



Policy created:	September 2023
Policy review date:	September 2024

Policy Aims:

- ✓ To create a positive atmosphere where children feel listened to and supported, with high expectations for all and clear boundaries.
- ✓ To ensure that all members of the school community feel safe.
- ✓ To encourage relationships between all members of the school community that facilitate effective learning.
- ✓ To allow children to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others.
- ✓ To teach children how to communicate their thoughts and feelings in a way that would be beneficial in their adulthood.

Purpose of the policy:

To provide guidance to staff and learners that can be:

- ✓ Accessible and applicable at all levels within the educational setting.
- ✓ Used to create and embed a nurturing, inclusive whole school ethos that reflects the aims of the policy.
- ✓ Monitored and evaluated as part of a plan-do-review cycle, with input from children, parents/carers and governors.

Ethos:

Nythe Primary School strives to create a community which is trauma informed. This approach is embodied by our aspiration to build a consistent and caring ethos which permeates our school environment, one in which staff “are aware of and explicitly focus on the quality of their interactions with students to develop classroom communities that promote academic, social, and emotional growth” (Reeves & Le Mare, 2017). We have developed a behaviour policy which places relationships at the cornerstone for children to thrive, both academically and in relation to their wellbeing. Interactions are positive, supportive, and non-judgemental, and, for those who have experienced trauma, are characterised by Playfulness, Acceptance, Curiosity & Empathy. We aim to have a personalised and differentiated approach to discipline and behaviour, to ensure all children are respected, listened to, and valued.

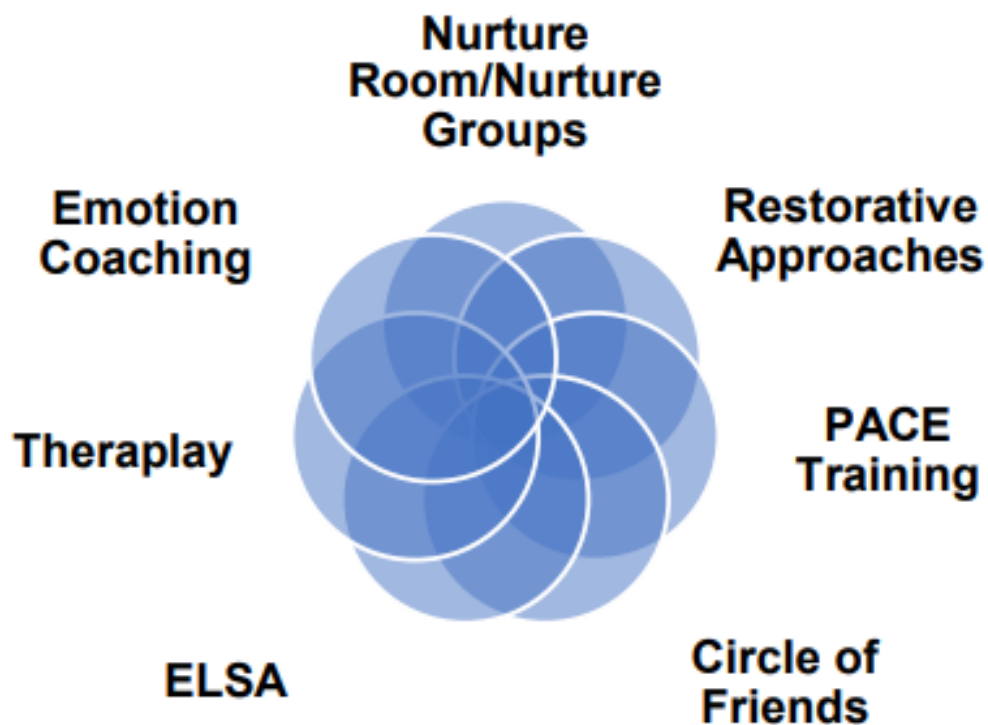
Additionally, “secure teacher–student relationships predict greater knowledge, higher test scores, greater academic motivation, and fewer retentions or special education referrals than insecure teacher–student relationships” (Bergin & Bergin, 2009). Research of this nature supports the use of trauma informed approaches to behaviour in schools and other educational settings, not only for children who have experienced trauma but for the whole school.

