

Ribble Drive Primary School

Relationships and Behaviour Policy



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"Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger, they keep everyone safe. In the calm light of day, they build rapport and emotional currency. Their expectations are always high, and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others." Paul Dix (2017)

Policy statement

At Ribble Drive Primary School we believe that positive behaviour develops with positive, consistent, and defined relationships between staff and pupils. Relationships are fundamental to a wider positive culture across our school community. We as adults must show unconditional positive regard, noticing and celebrating the behaviours we wish to see. We are the champions of every single child.

Every child deserves a champion—an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be. Rita Pierson

Behaviour is communication and our job as educators is to seek to understand what a child is telling us and to support them. Only when children behave in appropriate ways can they achieve their best. Consistent, clear, and firm boundaries are key to promoting positive learning behaviours.

The idea that behaviour management is simply about learning a set of techniques that emerge from a teacher's toolkit is a dangerous one. With the right culture, the strategies that are used become less important. The culture is set by the way the adults behave. Paul Dix.

We have developed this policy placing relationship as the cornerstone for children/young people to thrive, both academically and in relation to their wellbeing.

Thus, we are enabled to realise both our Mission Statement:

"Be the best you can be"

And our Disability Statement:

"To make all reasonable adjustments to ensure that any member of the school community with a disability is not placed at a disadvantage and to endeavour to anticipate their needs in advance of their participation in any activities within the school"

This policy supports Articles 3, 12, 28, 29, 37 and 39 UNICEF: The Convention on the Rights of the Child. (See Page 2)

Purpose of the policy:

To provide guidance to staff and learners that can be:

- Easily understood and used
- 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

Our Guided Principles:

We, as adults, model calm, controlled and caring behaviours.

- Our attention as adults is focused first on those children who are behaving in an expected way.
- We look to highlight the children going 'over and above' and give them the formal recognition.
- We define, as a school, what we will consistently do: recognition, expectations, and routines.
- We use consistent language.
- All behaviour is communication (an un-met need) and not a deliberate attention seeking act.

- Behaviour can be taught and improved through support and guidance.
- A calm, consistent and predictable environment promotes positive behaviours.
- High standards of behaviour are essential for effective learning.
- A new day is always a new start!

Relevant UNCRC articles

Ribble Drive Primary School aims to promote the rights of children, as outlined by the United Nations Convention on the Rights of the Child (1989). Articles that we particularly aim to promote through this policy include:

- **Article 3:** The best interests of the child must be a top priority in all decisions and actions that affect children
- **Article 12:** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously
- **Article 28:** Every child has the right to an education. Discipline in schools must respect children's dignity and their rights
- **Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment
- **Article 37:** Children must not suffer other cruel or degrading treatment or punishment. They must be treated with respect and care, and be able to keep in contact with their family
- **Article 39:** Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

At Ribble Drive Primary School we teach and reinforce our behavioural expectations through daily teaching, the relationships we build and our curriculum.

Key components of our Relationships and Behaviour policy:

1. **We are kind (KIND)**
2. **We are respectful (RESPECTFUL)**
3. **We are safe (SAFE)**
4. **We are ready to learn (READY)**

Differentiation:

We differentiate this policy as appropriate to meet the needs of all pupils within our school community, in line with the Equality Act (2010).

Pupils will be provided with support based on their level of need. Given that Ribble Drive Primary School recognises behaviour as a communication of need, repetition of certain behaviours will be seen as an indication that the level of support may need to be increased or changed. 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.

Expectation of adults.

Consistent adult behaviour will lead to pupils consistently meeting our expectations.

Responsibilities

Senior Leaders and Governors will:

- Take time to welcome adults and children at the start of each day.
- Be a visible presence around school, especially at transition times.
- Celebrate staff and children whose effort goes above and beyond expectations.
- Regularly share and celebrate good practice.

- Use behaviour data (recorded on CPOMS) to assess and evaluate school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Provide bespoke, on-going training for all staff matched to the specific needs of our children.

