



TRAUMA INFORMED BEHAVIOUR AND POSITIVE RELATIONSHIPS

This is our school St Werburgh's and St Columba's

A place to be inspired, be accepted, be yourself and be unique.

Be able to grow spiritually, academically and morally.

Be able to contribute to the community and be a responsible global citizen.

Be able to reach for the stars and fulfil your potential.

A place, providing an excellent Catholic education for everyone.

Where we belong, where everyone belongs.

Action: March 2024

Interim Review: September 2025

Full Review: September 2026

Rationale

We have high expectations of behaviour at St Werburgh's and St Columba's Catholic Primary School. We understand the importance of the gospel values in our school. We feel this policy should reflect respect, forgiveness, reconciliation, Catholic beliefs, and our positive behaviour management philosophy in school. This is a whole school approach to encourage consistency. We believe that it is important to set good 'habits' early and we encourage a positive relationship with each other and the whole community. We believe that children should be given the opportunity to try to put things right if they make mistakes with their behaviour. Every behaviour pattern is driven by an emotional state; therefore, we believe strongly that an emotionally literate school with a clear, strong ethos of positive behaviour management will help support the emotional states and behaviour patterns that we experience every day.

Our Trauma Informed Behaviour and Positive Relationships policy is primarily concerned with promoting positive relationships with our pupils and adults with the common purpose of developing a whole school ethos of respect, nurture, and empathy by providing clear and consistent behaviour expectations of all children. This also incorporates the need for mental health to be acknowledged amongst our children.

'Transforming Children and Young People's Mental Health Provision' Green paper recognise the important role of school staff who are often 'at the front line of recognising and supporting a young person's mental health'.

The purpose of this policy is to place emphasis on rewards and behaviour management which is inclusive for all and benefits the whole school community in line with attachment and trauma informed practice.

All staff will be responsible for delivering a consistent approach to dealing with and rewarding children's behaviour in school. Children respond best to dignity and respect, and we must make sure that we uphold the overarching principle of this policy. Volunteers, sports coaches, or any peripatetic staff share in our values and will enact our codes of conduct and report incidents of poor behaviour to the appropriate member of staff should the need arise. Volunteers are informed of this policy upon induction and sign an agreement to adhere to the policy.

Relationships are everything. All relationships are built on mutually shared respect, and it is our job as educators to ensure that children feel valued, special, and happy within this school context. All staff need to have a firm understanding of all children's needs in their class and a global awareness of others within this school. We all must endeavour to understand that our relationships with the children extend beyond the classroom environment and into all aspects of school life. It is important we share, where appropriate, all key information relating to children through professional dialogue.

Respect is always reciprocal and if you feel a child has limited respect for you, they may also have low self-respect. We have a shared consistent approach to treating children as individuals whilst encouraging them to understand team values is at the heart of what we do best.

In recognition of Trauma Informed Practice training that the attended by the Senior Leadership Team Plan in 2020 and again in 2022 ran by Cheshire West and Chester, all staff understand children's 'windows of tolerance' and how this can be affected by adverse childhood experiences, special educational needs, and high levels of anxiety. Staff are aware that a child's behaviour can be in response to an emotional trigger and cause them to respond instinctively. This response can take on the form of the '5fs - friend, fight, flight, freeze, flop'. Staff recognise that when a child responds in the form of one of these '5fs' it limits their ability to listen and reason, staff need to support the child using co-regulation to support them to overcome this instinctive response in the most positive way possible. This demonstrates an attachment and nurturing environment (Wall; 2018)

Key Approaches:

Behaviour is a form of communication Sen Code of Practice (2015)

Putting relationships before judgement – nurture and value robust relationships with all children within our care. -what is going on for you? Finding out both sides of the story before making judgement – reduce shaming.

Knowing our children to provide a safe and happy environment therefore maximising opportunities to learn. – opportunities for creating positive communication in class – not just Planning, Preparation and Assessment time covering Personal Social and Health Education Opportunities for debate.

Acknowledging and appreciating the need for social, emotional and well-being programs to enable some children to achieve their academic best. – Not blocking the need for interventions

Providing a fully inclusive approach for all children as being the minimum expectation of our school. – all staff and children can work with and communicate with ALL our children.

Giving children opportunities to be heard, seen and to contribute to school life. – opportunities for pupil voice, morning greeting and meeting and children leading assemblies and zones of regulation

Maintaining clear and consistent approaches across the school. Including predictable routines throughout the school and nurturing environments whilst maintaining structure and calm classrooms.

Understanding that some behaviours are not simply a matter of choice – some children cannot self-regulate, and it is up to us to help them – fairness is not about giving every child the same set of rules it is about giving children what they individually need.

