

Stocks Lane Primary School

**Trauma Informed Attachment Aware
Positive Behaviour Policy**



To be reviewed – September 2027

Stocks Lane Primary School

Rationale:

Attachment is everybody's business. We are all shaped by our early relationships and our behaviour is influenced by our attachment experiences. We believe that a holistic approach to education, where relationships are the key building blocks to all elements of learning, is fundamental to a child's education and well-being. With this in mind, we apply Trauma Informed and Attachment Awareness (TTIA) approaches in our everyday practice, with a particular focus on the central principles of empathy, connection, attunement, trust and co-regulation. This approach is beneficial for **all** children, particularly those that have experienced Trauma or Adverse Childhood Experiences (ACE's- see Appendix 1).

Our Aims Are:

1. To ensure that all staff and Governors apply Trauma Informed Attachment Awareness principles which focus on building positive relationships between children and staff and children with their peers so that all pupils feel safe and secure and their minds are free to learn.
2. To enable individuals to feel valued and where personal endeavor is encouraged. Pupils feel comfortable to express opinions and see mistakes as new learning opportunities.
3. To value the importance of being positive and resilient in our learning attitudes. To praise, reward and celebrate each other's successes across the school in order to build children's self-esteem.
4. To promote PACE (Playfulness, Acceptance, Curiosity and Empathy) strategies for ensuring that there is a consistent approach to de-escalation of behaviours and an acknowledgement that all behaviour is a form of communication.
5. To encourage parental engagement and involvement, which is crucial when addressing and planning support for children's social, emotion and mental health needs.

Key Principles:

1. We must ensure that all pupils and staff consistently follow our three simple school rules of being Ready, Respectful and Safe.
2. Developing children's emotional literacy through using the Zones of Regulation in each classroom, which is an integral part of learning. Children who require additional support can access the NEST (Nurture, Encourage, Succeed Together) where they will work with the Pastoral and Nurture Lead.
3. Responses to behaviours are never shaming or humiliating. 'Time In' rather than 'Time Out' is used to support children in regulating their emotions.
4. The curriculum and activities are sensitive to children whose life experiences may contain chaos and trauma.
5. We recognise behaviour is a form of communication and at no time should a child be identified by their behaviour. We support a shift towards viewing behaviour as a communication of an emotional need and respond accordingly following our PACE approach.
6. Everyday must be a fresh start and that all children are heard dispassionately and equally, and that no child is treated in light of previous choices made.
7. Making a 'positive choice' usually requires being in a calm or thoughtful frame of mind. When a child is out of their window of tolerance, they will be supported through co-regulation strategies of PACE to help them to make a positive choice.
8. Growth Mind Set- where children's basic abilities can develop and improve through hard work, fostering a love of learning and a resilience that is essential for great accomplishment.

Rewards

Following our three simple school rules of being Ready, Respectful and Safe is rewarded by:

Class Dojo - Each pupil will become a member of a house team –Ruby, Emerald, Gold, Amethyst, Silver, Sapphire or Diamond. Dojos can be awarded by any member of staff or visitor for following our school rules. Dojos can be displayed in class and are recorded at the end of each day. Each week, the winning House will receive a trophy which will be presented during Celebration Assembly and announced in our weekly newsletter.

Recognition Board- Each class will have their own recognition board displayed, such as Proud Clouds or Wow Walls, where children who have been identified as demonstrating positive attitudes to learning will be celebrated by having their picture or their work displayed in class.

Star of the Week Pupils - The class teacher will choose a pupil from each year group who has worked hard over the course of the week. Star of the Week Pupils are acknowledged during Celebration Assemblies, a post card is sent home and the children are named in our weekly newsletter.

Lunchtime Awards - The lunchtime staff will nominate a pupil from Foundation Stage & KS1 and from KS2 who demonstrate good lunchtime manners. Lunchtime Awards are acknowledged during Celebration Assemblies and in our weekly newsletter.

Play Time Pals Award- The lunchtime staff will nominate a pupil from Foundation Stage & KS1 and from KS2 who show kindness and cooperation with their peers. This could be playing nicely with other children, joining in or leading games well. Play Time Pals Awards are acknowledged during Celebration Assemblies and in our weekly newsletter.