Staff will:

- Meet and greet first thing in the morning using the child's name and giving eye contact.
- Refer to 'Kind, Safe, Respectful, Ready' regularly and consistently and notice the children demonstrating our expectations.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson (e.g. Recognition boards) to promote desired behaviours and reach specific goals
- Be calm and always give time when going through the steps to prevent behaviours escalating.
- Be unconditionally positive in our interactions and use affirming language.
- Talk to learners who are not demonstrating our expectations and make every conversation a learning opportunity.
- Follow up behaviours promptly and support children to be reflective in order to support the understanding and learning of our behavioural expectations.
- Take time to get to know individual children and adults and build meaningful relationships. Explore children's interests, hobbies and dislikes and believe that every child can achieve.
- Teach routines and create a predictable learning environment which supports children to feel safe.

Pupils will:

- Do their best.
- Contribute to their own learning,
- Treat other people with respect.
- Treat their belongings and the environment with care and respect.
- Show consideration for others.
- Consider the effects of their actions on others.

Parents:

- Make children aware of appropriate behaviour
- Encourage independence and self-discipline
- Show an interest in all their child does in school
- Support the school in implementing this policy

Ways we celebrate and notice:

We recognise and reward learners who go 'over and above' our standards as well as demonstrating our key components. Our staff recognise the power of praise in developing a positive atmosphere in the classroom. For some children a quiet word of personal praise can be as effective as a larger, more public reward. Praise is the key to developing positive relationships and adults will need to adjust this according to the individual needs of each child.

Positive rewards include:

Celebration Assembly - Children who have gone over and above in their learning and towards our Character Matters traits will be celebrated in front of the school with a certificate to take home.

Marble jars - The class will win a prize (that they decide at the start of the term) when they fill their marble jar. Children receive a marble when they have demonstrated acts of kindness, respect and are ready to learn, which they add to their class jar.

Class Dojo points & Stickers - Children will be given Class Dojo points and/or stickers for demonstrating our behavioural expectations

Walk of Fame (VIP) - When children have done exceptional learning, they will first visit the Headteacher and be given a special VIP lanyard to wear whilst taking their learning on a VIP tour to share with other classes.

'Always' children - Children who consistently demonstrate our expectations will receive Golden Time as a recognition of their positive behaviour

Use of language and restorative conversations to support children

We ensure that the language we use is consistent, affirmative, aspirational, and always communicates high expectations. If something is difficult for a child or they are finding it difficult to regulate, then we can support them in several ways.

Guided conversations:

Children receive support to communicate what has happened using four key questions:

- What happened?
- How were you feeling?
- What can we do next time?
- How can we make it right?

Calming areas:

Children can regulate in class or in our nurture provision by using a 'Calming Areas'. The children are taught to use these and have access to various calming strategies and tools to help them. If they cannot do these independently, then children will be given the opportunity to co-regulate with an adult.

Restorative conversations: These simple and clear conversations help resolve issues quickly whilst maintaining relationships, they help prevent future disruptions, strengthen the child's connections with others and keep our children connected to our positive school community.

Misbehaviour

There will be occasions when action is needed to rectify/respond to misbehaviour. The severity of response will be dependent on the seriousness of the misbehaviour, the individual child, frequency of the misbehaviour and the circumstances involved. To work satisfactorily, sanctions must reflect a clear distinction between minor and more serious behaviour. In all cases, it is considered important that the child is aware of the reason their behaviour is considered unacceptable and encouraged to reflect on how their behaviour affects others. They are also encouraged to determine for themselves how they can put matters right. If misbehaviour involves either allegations of bullying or discrimination linked to the protected characteristics of disability, gender, race, religion and belief, sexual orientation or gender reassignment, the incident will be dealt with according to the procedure set out in this policy. The staff member investigating will seek children's views and accounts on an individual basis.