What is trauma?

Trauma may be defined as repeated cycles of stressful events and the inefficient turning on or off of stress responses. When in a heightened stress state, the brain automatically enters fight or flight survival mode, which can result in challenging behaviour. This is particularly pertinent for children who experience toxic shame. It is therefore fitting that the school's behaviour policy clearly recognises that some children will require a different, alternative approach to help them succeed. Breaking the cycle of trauma -> stress->behaviour->restriction. The concept of coregulation, leading to eventual self-regulation can help support this process.

Whilst consistency of approach is important for children to feel safe and secure, it is also important to differentiate expectations and approach according to a child's abilities, needs and experiences. Whilst most children will thrive when a whole school approach to behaviour is applied, some will need further support and intervention, and a few will require more intensive, individualised support. This is particularly true for children who have experienced trauma.

Examples of trauma informed interventions:



Unacceptable behaviour

Nythe Primary School recognises that all behaviour is communication and will support children displaying unacceptable behaviour in line with the trauma informed approach outlined in this policy.

Unacceptable behaviour is defined as:

- Disruption in lessons, corridors, the hall or on the playground during the school day
- Refusal to follow reasonable adult instructions

Serious unacceptable behaviour is defined as:

- Bullying
- Sexual assault
- Acts of physical aggression
- Use of offensive/explicit language or gestures
- Vandalism
- Theft
- Possession of any article a staff member reasonably suspects has been or is likely to be used to commit an offence.

Sanctions and Rewards:

Although behaviourist approaches (e.g. points systems, detentions, reward systems) can work for some children, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18 (see appendix). Consequences alone do not help put right a situation or prevent a repeat of behaviour, and so the school helps all children to learn how to manage their own behaviour through skill acquisition, coping strategies and managing emotions. By implementing the Zones of Regulation curriculum, we aim to teach our pupils to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing.

Our behaviour policy aims to be firm on the behaviour, gentle on the child. Alongside our Zones of Regulation curriculum, we will use the following rewards to encourage positive behaviour:

- Dojo points
- Stickers
- Pom poms (awarded at lunchtime)
- Certificates
- Dojo trophies
- Rainbow Rules trophies
- Star of the day
- Visits to other teachers or the Senior Leadership Team to celebrate achievements
- Postcards home
- Golden afternoon

Each class will also have a team challenge with a whole class reward to encourage teamwork.

Following behaviour incidents, once children have been supported to co-regulate or self-regulate and an adult has worked alongside the child to unpick the behaviour and its causes, consequences will be issued as appropriate. These may include:

- Loss of privileges
- Time with their Phase Leader
- Time with the Senior Leadership Team
- A phone call or meeting with parents to discuss how we can work together to support the child

Zones of Regulation:

The Zones of Regulation curriculum, from EYFS until the end of Year 6, helps children self-identify how they are feeling and categorise it based on colour, enabling them to better understand their emotions, sensory needs and thinking patterns. This helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

There is progression across the curriculum with children in Early Years learning to identify different emotions to children in Upper Key Stage 2 discussing how behaviour can impact upon the feelings of those around us. This work sits alongside the school's PSHE (Personal, Social, Health and Economic) programme, delivered through Jigsaw.

Behaviour Support Plans:

Positive Behaviour Plans may be used for children, outlining how the child may present, what their triggers might be and how staff can support them, considering what works for them at each stage. These are written in conjunction with parents and the child themselves and may be used alongside a simple ABC (antecedent, behaviour, consequence) analysis or behaviour monitoring grid, looking at what situations trigger the behaviour, and how children and adults respond to prevent behaviours occurring or escalating.

Pupil Expectations:

We have high expectations of behaviour, expecting all children to:

- Follow the Rainbow Rules.
- Be empathic and kind.
- Keep themselves and others safe.
- Learn how to take responsibility for their own actions.
- Be aware of the school mascots and reflect these through their actions and interactions.

Parent/Carer Expectations:

To enable us to work together to support their child, we expect parents/carers to:

- Take responsibility for the behaviour of their child, both at school and elsewhere.
- Consistently model the behaviour we wish to see.
- Work in partnership with the school to support their child.
- Share key information about any events that may be affecting their child's behaviour so that the school is aware of this and can plan provision accordingly.
- Attend parent meetings and develop working relationships with the school.

