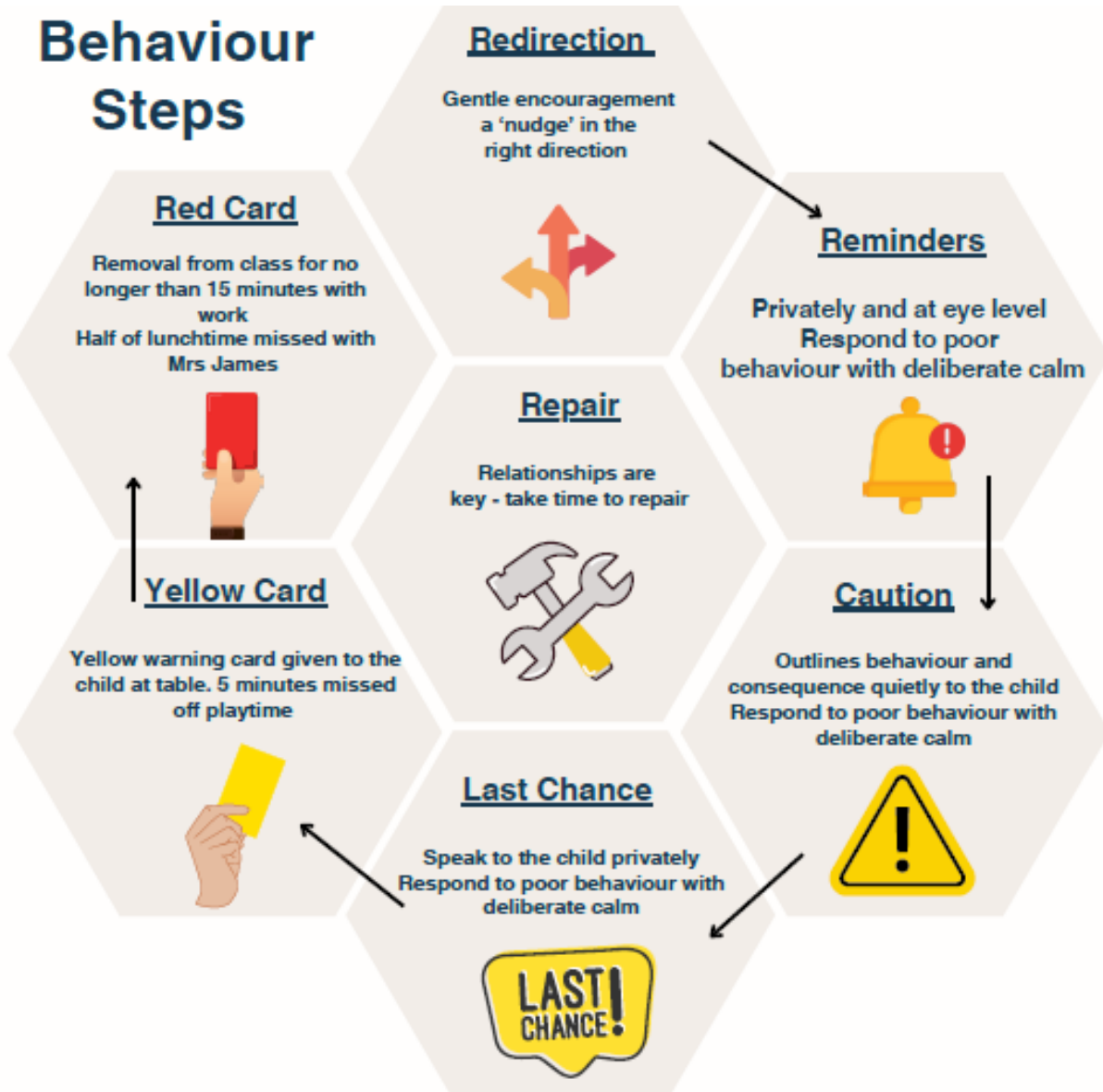
'Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

In addition to the above all adults will be expected to:

- **Meet and greet** at the door of their classroom or entrance to the building
- Consistently refer to **'Ready, Respectful, Safe'**
- **Model** positive behaviours and relationships
- **Plan** lessons that engage, challenge, and meet the needs of all learners
- **Be calm** and allow 'take up time' (time for the child to implement the change in behaviour) when implementing the policy or strategy
- **Follow up** every time, retain ownership and engage in reflective dialogue with learners
- **Never ignore** or walk past children who are not demonstrating appropriate behaviours in the school environment

Teachers are expected to take responsibility for their children meaning senior leaders will not be expected to deal with behaviour referrals in isolation. The role of senior leaders will be to work alongside colleagues providing support and, guidance and model and show a unified consistency to the behaviour policy.

