



Kings  
Education  
Trust



# **TRAUMA INFORMED & ATTACHMENT AWARE BEHAVIOUR POLICY**

**APPROVED: OCTOBER 2022**

**REVIEW: SEPTEMBER 2024**

## **1. Introduction**

Waterside Primary Academy strives to create a school community which is 'Trauma Informed and Attachment Aware'. This trauma informed and attachment aware approach is embodied by our aspiration to build a nurturing and caring ethos which permeates our school environment. We have developed a behaviour policy which places relationships as the cornerstone for children/young people to thrive, both academically and in relation to their wellbeing.

## **2. Policy Aims**

**Our policy embodies the principles of 'Trauma Informed and Attachment Aware' approaches.**

**It aims to:**

- ✓ Ensure that all members of the school community feel safe and secure
- ✓ Prioritise connectedness, trust, and transparency so that relationships between all members of the school community can flourish, enabling children / young people to be 'ready' for learning
- ✓ Foster collaboration in all aspects of school life so that children / young people have 'voice and choice' including in relation to their behaviour
- ✓ Empower children / young people to self-regulate using pro-social coping strategies
- ✓ Teach children/young people how to communicate their thoughts and feelings safely (using emotion coaching), in order that they might use this important life skill in adulthood
- ✓ Support children/young people to develop a strong sense of morality and empathy that allows them to take on board the thoughts and feelings of others

## **3. 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/young people, parents/carers and governors

## **4. Pupil Expectations**

At Waterside primary academy, we expect all children to:

- Be empathic and kind
- Keep themselves and others safe
- Be ready to engage in all aspects of school life

## **5. Staff Expectations**

At Waterside primary academy, we expect all staff to:

- Value our relationships with children/young people and their families and make this evident in our personalised, responsive approach
- Strive to understand the function behind a child/young person's behaviour
- Assume complexity in our approach / interactions and seek to support children and young people feel safe
- Take an empathetic stance which asks, 'What happened to you?' instead of 'What is wrong with you?'

- Consistently model the behaviour we wish to see with colleagues and children / young people
- Always give children /young people a fresh start as required - we practise ‘unconditional positive regard’
- Ensure that we support and implement the agreed trauma informed and attachment aware approaches (e.g. emotion coaching (P.A.C.E.), responsive co-regulation plans)
- We use trauma informed language in our daily routines

## 6. Environmental Consistency

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

- All school staff have read the school’s behaviour policy and feel confident in applying the policy
- All school staff are aware of the strategies being used to support individual children/young people with additional needs (including acknowledgement and awareness of the responsive co-regulation plans we call ‘Behaviour Improvement Plans’)
- All school staff are trained in and able to use emotion coaching (or P.A.C.E) to support children/young people to self-regulate
- All school staff are trained in basic neurological development theory and use this knowledge to respond and not react to children and young people
- All school staff are aware of the philosophy ‘connection before correction’ when addressing inappropriate behaviour
- We refer to the school expectations every time we provide feedback / reprimand, in which we explain how a behaviour has / has not embodied these expectations
- There is a whole school application of natural / logical consequences where they are required with a focus on educational and protective outcomes
- All staff provide problem solving and restorative opportunities for children and young people when they are emotionally ready / back at base line