Encouraging parental engagement and collaboration to ensure the very best outcomes for our pupils. – a robust way of communicating with parents potentially a procedure for individual children

Listening to our children and ensuring that children with English as an additional language selective mutism and communication difficulties have the resources to be heard. – staff should be able to communicate with EAL children – resource packs to be used. Staff should use Makaton or visual prompts and they should be able to understand selective mutism (not forcing a child to speak or making a fuss if they do)

This policy relates to other policies especially Inclusion, Anti-Bullying and Equal Opportunities.

Aims

- To create an enriched emotionally literate environment that is safe, secure, calm, and purposeful where children can learn with confidence.
- To develop and maintain respect for self and other people, their property, and ways of life.
- To encourage all children to develop self-belief, self-control, independence, and responsibility for their own actions.
- To value inclusion, celebrate diversity and develop empathy to calm the intensity of emotions in the classroom.
- To enhance learning and teaching through positive behaviour reinforcement.
- To encourage children to develop their full potential with their achievements being valued.
- To work together as a school community and with extended schools' partnerships in the knowledge that we have a shared responsibility and involvement in the smooth running of our schools.

• To work in partnership with parents and carers and to encourage open communication in establishing patterns of good behaviour in the school and our community.

- To set clear, consistent boundaries
- To resolve conflict

Why parental support is crucial.

Parental support is essential in promoting positive behaviour patterns in children. Children need to know that the school/ home relationship is consistent and secure and that all adults are working together for their benefit. We value parents' role and contribution. Ensuring children have good attendance and are punctual also supports the importance of positive behaviour in school.

Parents are welcome to make an appointment to speak to staff if they have concerns. We would ask that issues are not discussed at the classroom door either first thing in the morning or at the end of the day. We would request that parents do not make assumptions about other children and that any behaviour issues are not discussed on social media forums. This is part of maintaining a respectful environment and ensuring that we get the full picture before taking any action.

Classroom Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum.
- be positively stated, telling the children what to do rather than what not to do.
- actively encourages everyone involved to take part in their development.
- be consistently applied and enforced.
- promotes the idea that every member of the school has responsibilities towards the whole.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant.

BEHAVIOUR REWARDS AND SANCTIONS GUIDELINES

As a school community we recognise that some children have special needs or social and emotional difficulties which may cause them to behave in an inappropriate way. We realise that such children need a more individualised response to their behaviour. However, every effort must be made to minimise the impact this has on other children.

School Rules

Be respectful.

Be responsible.

Be safe.

Responsibilities

All members of the school community have rights and responsibilities. To ensure that we achieve the aims of this policy:

Children are expected to:

- Follow the school rules.
- Wear the school correct school uniform with pride.
- Treat everyone with respect
- Work together with staff and parents to implement the behaviour policy.
- Be as independent as possible and show self-discipline.
- Be ready to learn.

Staff are expected to:

- Set a good example within school.
- Be consistent in implementing the school behaviour policy and tell children why they have been given a warning.
- Work together with children and parents to implement the behaviour policy.
- Be professional at all times.
- Remind the children of school rules and routines regularly.
- Be fair in their enforcement of the school rules.
- Listen and not make assumptions about behaviour.
- **RIP-Praise in public, reprimand in private.**
- Not shout at children.
- Tell children what behaviour we expect them to stop, and when given a warning told what action will occur if they continue their behaviour.
- Make it clear to children that they have a choice of changing their behaviour.
- Use positive praise as a behaviour management strategy within the classroom and around school.

Parents are expected to:

- Be aware of the school rules to encourage independence and self-discipline.
- Ensure that children arrive at school calmly, ready to learn and on time.
- Be responsible for their children's behaviour at the start and the end of the school day.
- Work together with the school to help implement the behaviour policy.
- Set a good example whilst on school premises in line with the school's Parental Conduct Policy.

Rewards

We feel that the best way to encourage children to keep to our school rules is by positive rewards. We are always as positive as possible with children and expect children to be able to manage their own behaviour. If children, choose to keep to our school rules they will be rewarded.

- Individual Class Dojo Points across the whole school
- House points (Sports Events and competitions)
- Words of praise
- Headteachers award
- Celebration assembly

We have a house system.

There are four house groups in our school: Fisher, More, Plessington and Champion. Teams include children and adults from Reception to year 6. Inter house competitions will be held during the year- at least one every half term for all year groups, for example, geography quizzes, sports events, book quizzes, Sports Day, and other competitions organised by Key Stage Leaders.

Headteacher's Stickers

Children will receive headteacher gold stickers for trying hard, good work, good attitude towards learning, behaviour, and attitude. Teachers will send children to the headteacher to receive these stickers.

