IGHTENHILL PRIMARY SCHOOL

TRAUMA INFORMED BEHAVIOUR AND RELATIONSHIPS POLICY
2026 - 2027

Statement of Principles

Our Trauma Informed Behaviour policy is primarily concerned with promoting consistent, positive relationships between our pupils and staff with the intent of developing a whole school ethos of respect, nurture and empathy. This policy also recognises the need for mental health and well-being to be prioritised across our school 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.

The purpose of the behaviour policy is to enable **everyone** – parents, pupils, staff, governors and other members of the school community to **share responsibility** for creating an atmosphere, which enables children to manage, and self-regulate their own behaviour.

We recognise the need for high expectations of behaviour, the importance of consistency when managing challenging behaviour, the value of rewarding positive behaviour and the benefits of restorative practice.

Aims

1. To create a trauma informed school community which is safe, dedicated to effective learning; based on high standards, shared values and a clear understanding of expected behaviour.
2. To foster positive attitudes where all achievements are acknowledged and celebrated.
3. To help pupils develop responsibility for their own behaviour who show respect for themselves and others.
4. To support pupil's behaviour effectively with a whole school restorative approach, which is clearly understood by pupils, parents and staff.
5. To ensure there is an understanding of acceptable behaviour and to ensure children feel secure.
6. To promote a shared responsibility for behaviour through communication and restorative practice.
7. To enable children to experience school in a safe and secure way.

8. To celebrate positive behaviour by communicating successes with parents/carers.
9. To introduce a culture of restorative practice to manage behaviour in a pro-active manner.
10. To reduce incidents of dysregulated behaviour by promoting and rewarding positive behaviour and by having a consistent approach towards understanding why pupils may be dysregulated.
11. To provide a clear value led system of managing behaviour that is consistent across the school.

We recognise that a positive, friendly and calm atmosphere throughout school helps to enable good behaviour.

It is important to **treat each other with respect**, and for teachers and other **adults in the school to be role models** for the pupils, modelling positive language and encouraging positive relationships.

Key approaches

This is rooted in the understanding that:

'Behaviour is a form of communication' - SEN Code of Practice

1. Putting relationships before judgement – nurture and value robust relationships with all children within our care.
2. Knowing our children in order to provide a safe and happy environment therefore maximising opportunities to learn. – opportunities for creating positive communication in class –
3. Acknowledging and appreciating the need for social, emotional and well-being programs in order for some children to achieve their academic best.
4. Providing a fully inclusive approach for all children as being the minimum expectation of our school. – all staff and children are able to work with and communicate with ALL of our children
5. Giving children opportunities to be heard, seen and to contribute to school life.
6. Maintaining clear and consistent approaches across the school. Including predictable routines throughout the school and nurturing environments whilst maintaining structure and calm classrooms.
7. 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
8. Encouraging parental engagement and collaboration to ensure the very best outcomes for our pupils.
9. Listening to our children and ensuring that children with EAL, SEND and communication difficulties have the resources in order to be heard.

Roles and Responsibilities

The Governing Body:

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in adhering to these guidelines.

- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head teacher about particular disciplinary issues.

The Headteacher:

- It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school. The Head teacher supports the staff by implementing the policy, by setting the expectations of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher ensures that all reported serious incidents of dysregulated behaviour are recorded.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of dysregulated behaviour. For repeated or very serious behaviours, the Head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of the Teachers, teaching assistants and other staff :

- All staff are expected to understand and follow our trauma informed behaviour policy and to use the agreed procedures as explained within the policy.
- All staff will encourage the expectation of positive behaviour and promote our School Values in school.
- All staff will treat each child fairly, showing respect and understanding of individual needs.
- All staff are expected to be good role models for pupils. Children will learn from adults how to sort out conflict by discussion, using calm and quiet voices, and not shouting.
- Teachers and other classroom staff should use the "class-yes" strategy to gain children's attention as this is recognised as a whole school approach.
- The class teacher will ensure that dysregulated behaviours are recorded accurately on CPOMS.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Behaviour procedures may follow between school and parents. For example – home school diary.
- Teachers will endeavour to form good working relationships with parents to ensure everyone works together in the child's best interests.
- The school has a Pastoral Department which includes an Inclusion/Pastoral Manager, an Attendance and Family Engagement Manager and a team of learning mentors. One of the functions of this department is to work with children and their families to promote better behaviour both in and out of school.

Parents and Carers:

We recognise the crucial role that parents have to play in promoting good behaviour in school.

We therefore seek to encourage positive relationships with parents, and expect them to support the implementation of our Trauma Informed Behaviour policy including the promotion of our **School Values**.

