



Nythe Primary School

Trauma Informed Behaviour and Relationships Policy

Date of Approval: September 2024

Approved by: Nythe Academy Committee

Review Date: September 2025

Principal: **Gudrun Osborn**

Registered Office: Excalibur Academies Trust, Granham Hill, Marlborough SN8 4AX

Registered in England and Wales

Company number: 8146633



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.

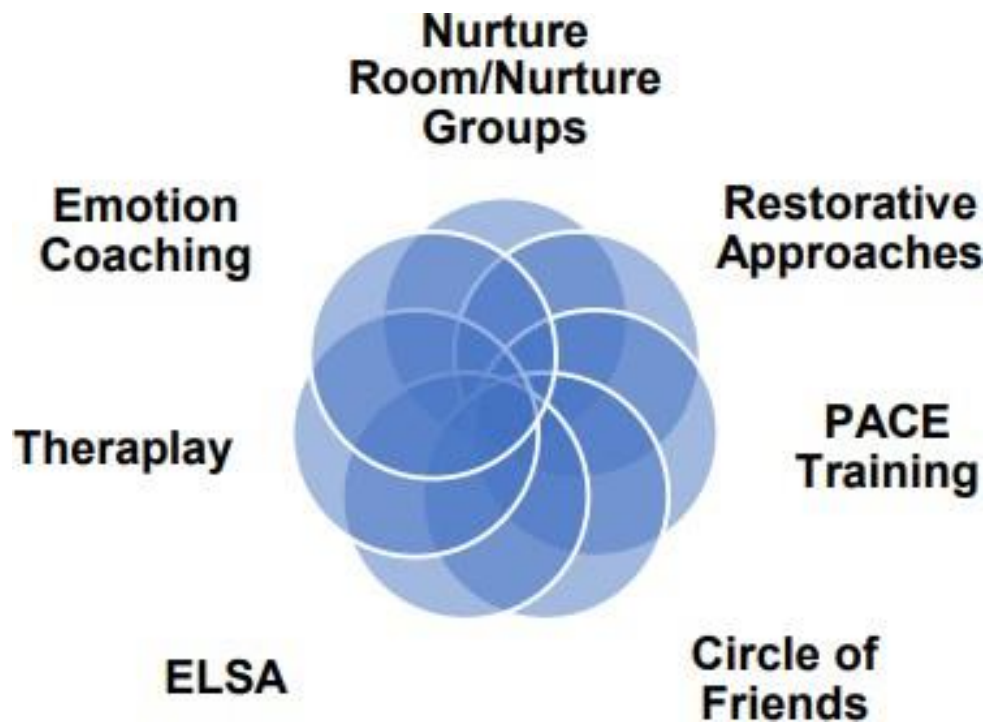
Additionally, “secure teacher–student relationships predict greater knowledge, higher test scores, greater academic motivation, and fewer retentions or special education referrals than insecure teacher–student relationships” (Bergin & Bergin, 2009). Research of this nature supports the use of trauma 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:

- House points
- Stickers
- Certificates
- Class Star of the Day
- Visits to other teachers or the Senior Leadership Team to share and celebrate achievements
- Emails via MCAS and phone calls home
- Outstanding Success rewarded by an entry into the golden book and a reward visit with the Principal/Vice-Principal prior to the Celebration Assembly each Friday.

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. The behaviour incident should be recorded on CPOMS in order to track any recurrence of the behaviour. Sanctions should follow the Nythe Steps to Success flowchart – see Appendix Two.

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 Scarf.

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:

- Be 'Ready to Learn' at all times.
- Key routines and expectations followed.
- Be empathic and kind.
- Keep themselves and others safe.
- Learn how to take responsibility for their own actions.

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, PACE).
- 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 Steps to Success 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.