4. Steps for Managing and Modifying Poor Behaviour



Steps	Actions
1. Redirection	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement.
2. Reminders	<p>A reminder of our three simple rules: Respectful, Ready, Safe delivered privately. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing.</p> <p>De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</p> <p>Repeat reminders if reasonable adjustments are necessary.</p> <p>Praise will be given if the learner is able to model good behaviour because of the reminder.</p>
3. Caution	<p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour, and clearly outlining the consequences if they continue.</p> <p>Use the phrase: 'Think carefully about your next step.'</p>
4. Last Chance	<p>Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention:</p> <ul style="list-style-type: none"> • I have noticed that you are... (having trouble getting started, wandering around etc.) right now. • At St Nicholas, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that, you need to... (refer to action to support behaviour e.g., moving to another table, complete learning at another time) • See me for 2 (or up to 5) minutes after class/during break. • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time.
5. Yellow Card	<p>After the warnings the child is then given a yellow warning card, which will include the consequence of 10mins from their playtime.</p> <p>This is to be handed to the child on their table. Class teachers will need to record that they have given the child a yellow card.</p> <p>When missing playtime, they sit out on the playground away from everyone.</p> <p>If a child can repair their behaviour the yellow card is removed and they begin again – avoiding the red card.</p>
6. Red card – removal from class	<p>Where a child has had a yellow warning card and have still not improved their behaviour a red card is issued. This means removal from class. The child is sent to a partner class for some time away. No longer than 20 mins.</p> <p>A red card results in missing half of their lunchtime play outside the Principal's office. Class teachers must inform parents at the end of the day that this has occurred and it must be recorded on CPOMS.</p> <p>If a child received 3 red cards SLT must be informed and will speak with the child and their parents.</p>
7. Repair	<p>This might be a quick chat at break-time in or out of the classroom or a more formal meeting.</p> <p>Restorative Practice:</p> <p>5 questions are usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?

	(Key questions in bold)
9. Follow up	<p>If a child has two incidents in a week requiring yellow cards (Step 6), the class teacher must inform parents.</p> <p>If a child has three or more incidents in a week requiring red cards, a face-to face meeting between the teacher and parents/carers will be arranged.</p> <p>A member of SLT may be invited if deemed appropriate.</p> <p>Children who regularly receive more than 3 red cards in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child and member of SLT.</p> <p>The parent will be invited where deemed appropriate.</p>

***Disruptive behaviour for the purpose of this policy is defined as:**

- Refusing to follow the school rules
- Refusing to follow adult instructions
- Unhelpful talk
- Unhelpful vocal noises
- Unhelpful noises using equipment
- Unnecessary movement that is disruptive to others' learning
- Refusing to complete classwork
- Constantly off task
- Preventing others from learning
- Inappropriate school uniform

5. Dealing with serious incidents

All serious behaviour matters must be referred immediately to the Headteacher or Deputy Head who in accordance with their knowledge of the child will take appropriate action.

Such incidents could include:

- All forms of bullying
- Racist, sexist, or homophobic comments
- Physically striking adults
- Physically striking peers
- Physically knocking tables, chairs etc.
- Inappropriate language directed to adults or peers that does not stop when addressed

6. Recording of poor behaviour

Any behaviour incidents of concerns will be immediately recorded on the schools secure online recording system which all staff are trained to use, it is the responsibility of all staff to record behaviour of concern or where a child has been removed. Senior leaders will monitor the recording of incidents to ensure that the policy and procedures are adhered to. Governors will receive reports related to series breaches of behaviour through the headteachers reports to governors.

7. Exclusions: (to be read in conjunction with the school's exclusion policy)

a) Fixed Term Exclusions (sanctioned by the Head or Deputy in their absence) and for a limited number of days

These will be considered in line with what is considered to be a serious breach of misconduct and implemented in order to ensure that all community members are able to feel safe from physical and verbal aggression and disruption and if by the child remaining in school it would seriously harm the education or welfare of the child themselves or that of others. In the event of a fixed term exclusion the parent will be informed initially verbally and then through a follow up letter explaining the reasons for the exclusion and length of time. Work will be set for the child to complete at home to ensure the child continues to engage in its learning.

Following the fixed-term exclusion, the child, parent and Headteacher will meet to discuss the child's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

b) Permanent Exclusion (sanctioned by the Head or Deputy in their absence)

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations).