Parental support is essential in promoting positive behaviour patterns in children. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

Children need to know that the school/ home relationship is consistent and secure and that all adults are working together for their benefit

- We share our policy documents and school values with parents and we encourage parents and carers to understand them and support them. We expect parents and carers to support their child's learning, and to co-operate with the school.
- We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- We value parents' role and contribution and parents are welcome to make an appointment to speak to staff if they have concerns or suggestions. We would request that behaviour issues are not discussed on social media.
- If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should first contact the HT or DT and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Pupils :

- Pupil voice will provide input to the behaviour policy.
- Children to set an example to their peers especially the older children setting the example and expectation of behaviour to the younger children
- The introduction of peer mediators (Summer 2021) to support the resolution of minor challenges in a restorative manner.

A TRAUMA INFORMED SCHOOL

As a school we have a trauma informed approach to understanding and supporting pupil's behaviour.

This includes understanding the importance of attachment and the development in school of secure relationships.

We have adopted a restorative approach to managing behaviour, trying to resolve conflict in a consistent way. The introduction of **restorative practice** conversations supports our School Values including respect and responsibility.

SCHOOL VALUES

Promoting and teaching our **School Values** is reinforced and developed during assemblies, PSHE lessons and RE. Our values are promoted on a daily basis in everything we do. These are consolidated by the way staff, pupils and visitors behave towards each other.

We encourage and celebrate our **School Values** at all times.

School Values

Our **School Values** have been devised by staff after consultation with staff, pupils and parents.

- Ambition
- Co-operation
- Honesty
- Kindness
- Resilience
- Respect
- Responsibility

Pupils are expected to demonstrate these values at all times. Our School Values encourage children to:

- To take responsibility for their actions.
- To realise they will be accountable for their actions.

We believe that positive relationships enable positive behaviour and create an environment in which effective learning will take place. A high priority is given therefore, to developing positive '**learning behaviours'** within the school.

We offer praise when a children are making positive choices and are self-regulating their behaviour.

When behaviour is dysregulated and our school values are not being demonstrated, children will be supported in a restorative manner to think about their behaviour.

Our trauma informed approach recognises that dysregulated behaviour might be a result of a Special Educational or Social/Emotional Need, if so a referral to the SENDCO/Pastoral Manager may be required.

SPECIAL EDUCATIONAL NEEDS AND BEHAVIOURAL DIFFICULTIES

- In managing behavioural difficulties, the school will have regard to the SEND (Special Educational Needs and Disabilities) Code of Practice and will strive to ensure that children's special learning needs are identified and met through a support plan.
- As an inclusive, trauma informed school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability.

- A Boxall Profile may be completed by the Inclusion Manager in conjunction with the class teacher. Parents will be involved and kept informed of this process.
- Teachers may be asked to keep a behaviour log or other records for the child.
- Support may be sought from external agencies for children identified as having special needs resulting in emotional and behavioural difficulties.
- Children will be encouraged to be involved in setting their own individual targets and be part of the review process.

BEING POSITIVE – RECOGNITION AND REWARDS

As a school we:

- Recognise the importance of secure, consistent relationships.
- Are aware of the influence of praise.
- Understand that children display positive and dysregulated behaviour to communicate and their attitude to learning will be influenced by many factors and experiences
- Strive to acknowledge children's strengths and recognise their achievements and successes.
- Endeavour to praise and reward children who are making positive choices and use restorative language rather than criticise pupils demonstrating dysregulated behaviour.

We strive to use positive statements rather than negative e.g. Please walk down the corridor' rather than 'stop running.' This communicates what is expected as well as stopping the unwanted behaviour.

SUPPORTING POSITIVE BEHAVIOUR IN SCHOOL

Positive reinforcement of good behaviour

At Ightenhill Primary School we have introduced a range of systems to encourage and reward positive behaviour.

Calm corners :
We have introduced calm corners where children can spend time in a quite space to self-regulate their behaviour within the classroom.

Nurture provision :
We are introducing a nurture provision in the morning so children who need additional support to be ready for school have got an opportunity to self-regulate and to enable them to access the classroom in a positive way.

Pastoral support :
Our inclusion team and our SENDCO work together to identify the support needed for individual pupils to access school and to manage their behaviour and relationships in a positive way. The pastoral team includes our inclusion leader and a team of learning mentors.

Celebration assemblies :
Weekly celebration assemblies take place, when children from each class are given certificates for a particular positive quality which has been noticed that week.

Class dojo points and house teams :
Merits or Class dojo points are awarded for demonstrating our School Values or for other positive behaviours including excellent work, attitude and effort.