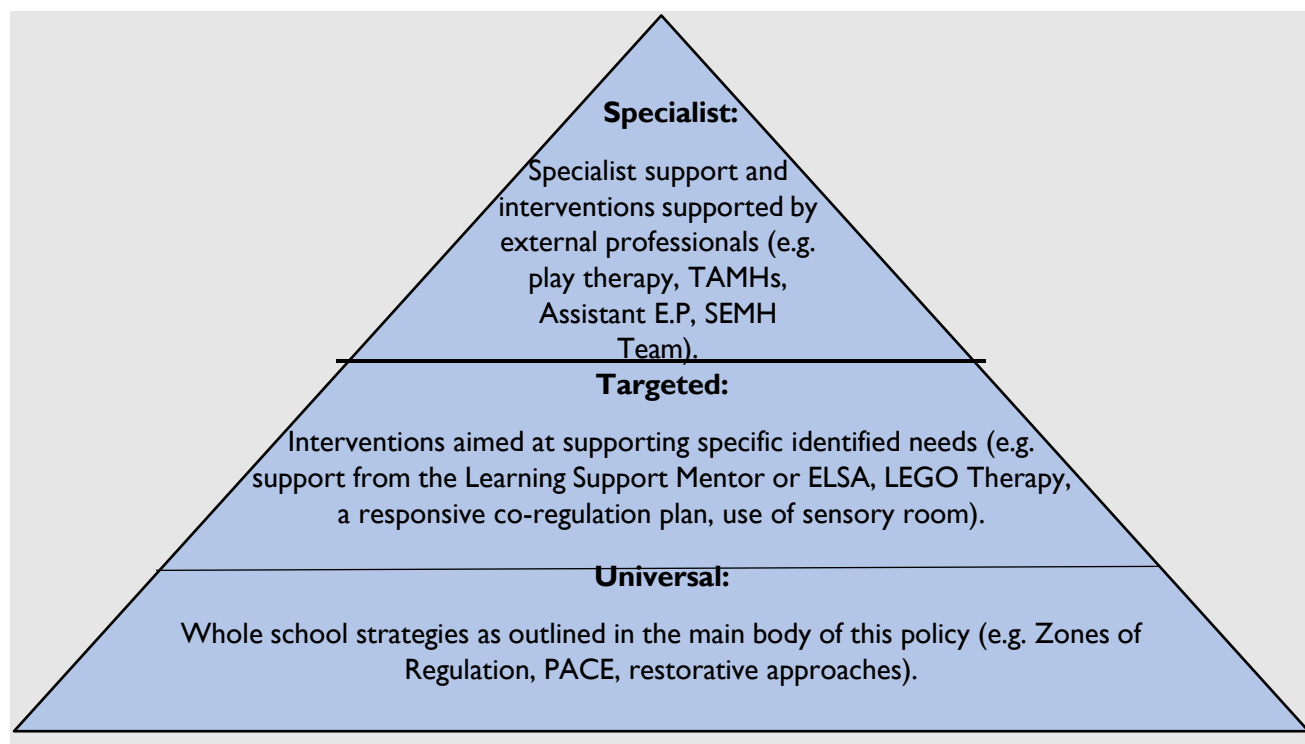
Differentiation:

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.

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 One

Nythe Primary School Whole School Expectations

Throughout school, our behaviour curriculum is consistently applied. All staff are aware of the behaviour curriculum and consistently monitor and model this. Key routines are essential to ensure this consistency.

How we enter school and classrooms at Nythe:

We know that at Nythe as we enter the school or classroom it is vital that we demonstrate our routines so that we can enter safely and efficiently. This means that we:

- **Meet and Greet** adults and children on our way into school and classrooms
- Make sure that we **Dress to Impress** by checking our uniform
- We demonstrate **Wonderful Walking** at all times around school
- We demonstrate **Wonderful Walking** to the classroom (via the cloakroom if needed)
- We show **Wonderful Walking** when entering a classroom to the carpet or our seat and demonstrate **Super Sitting** until an adult gives us an instruction.

How we move at Nythe:

We know that at Nythe Primary School, we walk around school using **Wonderful Walking** to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school. This means that we:

- Walk around school facing forwards
- Walk in a straight line to the left with our hands by our side
- Walk around the school without talking.