Staff Expectations:

In line with this policy, we expect all staff to:

- Value our relationships with children and their families.
- Strive to understand the function behind a child's behaviour.
- Consistently model the behaviour we wish to see.
- Give children a fresh start as required.
- Ensure that we support and implement the agreed trauma informed approaches (e.g. responsive co-regulation plans, Lego Therapy).
- Use trauma informed language in our daily routine.

Environmental Consistency:

At Nythe Primary School, we recognise that consistency and routines help children and young people to feel safe. We aim to ensure that:

- All school staff have read and have had input into the school's behaviour policy and feel confident in applying the policy.
- We refer to the school rules or mascots every time we provide feedback or discipline, explaining how a behaviour has/has not embodied these rules.
- All relevant school staff are aware of the strategies being used to support individual children with additional needs (including acknowledgement and awareness of the responsive co-regulation plans).
- All school staff are trained in Playfulness, Acceptance, Curiosity & Empathy (PACE) and Zones of Regulation

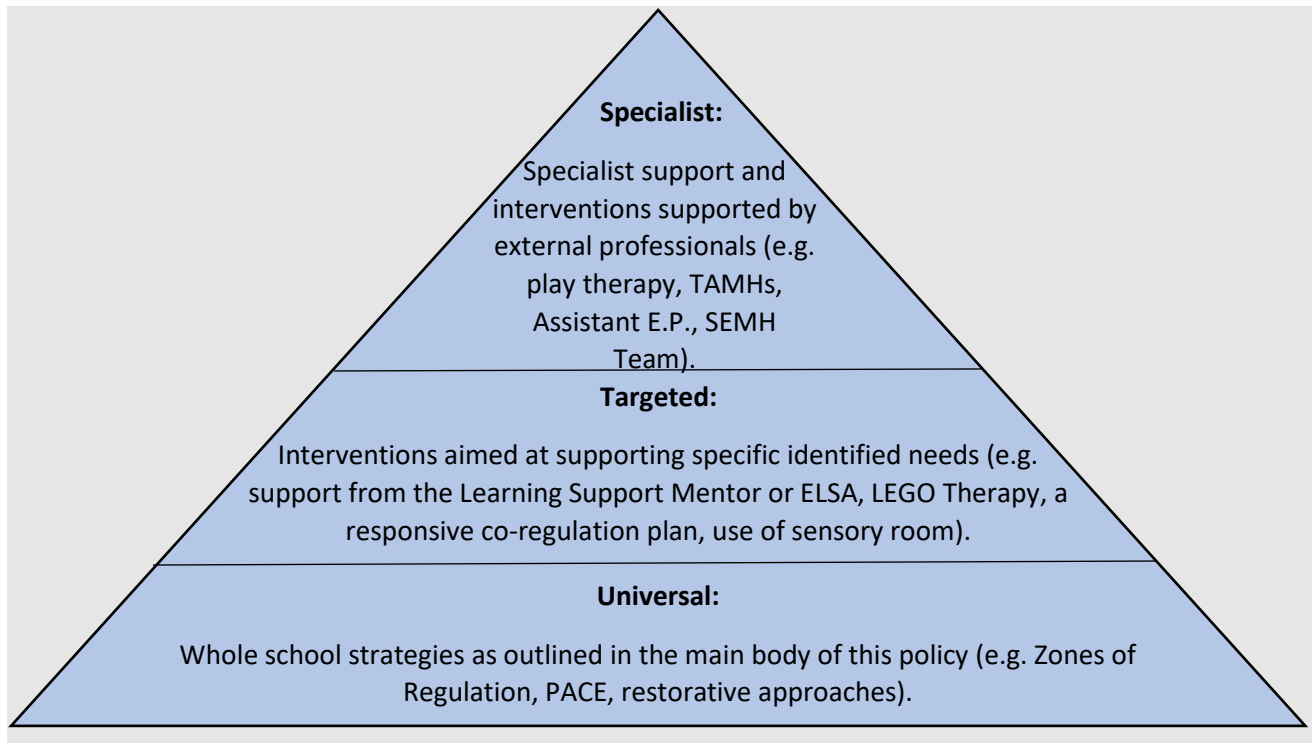
Differentiation:

We will differentiate our behaviour policy as appropriate to the needs of all children within our school setting, in line with the Equality Act (2010). For some pupils, this will require an individualised emotional regulation approach which may include a responsive co-regulation plan, support from our Learning Support Mentor or Emotional Literacy Assistant (ELSA). It is our aim to inform parents/carers at the beginning of each year about this differentiated approach in order for them to understand that "being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)" (Brighton and Hove Council, 2018).

Children have a wide range of individual needs which change over time. As such, children require a flexible approach within an overall structure of consistency. Whilst we envisage that our universal support behavioural approach (please see below) will be effective for the majority of children at Nythe Primary School, some children require extra support in order for us to ensure an equitable school environment.

A graduated response to behaviour allows staff to support children according to their current level of need. The pyramid below provides some examples of support offered at each tier of our graduated response. Children will be provided with support based on their level of need.

Given that Nythe Primary School views behaviour as a communication of need, frequent behaviour will be seen as an indication that the level of support may need to be increased (e.g. a child receiving universal support would begin to receive assessment and targeted support). Decisions about the level of support required will always be made in consultation with the child, their parents/carers and external professionals as appropriate.



Use of suspension/exclusion:

Nythe Primary School recognises the potentially detrimental impact of exclusion and consequently avoids using any form of suspension/ exclusion to respond to behaviour that challenges us.

In order to avoid suspensions or exclusions, we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce the behaviour). This will include informing services of the risk of a fixed term or permanent exclusion as soon as possible.
- Use restorative conversations alongside the child to reflect on triggers, thoughts, feelings and what might help in the future.
- Use a relational approach to behaviour management.
- Use PACE and the Zones of Regulation Curriculum to provide co-regulation and to support a child to understand their emotions.

On the rare occasions that suspension or exclusion is used, we will:

- Maintain contact with the child and their family throughout the process (e.g. telephoning the child at the beginning and end of each day, to check how they are doing and how the work they have been set is going).
- Use restorative practice to structure reintegration meetings and reduce blame.
- Hold a restorative group for staff involved in supporting the child or young person.
- Place the child's (and parent's/carer's) voice at the heart of each step of the process.

Allegations against school staff:

The Department for Education (2016) requires that school behaviour policies “set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff”. In line with our trauma informed approach to behaviour management, any malicious and unfounded accusations made against school staff would be investigated on an individual basis, with staff, the child and parents/carers working together to understand the possible functions of this behaviour. If appropriate, a restorative practice based approach (e.g. a restorative conference) would be used in order to repair relationships between the child and the staff member, whilst aiming to avoid eliciting shame in the child. The member of staff involved would also be provided with access to emotional support from staff on a more private basis, and/or counselling if required.

Bullying:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying – bullying via mobile phone or online (e.g. email, social networks and instant messenger)

All children, parents and staff are actively encouraged to report any incidents of bullying. When incidents of bullying are brought to the attention of staff, that member of staff will try to establish the details and talk to the children involved. If no satisfactory resolution is reached or there is a repeat incident, the member of staff will escalate this to the Principal. If the member of staff is concerned about the level of risk to the child’s well-being or safety in any way, they will bring the issue to the attention of the Principal in the first instance. If children feel their concerns have not been acted upon by the first member of staff they talk to, they are encouraged to bring the issue to the attention of the Principal. If parents have a concern, they are encouraged to discuss this with the child’s Class Teacher in the first instance, and then to the Principal if they feel a satisfactory solution has not been reached or there is a repeat incident. Parents should refer to the school’s Anti-Bullying Leaflet for parents (Appendix 5) if they are concerned that their child is being bullied.

School staff will support children who have been bullied, and those vulnerable to bullying, through reassurance from the staff members working with the children and through on-going communication with parents to ensure the child feels secure that adults are working together to keep them safe.

At Nythe Primary School, we see all behaviour as communication. To that end, the school will also work to support the child who has taken part in bullying to help them to learn strategies to have positive relationships.