SUPPORTING DYSREGULATED BEHAVIOUR IN SCHOOL

Fix-it time :

A 'fix-it time' system operates for children who have displayed low-level disruption or have not completed work / worked at an appropriate level of effort during lessons/ not completed homework.

'Fix-it time' takes place during morning and afternoon break and the amount of time spent in 'fix-it time' is at the discretion of the teacher.

Managing dysregulated behaviour

We aim to manage dysregulated behaviour fairly and consistently across the school. Whenever possible this should include a **restorative conversation.**

A consistent approach to managing inappropriate behaviour is fundamental to effectively improving pupil behaviour.

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

Restorative practice involves helping the child think through their behaviour, its consequences and what they can do to make it better.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

What are the benefits?

Restorative practices in schools have a number of proven benefits. Children show:
- Improved positivity, resilience and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right.

Schools that use restorative practices have also reported significant reductions in the number of detentions and exclusions.

Following a restorative conversation, dysregulated behaviour may also result in a consequence or an action.

The action may include a **solution focused outcome**, which fixes or resolves an issue or it may result in a consequence such as :

- Isolation within the classroom
- Loss of breaktime / lunchtime
- Sent to **parallel class**
- Sent to Key Stage Leader
- Sent to DHT.
- Sent to Headteacher

Self-regulation and the introduction of regulation spaces

We recognise the importance of supporting children to **self-regulate** when they are struggling with their behaviour.

Staff have received training on **zones of regulation** and this has been shared with pupils across the school.

Self-regulation enables children to think about their emotions and to recognise that they can take actions to enable them to manage their own behaviour with appropriate support and guidance.

All of our classrooms have calm corners, which are clearly visible and pupils have access to these when required.

We have regulation spaces around school including calm benches on the playground. Our regulation spaces can be identified by their rainbow colouring.

Time-out at Ightenhill Primary School

At Ightenhill, we have parallel year groups where children can be sent for time out.

SCHOOL SUPPORT SYSTEMS

If a pupil shows consistently dysregulated behaviour the school may need to explore other support options. This may include links with SEN/ Inclusion and/ or alternative provision. In the case of extreme behaviour, the Headteacher may use an exclusion.

Internal Exclusion

An internal exclusion may be appropriate if a child displays ongoing serious or dangerously dysregulated behaviour.

This will involve the child spending their time in school away from other pupils. An Internal Exclusion will be supervised, under the direction of a member of the schools Senior Leadership Team (SLT).

Exclusions

This is a sanction that may be used if other approaches have not been effective or in case of extreme behaviour.

The following are examples of behaviour which will not be tolerated and warrant a possible exclusion:

- Extreme or violent abuse to a member of staff or another child
- Persistent, disruptive dysregulated behaviour that does not allow children to learn or teachers to teach.

Exclusions take the form of **fixed term** or **permanent** exclusion.

A fixed term exclusion may take the form of a lunchtime exclusion, implementation of a part-time timetable or an exclusion for a designated number of days.

All pupil exclusions at Ightenhill Primary School are reported appropriately to the Local Authority and follow Local Authority and National guidelines for administration and legal responsibility.

If a child is at risk of exclusion, parents will be notified and invited to a meeting with the Headteacher to try to support the school and pupil to avoid the situation deteriorating and to put a plan in place to improve pupil behaviour.

The process of exclusion that we follow is based on a legal framework that can be complicated to understand. Please contact us if you would like any help in understanding this process.

NB Children **must not** be left outside classrooms unsupervised during lesson time or inside classrooms during playtime neither should they be sent to the Headteacher without notification.

Behaviour incidents of a serious nature (or **persistent** lower level dysregulated behaviour) should be recorded using the CPOMS system.

In the case of extreme, dysregulated behaviour, the Headteacher or Deputy Headteacher should be alerted straight away. In the absence of the Head and Deputy Headteacher, the Assistant Headteacher's and/or the Inclusion Manager should be notified to respond to the situation.

If staff have serious concerns about a child's behaviour, they should refer the matter to the Headteacher or a member of the SLT.

Unacceptable behaviours

May include :

- Disruption of lessons.
- Lack of respect to staff, pupils, visitors, school property or members of the public.
- Dangerous or violent behaviour that poses a threat to pupils, staff or members of the public.
- Swearing / answering back.
- Not obeying a direct instruction from a member of staff.
- Leaving school / class without permission.
- Behaviour that could affect the orderly running of the school, or adversely affect school's reputation.

Serious Behaviours

Serious behaviours, (examples as identified below) would result in a child being sent directly to the Deputy Headteacher / Headteacher.