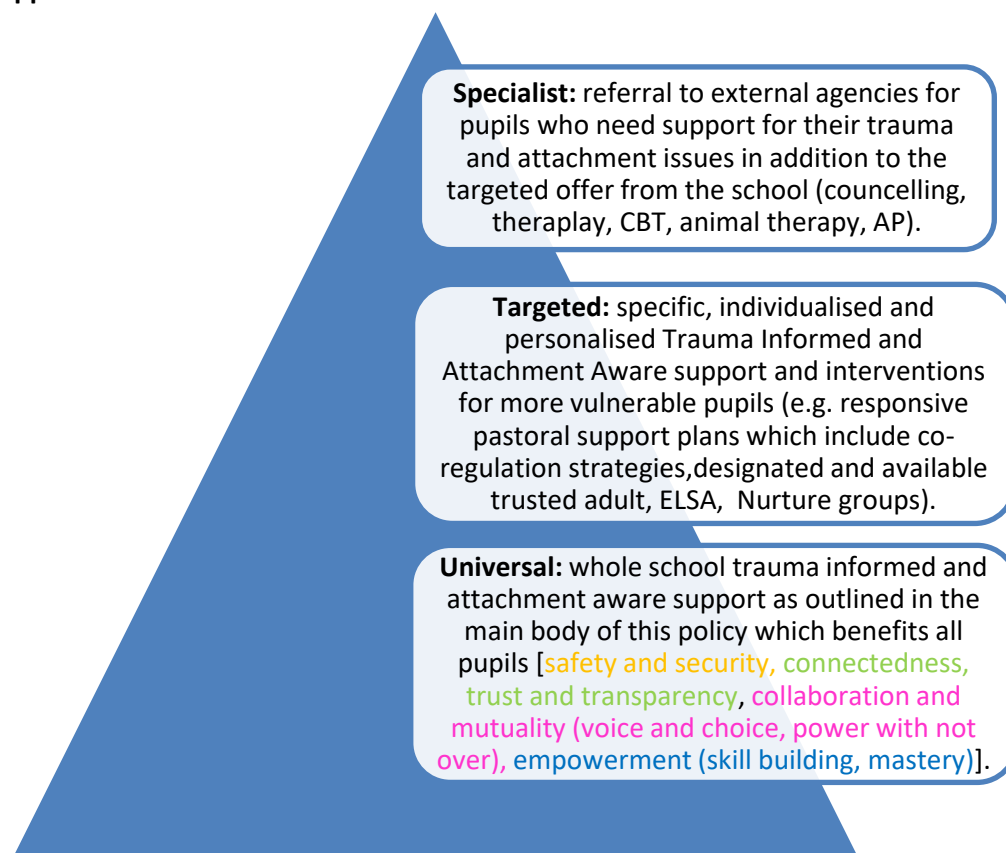
## 7. Differentiation

We will differentiate our behaviour policy as appropriate to the needs of all children/young people within our school setting, in line with the Equality Act (2010). For some students this approach will require an individualised emotional regulation approach which will include responsive co-regulation plans. 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/young people have a wide range of individual needs which change over time. As such, children/young people require a flexible approach within an overall structure of consistency. Whilst we envisage that our Universal behavioural approach (please see below) will be effective for the majority of children/young people at Waterside Primary Academy, some children/young people will require extra support in order for us to ensure an equitable school environment.
- A graduated response to behaviour allows staff to support children/young people according to their current level of need. The pyramid below provides some examples of support offered at each wave of our graduated response. Children/young people will be provided with support based on their level of need. Given that Waterside Primary Academy views behaviour as a communication of need, frequent behaviour will be seen as an indication that

**level of support may need to be increased** (e.g. a child receiving support at universal level would begin to receive assessment and support at targeted level). Decisions about the level of support required will always be made in consultation with the child or young person, their parents/carers and external professionals as appropriate.

## 8. A graduated approach



## 9. Use of suspension/exclusion

Waterside Primary Academy recognises the potentially detrimental impact of suspensions and exclusion and consequently avoids using these, unless it is a last resort, to respond to behaviour that challenges us.

### In order to avoid exclusions, we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce the behaviour).
- Respond to children and young people with the knowledge that when our brains are in high states of stress (and when our brains have been exposed to past trauma) a 'fight or flight' response is more likely and therefore emotion coaching, and co-regulation strategies are essential.
- Use a relational approach to behaviour support which places an emphasis on relationships as the key to good practise and long-term meaningful change.
- Inform the Buckinghamshire Virtual School advice service if a child or young person is or has been known to social care (or has previously had a CIN/CP plan) and is at risk of a suspension or permanent exclusion as soon as possible.
- Use internal suspensions, if possible and appropriate.
- Use restorative conversations if incidents do occur with a solution focused approach in the form of Life Space Interviews:
  - | Isolate the conversation

- E Explore the event from the child / young person’s perspective
- S Summarise what they have said (reflect)
- C Connect feelings and actions / behaviours
- A Alternative actions / behaviours discussed
- P Plan and practise new behaviours
- E Enter back into the routine / classroom

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

- Maintain contact with the child or young person and their family throughout the process if a multiple day suspension (e.g. telephoning the child or young person 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 a structured reintegration meeting using a Life Space Interview approach to ensure it is solution focused, reducing blame (I.E.S.C.A.P.E.)
- Use a collaborative approach to reintegration, placing the child or young person’s (and parent’s/carer’s) voice at the heart of each step of the process.
- Hold a debrief and reflective session with a focus on ‘learning’ for all staff directly involved in supporting the child / young person prior to the suspension / exclusion.
- Make arrangements for any restorative conversations between the child / young person and their peers and / or staff, keeping the focus on ‘restoring and repairing’ the relationship.
- Ensure any follow up support is in place for children / young people and staff.

**10. 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 or young person 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 or young person and the staff member, whilst aiming to avoid eliciting shame in the child or young person. 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.

**11. Engagement with parents/Carers**

Waterside Primary Academy values parents/carers as experts in their own child/young person’s life. We will provide feedback on your child’s emotional wellbeing at parent/carer meetings 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 {insert name/contact details here}.

**12. Monitoring and Review**

This policy will be reviewed alongside the School Behaviour Policy in a cycle determined by the Local Advisory Committee.