Supportive steps (including Zero behaviours)

The following acts of misbehaviour are seen as totally unacceptable and will be dealt with accordingly:

1. Violence (physical)
2. Violence (verbal)
3. Stealing
4. Actions which may cause damage to others
5. Constant disruption to class/teachers
6. Racist/homophobic/sexist comments

7. Truancy
8. Damage to pupils'/school property
9. Bullying (other than Low level incidents as defined in the Anti-Bullying Policy)

Special Educational Needs and Duties under the Equality Act 2010

As an inclusive school we have children who come to the school with special educational needs. We respect and love these children in the same way as any other, even if their special educational needs lead to poor or inappropriate behaviour. We also recognise our legal duty under the Equality Act 2010 to prevent children with a protected characteristic being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater for the needs of individual children. While we will not accept poor or inappropriate behaviour, we will make reasonable adjustments in order to cater for children's individual needs. Where necessary, agreed individual strategies will be implemented to support positive behaviour. This may include individual behaviour plans, risk assessment, extra support. Where necessary support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and/or others to identify or support specific needs.

Anti-Bullying

Ribble Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. 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

Bullying can include (but is not limited to):

Emotional - Being unfriendly or exclusionary, tormenting. Demanding money, material goods or favours by means of threat.

Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence **Prejudice-based and discriminatory, including:**

- Racial
- Faith-based
- Gendered (sexist)
- Homophobia/biphobia
- Transphobia
- Disability-based

Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal - Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Signs and Symptoms

A student may indicate by signs or behaviour that he or she is being bullied.

These include if the pupil:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school e.g. toilets
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking
- changes their behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

- Incidents, or accusations of bullying should be reported to a teacher or SLT and recorded on CPOMS.
- Parents will be informed, where applicable and may be asked to attend a meeting to discuss the situation further.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly with a specific plan in place for this to continue.
- Emotional support will be put in place to support the child who has experienced the bullying.
- Support will be put in place to support the instigator of the bullying, and to further investigate the reason behind their presenting behaviours, to make sustained change.
- If necessary and appropriate, police will be consulted
- Monitoring and review of the situation will be completed by class teachers and SLT to ensure sustained change.

Physical restraint

When dealing with an episode of extreme behaviour, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Searching, screening and confiscation

School can search pupil's property if a member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item. Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Prohibited items are:

- Knives or weapons
- Alcohol
- Controlled drugs 10
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects have been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Only the headteacher, or member of staff authorised by the headteacher can carry out a search for potential prohibited items. Confiscated items may be discarded, passed on to Police or returned to parents/carers. School will ensure at each stage we have complied with the DfE's latest guidance on searching, screening and confiscation. We may also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Managing Behaviour outside school

Whilst we have no legal responsibility to address the behaviour of our children outside school, any issues which affect their welfare may become our concern. In such circumstances Ribble Drive Primary School will endeavour to work with parents and other professionals, including the police if necessary, to address the issues to the benefit of the children and their parents. These circumstances may include:

- Disputes which begin in school and continue outside school on an evening or weekend
- Bullying
- Complaints from the local community about the behaviour of children who attend our school

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Suspensions

Internal suspensions

On extremely rare occasions it may be deemed necessary to remove a child from their peer group. This would always be seen as a last resort.

Removal from classrooms - If a child is directed to leave the classroom due to serious disciplinary reasons, the pupil will remain under the supervision of a member of staff and will continue to receive meaningful education.

External suspensions

Suspensions will occur following extreme incidents at the discretion of SLT. A suspension will be enforced under these conditions:

- The child being at home will have a positive impact on future behaviour
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better

If these conditions are not met, other options may include an internal suspension with a member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Re-integration following suspension

Following any form of suspension there will be a re-integration period.

This may include:

- Regular meetings with parents
- Specific plans to support the pupil
- Liaison with other professionals for support

Records

The school uses an electronic system (CPOMs) to record incidents of behaviour. This allows patterns of behaviour to be identified and monitored, as well as allowing monitoring of behaviour generally, by the headteacher. Governors receive a regular update on this through the headteacher's report.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. Enhanced transition for some children will take place particularly for the move to high school.

Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development. All staff working in school will also complete training on Trauma Informed practices.

Stages of support

FOUR STAGES BEHAVIOUR



STAGE ONE - GENTLE REMINDER

1

- ◆ **Purpose:**
A soft nudge in the right direction
- ◆ **Action:**
Gently encourage the pupil and let them think about what's happening.
Repeat your reminder if needed.
Stay calm and slow things down.
Praise right away if they show good behaviour.