The Governors of St Nicholas agree with this stance and all policies and procedures are in place to support the inclusion of all children. Therefore, the decision to permanently exclude will only be sanctioned when a risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the child concerned, or to that of other children or the staff at the school.

8. Searching, Screening and Confiscation

Head teachers and staff have the statutory power to search any pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item in their possession. Prohibited items are defined as:

- knives and weapons.
- alcohol.
- illegal drugs.
- stolen items.
- tobacco and cigarette papers or vapes.
- fireworks.
- pornographic images
- any article that the member of staff suspects has been, or is likely to used to commit an offence, or to cause personal injury to, or damage to property of any person (including the pupil).

(Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search)

Where it is felt to be necessary to search a child only the Head Teacher, or a member of staff authorised by the Head Teacher, will carry out a search and there will be at least two members of staff present. Wherever possible parents will also be invited to be present but if it is felt to be of an urgent nature and a delay would cause difficulties, a search will be undertaken without their presence.

9. Physical contact/reasonable force

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used to protect a child from hurting her or himself or others, or from seriously damaging property. Children's dignity and rights are respected at all times. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. De-escalation and prevention should be prioritised to minimise the need for restrictive interventions. School staff will know pupils well to help manage trigger points and develop strategies to reduce the need for reasonable force.

Statement on the use of physical interventions

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age)
- To gently direct a pupil (e.g holding of hand at the front/back of the line going to assembly)
- For curricular reasons (for example in PE, Drama, music etc)
- In an emergency to advert danger to the pupil or pupils
- To give first aid

Reasonable force can be used to

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the classroom or school site were allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.
- damaging property, which could in turn harm themselves or others.

Reasonable force cannot be used.

- as a punishment – it is always unlawful to use force as a punishment.

Any occasions when reasonable force is used will be recorded. The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

A report of the incident should include the following details as a minimum:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate length of time the intervention was used
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

10. Policies or documents to be read alongside this policy:

- Bullying: St Nicholas has a separate anti-bullying policy which should be followed if bullying is reported or suspected.
- Searching, Screening and Confiscation We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation: February 2014 DfE).
- Positive Handling Policy This is implemented to prevent a child from injuring themselves or others, damaging property, or to maintain good order and discipline in the classroom. All staff have received positive handling training.
- Exclusions Policy
- Safeguarding Policy
- Special Educational Needs Policy
- Prevent Duty guidance and risk assessment
- Use of reasonable force and other restrictive interventions in schools Guidance for schools in England February 2025

Appendix 1

At St Nicholas, we recognise and celebrate good behaviour, effort and conduct in the following ways:

a) Weekly Awards

Dojo/House points: For effort and success in learning. Teachers to determine the system for recording house points in the classroom before uploading to dojo, this could be a place on the board during the lesson. These will be collected weekly by year 6 House Monitors and celebrated in Friday's Celebration Assembly.

Dojo learner award: Teachers will choose one child each week who has demonstrated one of the particular Dojo learning skills: Understand others Umar; Push yourself Pip; Don't give up Dave; Improve Inez; Try new things Ted; Work hard Winnie. Children are awarded their certificate in Friday's Celebration Assembly.

Gold Awards: Teachers identify a child from each class to receive the Gold Award, the Head Teacher, and Deputy Head also present gold awards each week. Gold award winners will be invited to eat their lunch with the Head Teacher or the Deputy Head in her absence.

Tiny Tickable Targets: Children who achieve all their Tiny Tickable Targets will be presented with a special certificate and pencil in Friday's Celebration Assembly.

Values Award: Children in class nominate and vote for the child they feel has upheld our value for the week, these children are celebrated in Friday's Celebration Assembly.

Lunchtime award: The SMSA's will award two certificates each week for Lunchtime behaviour.

Positive Postcards: These will focus on pupils going 'over and above' in terms of the school's values and their behaviours over the course of the week. They will be taken home by the child at the end of the day. There is no expectation on the number to be given out by teachers. Teachers will decide how these are handed out dependent on the pupil. Teachers to have a pile of postcards accessible in the classroom for cover teachers. Visitors will also be given them for when they recognise 'over and above' behaviour.

Positive calls home: Any member of staff can call the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised.

Always play: Any child who has not received a yellow or red card for the week will be able to have 10minutes extra play on a Friday afternoon as a reward.

b) Termly Awards

At the end of each term a whole school celebration assembly will take place, parents are invited in – they will be notified specifically if their child is receiving an award.

Values Award: One child from each class will be awarded the overall Values award which was a focus that term.

Gold Award: One child from each class will be awarded with the overall Gold Award for that term. The Head Teacher and Deputy will also award an overall gold award.