Lily's Friendship Awards- The class teacher will choose a pupil from each class, who has shown an act of kindness or a hand of friendship to another child or children during the week. Friendship awards are acknowledged and celebrated during Celebration Assemblies through the presentation of a trophy and named in in our weekly newsletter.

Top Table Lunch- The children who have been awarded Star of the Week, Lily's Friendship Award, Lunchtime and Play Time Pal Awards will be invited to join the Headteacher for lunch at the Top Table each week.

Hot Chocolate Friday- One child from each class who is a good role model through always demonstrating impeccable behaviour and manners in and around school, will be identified by staff to celebrate their achievements with a hot chocolate on a Friday afternoon.

Consequential Behaviour

1. Bullying
2. Persistent name calling or antagonising behaviour
3. Fighting or physical abuse
4. Racial abuse (This must be reported immediately to the Headteacher or Deputy Headteacher)
5. Being rude or disrespectful to adults
6. Swearing or spitting
7. Calling out/inappropriate talking in class or assembly
8. Absconding from adults
9. Unnecessary movement around the classroom and distracting others
10. Disregard of other people's/school property

Consequences

Not following our three simple school rules will result in the following steps:

- **Verbal Reminder** – Staff will privately address pupils and they will be asked to stop the consequential behaviour, and will be reminded of the rules and expectations.
- **Verbal Caution**- staff will give a further clear verbal caution and be supported to think carefully about their next steps and be encouraged to make a positive choice.
- **Recorded Caution**- If a pupil has continued to ignore the verbal reminder and verbal caution, then teachers will privately log the consequential behaviour in their class records and remove Class Dojos (-3).
- **Last Chance Letter**- If the consequential behaviour still persists then the child will receive a letter home for parents to read, sign and return the following day. The child will then miss break time and lunch time play that day or the following day depending on when the incident took place. **It is an expectation that parents or carers will speak to their child about the behaviours and communicate to school any potential underlying causes.**

In some cases, it may be necessary to go straight to a Last Chance Letter such as for physical violence or the use of offensive, racist and homophobic language.

When a child receives three Last Chance Letters in a half term, the parents/ carers are invited to meet with the Headteacher and the class teacher to discuss the behaviours and the child will have a home-school communication book. This book will include targets based on the School and Classroom Rules of 'Ready, Respectful Safe, which will be monitored on a daily basis and will last for a week. If no or little improvement is made, these targets will continue forward into the following week. Staff also record behavioural issues on our behaviour logging system (CPOMs).

Bullying:

Incidents of bullying, involving a child or group of children in a more persistent situation picking on child, must be reported to the Headteacher immediately, who will investigate the matter by speaking to all parties involved and act accordingly.

The action taken will be similar to that for resolving playground conflicts. Pupils who bully others will have their names recorded on a behaviour incident record and will be withdrawn from the playground during the information gathering period. If pupils persist, their parents will be invited into school to discuss what action to take and how to move forward.

Persistent Consequential Behaviour or Bullying:

If problems continue after parents have been involved, or if no satisfactory arrangement for dealing with pupils' consequential behaviour can be made with parents, pupils may be excluded from school for periods of up to five days, up to a total of 45 days during an academic year.

Each case will be treated individually according to the circumstances and the action taken in one case will not set a precedent for any other.

Extreme Behaviour:

Some behaviour can be described as extreme and will be dealt with by the Headteacher and the Deputy Headteacher. If such incidents occur, a behaviour incident record will be completed and recorded on CPOMs. These behaviours might include:

- Verbal abuse to children and adults – comments, swearing or suggestions which could cause deep offence.
- Physical abuse of children and adults.
- Racist, misogynistic or homophobic remarks or behaviour.

- Persistent and deliberate hurting of other children.
- Persistent defiance to adults, both verbally and non-verbally.
- Persistent disregard of other people's/school property.
- Thoughts and views which may be seen as radical and extreme – these may be referred to the Prevent Team.