STAGE TWO - INTERVENTION

2

- ◆ **Purpose:**
Support them to make a positive choice.
- ◆ **Action:**
 1. Praise others who are doing the right thing.
 2. Remind them of the school values:
✔ Kind | ✔ Safe | ✔ Respectful | ✔ Ready
 3. Tell them they can do it – give a recent good example.
 4. Say clearly what needs to change.
 5. Say “thank you” and give them time to change.

STAGE THREE - REGULATION TIME

3

- ◆ **Purpose:**
Give space to regulate
- ◆ **Action:**
Give them time to access the regulation station - pause, think, and get to return
- 💬 **Quick chat before return:**
What happened?
How were you feeling?
What can we do next time?

STAGE FOUR - SUPPORT

4

- ◆ **When:**
If previous steps don't work.
For any Zero Tolerance behaviours.
- ◆ **Action:**
Notify SLT - they will respond as soon as they can.
Parents/carers must be informed by the senior leader and given a reason linked to behaviour expectations.

Suspension and Exclusions:

Suspensions and Exclusions are a last resort and only applied when behaviour is placing children and/or staff at risk of physical harm.

Behaviour can escalate to this stage without the opportunity to go through the previous stages.

In the event of a child with an additional need, SEND/SEMH is suspended the school expects the child will have had the support and full implementation of any plans and strategies which meets their needs.

The school has a clear process in place to ensure parents/carers are informed, via a phone call in a timely manner regarding a Fixed Term Suspension and ensure that the child is supported to return to school successfully.

Learning packs matched to the child's needs will always be sent home with the child.

On the rare occasions that this occurs, we will:

- Maintain contact with the child or young person and their family throughout the process (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 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 or young person's (and parent's/carer's) voice at the heart of each step of the process.

Please also refer to the CCT Exclusion Policy

The Collective Community Trust Guiding Principles for Behaviour

The Collective Community Trust Guiding Principles for Behaviour helps us to create a caring, stimulating and secure environment in which staff and pupils can learn and engage with one another safely. The Collective Community Trust is committed to ensuring high behavioural standards for all pupils and this statement sets out the broad values and principles that are expected and promoted within our schools.

Each school will have its own Behaviour Policy to support the context of the local school community.

Principles

Each school will create a calm, safe and orderly environment to enable pupils to learn effectively.

Each school prioritises inclusion and will ensure each school community are able to enjoy the learning and activities within their school/Trust free from discrimination.

Each school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness within the everyday practice.

Each school aims to foster a collective ethos amongst its school community and the Trust, promoting values of collaboration, inclusion and innovation.

Each school endeavours to ensure all pupils, staff and visitors always feel safe in the environment through high quality care, support and guidance.

Each school acknowledges and rewards good behaviour.

Each school offers comprehensive support to pupils displaying challenging behaviours considering any barriers the child may have.

Violence, threatening behaviour and abuse will not be tolerated. If parents/carers do not conduct themselves in an appropriate manner, the school/Trust reserve the right to ban them from the premises and if the parent continues to cause disturbance, they may be liable to prosecution. Guidance on physical intervention will be agreed upon by the Headteacher and the LGC and clearly set out each school's Behaviour Policy.

Expectations:

All staff will:

- Provide, and maintain, a safe, caring environment in which teachers can teach and pupils can learn.
- Be alert to signs of bullying and harassment and act in accordance with the school's Anti-Bullying Policy and Safeguarding Policy.
- Through, or in liaison with, relevant members of the pastoral team communicate with parents/carers as soon as possible over a pupil's poor behaviour.
- Promote/develop empathy and respect for self and others.
- Develop in pupils a sense of self-discipline, regulation and an acceptance of responsibility for their own actions.
- Be aware that different strategies may be required when teaching pupils which different needs.
- Try to ensure that pupils are confident of their right to be treated fairly.
- Empower all staff to determine and request appropriate behaviour from everyone.
- Acknowledge that the maintaining of good behaviour within the Trust is a shared responsibility.
- Ensure that positive behaviour is recognised and celebrated.