Teachers will keep a record of children who have achieved awards through the academic year.

Appendix B

Restorative Practice at St Nicholas:

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Why use a restorative approach?

- To build safer, happier schools
- To change behaviour, not punish - punishment doesn't meet needs of any of those involved
- To prevent situations where there may be kudos or 'street cred' attached to any punishment
- To encourage children to take responsibility for their actions
- To encourage children to feel that they belong (base psychological need), rather than being isolated or excluded
- To prevent a child being excluded and marginalisation. This can lead to them becoming an issue in the wider community.
- To develop empathy
- To repair harm
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff in school use questions to support the restorative process. This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process. The length, location and make-up of the session will depend on the incident and pupil(s) involved.

The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed. The child(ren) involved will agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

Restorative Questions 1: To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?
- How can we do things differently in the future?

Restorative Questions 2:

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?

Appendix C

Rights and Responsibilities

Pupil's Rights	Pupil's Responsibilities
<ul style="list-style-type: none"> • To be able to learn to the best of their ability • To be treated with consideration and respect • To be listened to by the adults in the school • To know what is expected of them • To feel safe • To be treated fairly 	<ul style="list-style-type: none"> • To treat others with consideration and respect • To do their best and let others learn • To follow instructions from teachers and other staff • To support and encourage each other • To take responsibility for their own actions • To care for and take pride in the environment of school • To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> • To be treated with respect by pupils, parents and colleagues • To be able to teach without unnecessary interruption • To work in a supportive and understanding environment • To feel safe 	<ul style="list-style-type: none"> • To create a safe and stimulating environment in which all children can learn. • To treat pupils with consistency and respect at all times • To foster good relationships, leading by example • To involve parents when children are consistently finding it difficult to meet expectations of behaviour • To work as a team, supporting and encouraging each other
Parent's Rights	Parent's Responsibilities
<ul style="list-style-type: none"> • To be sure their children are treated fairly and with respect • To know their children, feel safe • To be able to raise concerns with staff and be told when their child is experiencing difficulties 	<ul style="list-style-type: none"> • Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy • Ensure children attend regularly and on time • Be aware of the strategies of the school and reinforce these at home • Promote good behaviour, politeness, courtesy and consideration for others • Inform the school of any concerns that may affect the behaviour of their child

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix D – Adverse Childhood Experiences (ACEs)

What are adverse childhood experiences?

The term adverse childhood experiences (ACEs) are used to describe a wide range of stressful or traumatic experiences that babies, children and young people can be exposed to whilst growing up. As the number of adverse childhood experiences increased for an individual child, so did their risk of experiencing a range of physical and mental health conditions during their lifetime. Adverse childhood experiences range from experiences that directly harm a child (such as suffering physical, verbal or sexual abuse and physical or emotional neglect), to those that affect the environment in which a child grows up (including parental separation, domestic violence, mental illness, problematic alcohol or drug use, and a family member being in prison). It has also been recognised that: “...

Abuse

Neglect

Growing up in a household where:

There are adults with alcohol and drug use problems

There are adults with mental health problems

There is domestic violence

There are adults who have spent time in prison

Parents have separated

ACE's can have lasting effects on:

- Health**
Obesity, diabetes, depression, suicide attempts, STDs, heart disease, stroke, asthma, COPD, cancer, dementia
- Behaviours**
Smoking, substance use, and drug abuse
- Life Potential**
Educational attainment, academic achievement, and time from work

ACEs have been found to have a graded dose response relationship with 4th outcomes for adults.
*This pattern holds for 4th outcomes, but the exact risk varies only depending on the outcome.

The ACE Pyramid:

Mechanism by which Adverse Childhood Experiences influence health and well-being throughout the lifespan.

How common are ACEs?

Number of ACEs	Percentage
Zero	36%
One	26%
Two	16%
Three	9.5%
Four	12.5%

It is the experiences we find hardest to talk about in our society that have a lasting impact on the mental health and wellbeing of children and young people. Be it bereavement, domestic violence, caring for a parent, or sexual abuse, we must ensure that all services are better able to identify childhood adversity and help to resolve the trauma related to it.”

Experience of adversity and trauma in childhood can significantly increase the risk of mental and physical ill health in adolescence and adulthood and result in these young people dying earlier than their peers later in life.” (source: **Young Minds Addressing Adversity**)

1995-1997 CDC-Kaiser Permanente study on Adverse Childhood Experiences prevalence and relationship to health outcomes.

adverse childhood experiences that harm children’s developing brains so profoundly that the effects show up decades later; they cause much of chronic disease, most mental illness, addiction and are at the root of most violence.”