How we listen at Nythe:

We know that at Nythe Primary School, we show respect when others are speaking. In order to do this, we track the speaker. Tracking the speaker means that we:

- Know that we should lower our hand when someone is speaking
- Know that we should look at (track) who is speaking
- Know that we should not speak when someone else is speaking
- Know that we should listen to others when they are speaking

How we speak at Nythe:

We know that at Nythe Primary School, we are all greeted as we enter the school, enter a classroom or meet others around school. **Meeting and Greeting** means that we:

- Know that we can greet others by using their name or sir/ miss if we are unsure
- Know that good morning and good afternoon are polite opening greetings
- Know that we always greet adults that we meet around school
- Know that we respond to greetings politely
- Know that there are a variety of ways we can greet others in school

How we show good manners at Nythe:

We know that at Nythe Primary School, our staff and pupils are expected to show good manners. The means that we:

- Know that you should always say 'please' when you are asking for something
- Know that you should always say 'thank you' when you receive something or when someone does something nice for you
- Know that we should say Mr or Miss/ Mrs when speaking to an adult
- Know that we should say excuse me when you would like to get someone's attention



How we sit at Nythe:

We know that at Nythe Primary School, we promote super sitting so that children show positive learning behaviours and are able to sit and concentrate in lessons. This means we:

- Know that when we sit on the carpet or in the hall, we cross our legs
- Know that when we sit on the floor, we place our hands in our laps
- Know that we sit on a chair with our feet on the floor
- Know that we sit with our backs straight and our bottoms on our chair
- Know that we put our hands on the table
- Know that unless we are asked to hold equipment, our hands should be empty

How we dress at Nythe:

At Nythe Primary School, we take pride in our appearance and make sure that we wear our uniform correctly and **Dress to Impress**. This means we:

- Know that we should always wear our full school uniform including school shoes to school
- Know that our shirts should be tucked in at all times in school
- Know that we should try to keep our school uniform clean and tidy
- Know that we should look after our uniform and not leave it around school

At Nythe, we know how important it is to keep ourselves and others safe. We know that we must always be prepared and safe with what we wear. **Prepared and Safe** means that we:

- Know we should have sensible school shoes which we can move safely in
- Know that we should not wear jewellery
- Know that if we wear earrings they should be studs that are removed for PE lessons
- Know that if our hair is shoulder length or longer, it should be tied back securely



How we behave at outdoors playtime at Nythe:

We know that at Nythe Primary School, break and lunchtime is a time to have fun with one another and play fairly. This means we:

- Know that we must walk from our classroom to the playground using **Wonderful Walking**
- Know that we must play safely, managing risks and without hurting anyone
- Know that at the first whistle you must pick up and pack away play equipment
- Know that at the second whistle ring you must show **Wonderful Walking** line up with your class.
- Know that we must show **sharing and caring** for our equipment and if we 'abuse it then we will lose it'
- Know that we must show good **manners** to all adults at break and lunchtime