Celebration and sharing assembly.

We have a regular whole school celebration assembly on a Monday which celebrates children's learning and behaviour. Each week two children from each class receives a special certificate for outstanding learning, achievement, or behaviour.

EYFS, KS1 & 2 Dojos

Children will receive dojos for good work and behaviour. In EYFS and KS1, individuals will receive a dojo sticker at the end of each day for good behaviour throughout that day. At Celebration Assembly the number of dojos each class has received will be shared and a weekly winner announced.

Sanctions

EYFS, Key Stage 1 and 2

Settling into school is an important time for children. All behaviour will be closely monitored, and staff will work closely with parents to ensure children settle into their new routines as quickly as possible. Staff will also use the policy more flexibly at first as they allow children to learn the rules and routines of the classroom.

Teachers have labelled pots with pictures of sunshine, sunshine with cloud, cloud and blue labels. All children have a named lollipop stick in the pots.

Sunshine Pot -all children start the day in the sunshine pot.

Cloud and half sunshine pot - when the child carries on with the behaviour – they are quietly spoken to by staff member - lollipop stick with child's name on it placed in the cloud/sunshine pot.

Blue card- if child needs some quiet/ calming time- the lollipop stick will be moved to the blue pot for a short period and the child will sit quietly in the reading corner or den. Child chooses when to return and hands back card to teacher. No more than 10 minutes. This can be for children who need time to self-regulate or are finding it difficult to settle. They will be offered a calming activity to complete.

Cloud pot. If a child moves to the Cloud pot once, they will miss their 5-10 minutes of break/ lunch and parents informed verbally.

Should a child move to the Cloud plot a second time, they will be sent to Headteacher or Deputy Head to discuss their behaviour and in Key Stage 2 they will complete a reflection sheet. Parents informed verbally.

Should a move through the behaviour system, parents will receive a phone call and a meeting will be planned to ascertain a positive way forward. This may involve a behaviour plan and daily behaviour record.

A child will return to the sunshine stage each day after lunch. Staff record names of children who move to the cloud pot on Toot Toot in order that behaviour can be monitored effectively. If a child moves to the cloud pot in the afternoon where possible they will miss break that afternoon but in KS2 they may have to miss time the following day.

<u>Stage</u>	<u>Consequence</u>
Sun	N/A – Reminders if needed
Sun / Cloud	Warning
Cloud	5 Mins KS1 & EYFS 10 Mins KS2
Continued Behaviour	Child sent to SLT – KS Lead then DHT and HT

Passive Learning Behaviour

We are aware of the impact of Passive Behaviour for Learning in the classroom and the impact that this will have on a child's education e.g. daydreaming. There may be reasons for this such as tiredness, worries about home life or other concerns – possibly health related.

Staff will seek to identify the reasons for this behaviour and will redirect the child to the task if this occurs. Children and families (if appropriate) will be made aware that this is happening and will be encouraged to tackle the reasons for the lack of engagement.

When the cause is simply distraction / lack of commitment to a task, the adult working with a child will:

1. Redirect to the task with encouragement.
2. Give a verbal reminder or warning quietly to the child.
3. Send work home with the child or the child completes the task in break time and misses a play opportunity.

Continued Behaviour issues

If a child is struggling in the class situation and the universal behaviour approach is not working, then the class teacher will send the child to work in the classroom of the key stage leader. Continued behaviour issues will be reviewed by the SLT, and parents will be informed. At this stage The Graduated Approach which can be found on our website will be employed to further support your child.

Breaktimes

Children who have not followed our school rules will spend either 5 minutes (EYFS & KS1) or ten minutes (KS2) in the classroom with an adult to reflect on their choices. This will take place outside.

Lunchtimes

Staff at lunchtime should be afforded the same level of respect as all other members of staff in our school. We continue to encourage positive behaviour management at lunchtimes and have the same rules as for the rest of the day.

Rewards

- A smile
- Words of praise
- Class privilege playtimes
- House points
- A message to class teacher or senior midday
- Dojo point

Sanctions

1. Children breaking our school rules will have time out on the bench for 5 minutes on the infant playground and 10 minutes on the junior playground. The class teacher will be informed.
2. A serious incident of aggressive or inappropriate behaviour then the child will be spoken to by a member of the Senior Leadership Team.

During lunch time a senior member of staff (Headteacher or Deputy Headteacher or in their absence an appointed teacher) has overall charge of the children.

At the end of lunch, the bell will be rung for the children to stop play and an additional bell will signal that it is time to line up in silence.