May include :

- Fighting
- Repeated defiance to a member of staff
- Swearing or verbal abuse to staff
- Bullying
- Leaving the school premises
- Vandalism
- Racism / Use of racist language

All examples of serious behaviours will result in the parent being contacted and the pupil's behaviour discussed.

Bullying

Bullying is not tolerated in our school and instances of bullying will be dealt with in line with our anti-bullying policy. Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening, or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over an extended period and can hurt a child both physically and emotionally.
Bullying is not confused with friendship issues and one-off incidents.

If you have concerns, please contact the class teacher to arrange an appointment as soon as possible.

Lunchtime Procedures

Each playground has a member of the school's support staff leading that area.

Staff on duty have access to raffle tickets- a raffle ticket is a reward and can be awarded to a child for displaying a behaviour that is expected (e.g. following instructions, good manners, being kind, lining up sensibly etc.) Children write their name on the raffle ticket and place it in the box on the corridor. Raffle tickets will be drawn in Key Stage assemblies.

If a child is demonstrating dysregulated behaviour, a member of lunchtime staff will speak to them about their behaviour and offer a way to improve the situation, in-line with the school's behaviour policy.

If the dysregulated behaviour continues, children will be asked to speak to the member of staff who leads that playground. If there is no improvement, and the behaviour continues, the child should then leave the playground with the member of staff and be brought to a member of the SLT.

CONDUCT OUTSIDE OF SCHOOL

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises 'to such an extent as is reasonable.' Children will be disciplined for any misbehaviour when the pupil is:

- taking part in any school-organised or school related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school.

Teachers may also discipline for behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Depending on the seriousness of the behaviour, the appropriate school sanction will be used to discipline the child. The child's parents will be contacted by the Headteacher/Deputy Headteacher/Inclusion Manager

Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Head teacher.

PREVENTING BULLYING

As a school, we see bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Our **Anti-bullying policy** outlines the procedures which the school takes in instances of bullying.

In order to prevent bullying, we try to develop a sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

In school, we have introduced School Values to support positive behaviour and relationships. Our values permeate the whole school environment and are reinforced by staff and older children who set a good example for the rest.

CHILD ON CHILD ABUSE

This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline . It is essential that all staff understand the importance of challenging inappropriate behaviours between children/young people. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children/young people accepting it as normal and not coming forward to report it.

Stopping harm and ensuring immediate safety is an education setting's first priority.

CONFISCATION OF INAPPROPRIATE ITEMS

Staff have the power to search pupils without consent for 'prohibited items' and confiscate these if necessary.

We follow the **DFE guidance 'Searching, Screening and Confiscation' 2023** in relation to this aspect of policy.

These items include (but are not limited to) :

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- pornographic images
- any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for including mobile phones.

If parents need children to have a mobile phone for use during the journey home, they should sign a permission letter obtainable from the school office. The phones must be stored in the school office throughout the day.

- If staff have concerns/suspicions regarding any of the above items being in a child's possession, they should seek advice from Headteacher/Deputy Headteacher who will take the appropriate action.
- The Headteacher will decide if and when to return an item, or whether to dispose of it**.**

RESTRICTIVE INTERVENTIONS AND THE USE OF REASONABLE FORCE

Use of reasonable force in school

All members of school staff have a legal power to use reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

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.

School staff have the power to use reasonable force 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 the classroom, a school event or trip
- restrain a pupil at risk of harming themselves or others
- to stop a physical confrontation in the playground

Whenever physical intervention is used the Headteacher will be informed and this will be recorded on cpoms.

For further guidance, see IPS use of restrictive intervention policy 2026 – 2027

In April 2026 the DFE produce detailed guidance on 'Restrictive interventions and the use of reasonable force – see the links below

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

Complaints Procedure

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office.

In respect of this particularly policy it should be noted that:

1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

Record keeping

Record keeping is important to ensure any patterns of negative behaviour can be analysed effectively.

Record keeping is the responsibility of all staff. Records of behaviour may be required as evidence to support future decision making such as requests for additional support, advice or at appeals and tribunals.

School maintains records in a number of forms including (but not limited to) :

- Behaviour logs on CPOMS
- Individual Education Plans (IEP's)
- Individual Behaviour Plans (IBP's)
- Behaviour chronologies

Consultation, monitoring and evaluation

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay

particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance **The Duty to Promote Race Equality: A Guide For Schools,** and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Other related school policies and documents

Other documents which also relate to Behaviour management in school are listed below, these include :

- Anti-bullying Policy
- Use of restrictive intervention Policy
- Child Protection and Safeguarding Policy
- Low-level concerns Policy
- Online Safety Policy
- PSHE Policy
- School Attendance Policy
- School Uniform Policy
- Staff code of conduct
- Whistle Blowing Policy