If children have reached a point where they are causing harm to themselves, or other people, then physical restraints may be used as a last resort when de-escalation has not been successful in calming the child down. If the child remains dysregulated and continues to be a danger to themselves or others, then physical restraint will be carried out using the Team Teach method by trained members of staff. This is to ensure safety and promote calmness. Following this, records of the incident are completed and the parents will be informed. This will also be recorded on CPOMs.

In some circumstances, extreme behaviours will result in an immediate suspension at the Headteacher's discretion.

Consequences of Extreme Behaviour:

Incidents of extreme behaviour will be investigated on an individual basis by the Headteacher or Deputy Headteacher. Consequences will reflect the severity of the incident and may include:

- Phone call / letter to parents
- Internal exclusion - working in an alternative location to the class
- Fixed term suspension

In extreme circumstances it is possible that a child may be permanently excluded.

Sexualised behaviours in school:

Any form of sexualised behaviour will not be tolerated at Stocks Lane Primary School. Sexual violence and sexual harassment is unacceptable behaviour and will be dealt with accordingly.

Sexual violence means rape, assault by penetration, or sexual assault.

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment including sharing of indecent nude and semi-nude images.

We want everyone to feel included, respected and safe in our school. We will support and listen to all of the pupils involved if an incident of sexualised violence or harassment occurs. Support will be offered to all parties involved so that behaviours can change. Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

All staff and pupils are strongly encouraged to report this behaviour. If pupils make sexist comments in school, we will:

- Ask them to apologise to anyone the comment was directed to
- Support and educate them to improve their behaviour
- Monitor the behaviour for any recurrence
- Escalate to a call to parents if the child will not listen/apologise.

Different consequences will be appropriate for different 'levels' of sexualised behaviours. Parents will be involved after all incidents – this could be a phone call, meeting or told at the end of the day. After a serious incident, we may need to inform the police.

Appropriate consequences include:

- A verbal warning
- Apology to their peer
- A letter/ phone call to parent

- A meeting with parent
- Isolation
- A period of internal exclusion
- A fixed-term exclusion

Our response to each incident will be proportionate to the incident and we will consider:

- The age and developmental stage of the alleged perpetrator
- The nature and frequency of the alleged incident
- How to balance the consequence alongside education and safeguarding support.

We will also be prepared to offer support from our Nurture Team and/or outside agencies where appropriate for all parties involved to ensure that the right support is given following an incident.

Searching Pupils:

A separate legal provision in the Violent Crime Reduction Act (2006) makes it lawful for school staff to search suspected pupils for weapons without consent. It also deals with the seizure of items found during the course of search. Associated guidance sets out that schools can also screen pupils using electronic means such as wands or arches.

It makes clear that:

- Two members of staff must always be present at a search;
- The search should be undertaken by a staff member who is the same sex as the pupil;
- It should take place out of public view whenever possible.

A pupil might also reasonably be asked to turn out his/her pockets to hand over an item that is causing disruption or that has been suspected of being stolen. The school will follow the Trauma Informed Attachment Awareness Positive Behaviour Policy procedures if the pupil unreasonably refuses to cooperate.

Power to Discipline beyond the School Gate:

The Governing Body confirm that the Headteacher, Deputy Headteacher and staff are authorised to use the strategies outlined in this policy to cover the following areas:

- Pupils taking part in school visits;
- Pupils taking part in off-site educational activities;
- Pupils taking part in residential visits;
- Pupils travelling to and from school.
- Behaviour when wearing the school uniform in a public place.

Playtime and lunchtime behavior:

For consistency across the school, the same consequences will apply as at any other time of the school day.

The staff and lunchtime supervisors on duty will then inform the class teacher of any child who has endured a Verbal Reminder, Verbal Caution, Recorded Caution or a Last Chance Letter. Cases of extreme behaviour will be immediately reported to a member of the SLT to determine appropriate actions.

Breakfast and After School Clubs:

Again, for consistency for the children and the school, this policy, all rewards and consequences will be applied in all clubs whether they are paid for or free, that are available to the children. If a child's behaviour is disruptive for the learning and enjoyment of the other pupils, the child will not be permitted to attend the club any more.

Chair of Governors.....

Headteacher.....

Date.....

Review Date: September 2026