Monitoring Behaviour

Behaviour incidents are recorded on Toot Toot, and this is audited and monitored regularly. Examples of incidents that should be recorded include deliberate acts of defiance, threatening behaviour or deliberately hurting another child. Persistent misbehaviour is also recorded. A member of staff can record an incident on Toot Toot as they feel necessary. Parents are informed if a child's name is recorded on Toot Toot for a behaviour incident on 3 occasions over a term.

Support systems.

Some children need extra support to help them learn to behave appropriately. For children with Special Educational Needs, an individual behaviour program is established in consultation with parents and the class teacher. All staff will be aware of the program and will support the implementation. We have one lead behavior professional who works closely with our Senco and class teachers to ensure all children have the best opportunities to follow our school rules.

Parents can access support in school through appointments with the class teacher.

Serious Misbehaviour

If a child's behaviour is regularly causing concern or a child has been involved in an incident that is a serious breach of the school rules then the child's parents will be invited into school to discuss this with the child's class teacher or another appropriate member of staff, e.g., department leader. If there is a serious incident, for example, where a child is aggressive or abusive towards another child or member of staff or leaves the school premises without permission then they will be separated from the other children, that is, they will spend the rest of the day working either in another classroom or out of the classroom under the supervision of a member of staff. The child's parents will be informed during the school day.

Intentional physical violence is completely unacceptable and in this instance a member of the Senior Leadership Team (SLT) would be informed who would contact the child's parents. Each case must be dealt with individually and in accordance with other relevant policies.

- Children leaving the school premises – Staff will attempt to talk to the pupil at a distance. Staff will not pursue children who leave the school premises without an adult. This is part of our risk assessment. If the child refuses to come back into the school grounds and are a risk to themselves, staff will contact 999 and the police will be contacted.

Bullying

Bullying is not tolerated in our school and instances of bullying will be dealt with in line with our anti-bullying policy.

Dealing with extreme behaviour

Children displaying these behaviour patterns will be managing themselves outside this behaviour policy and staff and parents would need to consult the policy for children at risk of exclusion. Parents/Carers will be involved in discussions about behaviours and each case will be discussed independently and confidentially. Investigations into Health and Safety requirements are appropriate at this stage and individual pupil risk assessment undertaken. Examples of behaviours that would be considered extreme.

- Verbal or Physical assault on a pupil
- Verbal or Physical assault on an adult
- Behaviour that would put adults, themselves or other children in danger and would warrant a personal risk assessment being written.
- Extreme or prolonged threatening or intimidating behaviour. The child may receive a fixed term or permanent exclusion for displaying some of these behaviours, depending on the incident and its consequences. This will be at the discretion of the Headteacher following the results of an individual pupil risk assessment and every incident will be investigated independently.

Dealing with sexualised behaviour.

Children who have experienced sexualised behaviour will need immediate support following an incident; however, they may well need ongoing support to help them come to terms with the incident and feel safe at school. Those harmed may need support to tell their full story and discuss how this has affected them.

The main response to such an incident must have two clear outcomes:

- Protect the victim
- Prevent the incident happening again.

The school will:

- Investigate the incident
- Offer immediate support to the victim
- Offer structured support following the incident
- Offer a designated member of staff to support the family and is available to discuss and ensure support is continued.
- Engage with external agencies and partners – possibly referring to social care, child abuse investigation team, and specialist agencies for the victim and the perpetrator.

The handling of sensitive issues is particularly relevant when the incident is of a sexualised nature. Confidentiality and the protection of the privacy of the victim and perpetrator are important. The school's confidentiality policy outlines the procedure for disclosures.

School sanctions will be determined after the investigation and will depend on individual circumstances. Their purpose will:

- Impress that the behaviour is unacceptable
- Deter pupils from repeating the behaviour
- Signal to others that the behaviour was unacceptable
- Reassure the pupil harmed, prevent future harm and repair harm.

Examples of sanctions used in these circumstances are:

- Limited free unstructured time
- Close supervision
- Part-time timetable
- Exclusion from afterschool and breakfast club
- Exclusion from lunchtime
- 1-1 supervision
- Managed moves

- Fixed term or Permanent exclusions. The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehavior. For repeated or very serious acts of anti-social behavior, the headteacher may permanently exclude a child.

Both these actions are after the school's governors have been notified and in full compliance with the document 'Exclusion from maintained schools, academies and pupil referral units in England' (September 2012). Following an incident, the school may decide to review the preventative practice and strategies. At all times the school will be promoting a positive, supportive and confrontation free ethos.

Summary

St Werburgh's and St Columba's Catholic Primary School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school pupils should be provided with the opportunity to experience, understand, and celebrate diversity.

This policy has been developed through consultation with children, staff, parents, and governors. The policy and the procedures outlined are monitored regularly by Senior Management and governors. It has been approved by the School Council, staff, and the Governing body.