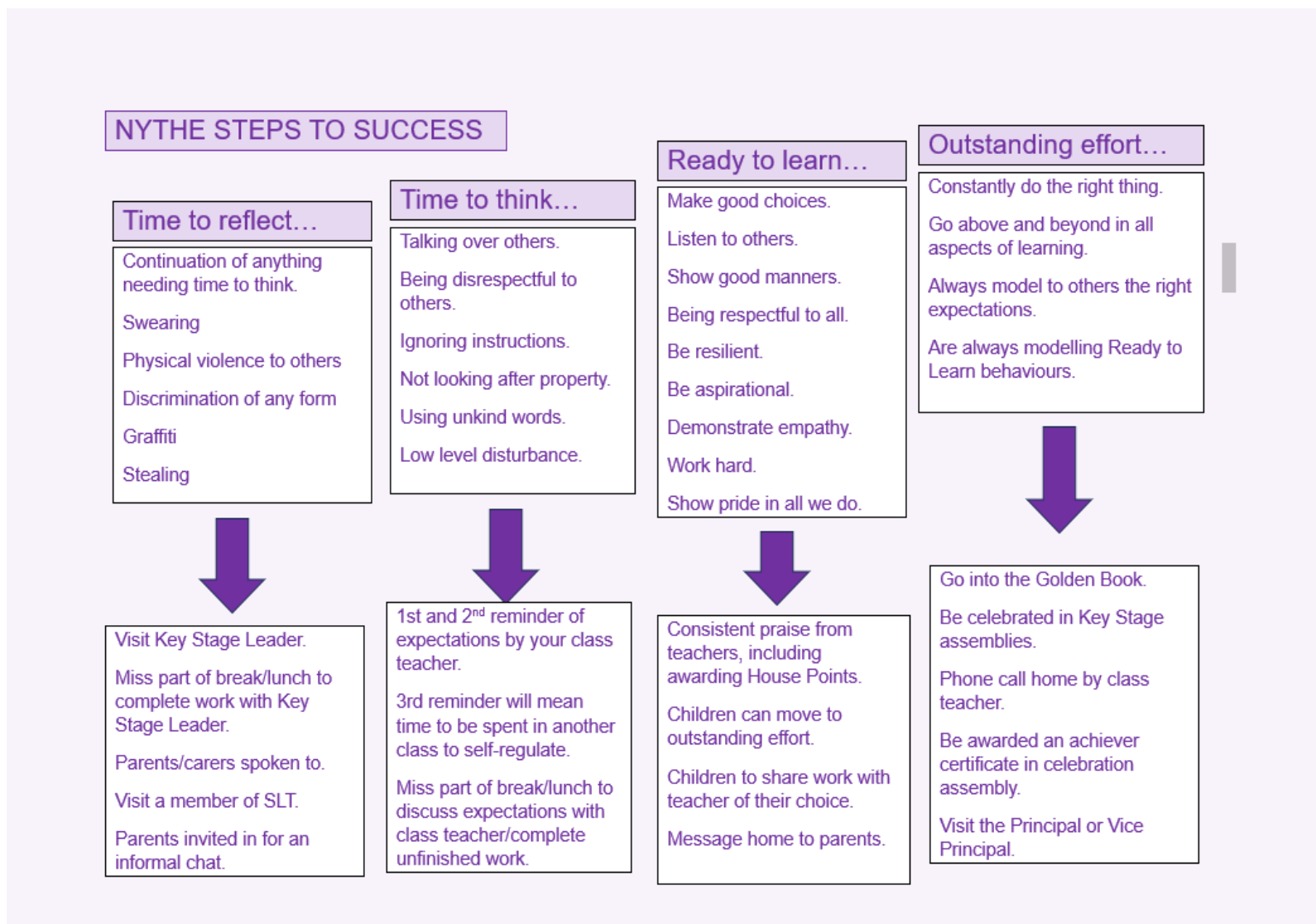
How we behave in the lunch hall at Nythe:

We know that at Nythe Primary School, we want to enjoy calm lunchtimes where everyone can enjoy a sociable meal with their peers. This means we:

- Know that we walk into the hall showing **Wonderful Walking**
- Know that we should line in single file, facing forwards, quietly and patiently for our food
- Know that we show **Super Sitting** at the dining table
- Know that we should use a quiet, indoor voice in the dining hall
- Know that we should try and use a knife and fork correctly in the dining hall
- Know to use your **manners** during lunchtime, particularly when receiving food from the school kitchen, talking to midday supervisors or being helped by a Year 6 monitor.
- Know that you should finish your lunch before leaving your seat to clear your plate
- Know that you should leave your table tidy and your chair tucked under when you leave the dining hall
- Know that you should show **Wonderful Walking** when leaving the dining hall



Appendix Two





Appendix Three



Steps to Success Behaviour Expectations Time to Think

1st reminder with support offered.

2nd reminder more publicly.

3rd reminder:

- Pupil to go to another class to regulate, with their work.
- Unfinished work to be completed at break/lunch time with class teacher.
- Expectations to be discussed at break/lunch time with class teacher.