Engagement with parents/Carers:

Nythe Primary School values parents/carers as experts in their own child's life. We will provide feedback on your child's emotional wellbeing at Parent Evening meetings and through their end of year report but will also contact you immediately if we have any concerns about your child's wellbeing. We also place great value on feedback from parents/carers about the wellbeing of your child. If you have any concerns or would like to provide feedback on our behaviour policy, please do not hesitate to contact us via email to admin@nythe.excalibur.org.uk.

Appendix 1:

Adverse Childhood Experiences:

Research into adverse childhood experiences (ACEs) consistently shows that a set of 10 adverse experiences in childhood are associated with an increased risk of mental health problems and other problems in later life (Early Intervention Foundation, February 2020). The likelihood of ACEs impacting future health is different in every individual and depends on a variety of factors, most particularly, levels of resilience.

The 10 ACEs are:

- 1) Physical abuse
- 2) Sexual abuse
- 3) Psychological abuse
- 4) Physical neglect
- 5) Psychological neglect
- 6) Witnessing domestic violence
- 7) Having a close family member who misused drugs or alcohol
- 8) Having a close family member with mental health problems
- 9) Having a close family member who served time in prison
- 10) Parental separation or divorce on account of relationship breakdown

Early Intervention Foundation, 2020

Research has also explored what the mitigatory benefits may be if interventions are implemented for those people who have experienced adverse childhood experiences – how might we build greater resilience? Protective and Compensatory Experiences (PACEs) are experiences which buffer trauma and stress. A number of protective and compensatory experiences have been identified through research that can reduce the harmful impact of ACEs. These are:

- Unconditional love
- Connectedness
- Community engagement
- Security: order and predictability
- Mastery/self-efficacy.

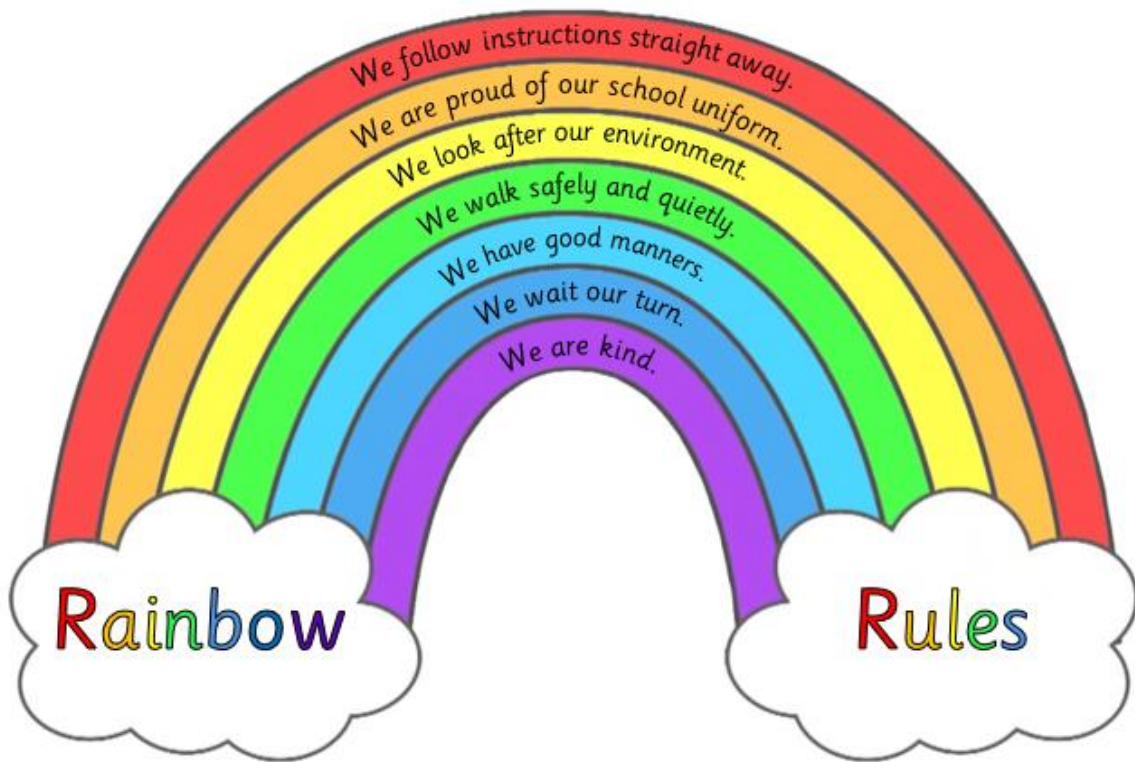
Appendix 2:

The Zones of Regulation Curriculum:

Blue	Green	Yellow	Red
			
Low	Happy	Wobbly	Angry
Running Slow	Good to Go	Caution	STOP
unhappy tired withdrawn tearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive

Appendix 3

The Rainbow Rules



Appendix 4:

The Nythe Mascots



Responsible Robin

I am a responsible citizen.



Respectful Raven

I am respectful of others



Persistent Peacock

I never give up.



Safe Sparrow

I keep myself and others safe.



Friendly Falcon

I am a good friend.



Confident Cuckoo

I embrace change.



Fabulous Flamingo

I always try my best.

Appendix 5.

Anti-bullying Leaflet for parents

How do I talk to the school if my child is being bullied?

Bullying is an emotive issue. It is important that all of the adults work together to resolve the bullying situation.

Remember that this may be the first time that the school has heard about the bullying—you may need to allow time for them to investigate. The school will support your child during the investigation.

Recognise that the school also has responsibilities to the child who is using bullying behaviour—to support them to learn and change their behaviour. Remember that school staff may not be able to tell you all the actions they propose to take.

Recognise that some bullying situations are complex and can take time to resolve, but be reassured that the school takes bullying seriously and is committed to supporting you and your child.

What if my child has been bullied?

It's natural to be angry and upset if you find your child is using bullying behaviour, but it is important to respond to your child calmly and supportively.

Ask your child to tell you about it - remind them that even if someone has upset them, bullying is never okay.

Be critical of the behaviour, but not your child, and praise them when they are kind. Talk with them about the harm that bullying can do. Support them to think of ways to make amends.

Work with the school, support the sanctions that they issue and consider sanctions at home if the behaviour continues.

It is important to remember that all behaviour is communication. The school will also support your child to help them to learn strategies to improve their behaviour and to have positive relationships.



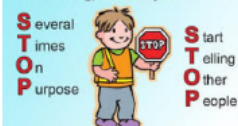
Nythe Primary School Anti-bullying Parent Information Leaflet

What Is Bullying?

Bullying is behaviour by a person or group, repeated over time, that intentionally hurts others either physically or emotionally. Bullying can take many forms, and includes cyber-bullying via social media or the internet.

In school, we use the acronym STOP to help the children understand what bullying is, and to explain the difference between falling out and bullying.

Bullying is not when two people have a disagreement or fall out over something, it is usually



Where children experience or witness bullying, we encourage them to Start Telling Other People, such as a trusted adult at home or at school.

How do I talk to my child about bullying?

Make discussions about bullying a regular part of your family talks and remind your child that it is really important to tell someone if anyone is being bullied.

It is natural to be angry and upset if you find your child is being bullied, but it is important to respond to them calmly and quietly. If your child sees you get upset, they may feel anxious and not tell you everything that has happened.

Praise them for telling you. Tell them that what is happening is not ok and discuss what you will do next. Remind them that, although this is a very difficult time, it will get better and that you will support them.

Recognise that there will be times when you may need to go against your child's wishes and contact the school, so that they can help to support your child.

What should I do if I think my child is being bullied?

If you think your child is being bullied, talk to their class teacher, who will try to establish the details through talking to the children involved. Where bullying has occurred, they will issue sanctions as outlined in our behaviour policy and will support your child to feel safe and secure at school.

If you feel a satisfactory resolution has not been reached, or there are repeat incidents after talking to the class teacher, then talk to the Principal. The school will maintain on-going communication with parents. It is important that your child knows that adults are working together to keep them safe.

If you still feel that the bullying has not been dealt with effectively, write to the school's Chair of Governors. They will aim to help you and the school sort things out.