- Work within a positive, proactive reflective approach to behaviour management.
- Build opportunities to raise pupils' self-esteem.
- Encourage and promote regular attendance and good punctuality.
- Ensure pupils and others are aware of the rights and responsibilities of all members of the Trust community.
- Model what you expect.
- Treat others with kindness, respect and dignity.

Teachers should:

- Make clear the expectations of the learning environment and explain why they are necessary.
- Effectively place and group pupils in their learning space to minimise misbehaviour.
- Enforce and model expectations, dealing firmly, but fairly, with any pupil who does not abide by these, either immediately or soon after the lesson.
- Be a good role model for pupils by being punctual, well prepared and having specific objectives and outcomes for lessons.
- Offer pupils challenging and engaging lessons that are differentiated to pupils' different needs.
- Have high expectations of work, attendance, punctuality and behaviour.
- Create a balance of firmness and friendliness based on mutual respect.
- Make effective use of praise and rewards for good behaviour, as well as good work.
- Know the pupils as individuals - by name, as well as their personalities, strengths and weaknesses.
- Recognise that classroom management skills can be learned and be willing to analyse their own performance and that of others and to share good practice.
- Always treat pupils with dignity, respect and kindness.

Senior Leadership Team / Pastoral Team should:

- Through assemblies, encourage and celebrate positive behaviour.
- Facilitate efficient channels of communication between the Trust, parents/carers, governors, the extended community and outside agencies.
- Ensure that all staff accept responsibility for maintaining the highest standards of behaviour throughout the Trust and in the community, in keeping with those outlined in this policy.
- Model what is always expected.
- Foster a sense of community that encourages staff, pupils, parents and governors to take an active part in promoting good behaviour and learning.
- Monitor and evaluate the school ethos/culture in the light of pupil behaviour.
- Ensure effective pastoral care structures and support structures are available for all pupils.
- As appropriate, ensure consistency of standards and expectations are applied.

Pupils should:

- Abide by the school rules and values.
- Not accept poor behaviour by their peers.
- Support staff in their aim of achieving positive behaviour in all lessons.
- Ensure they are punctual to school and to all lessons.
- Attend school with the correct equipment for all lessons.
- Resolve problems in a non-confrontational manner.
- Be responsible for their own actions.
- Treat others with kindness, respect and dignity

Legislative Framework

- Behaviour in schools: advice for headteachers and school staff Feb 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 require the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

Appendix 2: Trauma Informed Schools – PRRR

Trauma Informed Schools model of **PROTECT**, **RELATE**, **REGULATE** and **REFLECT** enables the school to be trauma and mental health informed.

A Trauma and Mental Health-informed school will be able to demonstrate that they have:

PROTECT

- Increased their 'safety-cues' and invested in a culture of 'social engagement' enabling children to feel safe and thrive academically, socially, physically and emotionally.
- Ensured that all valuable children have easy access to a named, emotionally available adult, and know when and where to find them.
- Helped adjust school staff's expectations of vulnerable children to correspond to their developmental capabilities and experience traumatic stress.
- Removed children from situations they are not managing and those they may find stressful.
- Treated the emotional well-being of staff as a priority.

RELATE

- Developed a whole school approach for ways of relating to vulnerable children to enable them to see themselves, their relationships and the world more positively, rather than through a lens of threat or danger.
- Helped vulnerable children to shift from 'blocked trust' to trust, and from self-help to help-seeking. This will be achieved through the provision of new and novel correctional relational experiences.
- Implemented procedures to transform the inner worlds of vulnerable children from harsh or desolate places to warm, kind places, enabling them to better manage their home situations and life as a whole.
- Provided sufficient repeated positive relational experiences to enable vulnerable children to gain enduring felt knowledge of relationships as nurturing rather than threatening.
- Provided staff with positive relational experiences in school, enabling them similarly to gain enduring felt knowledge of relationships in the work place as fundamentally nurturing.

REGULATE

- Implemented a variety of interventions to bring down stress hormone levels in vulnerable children from toxic to tolerable. This is to support learning and protect against stress-induced physical and mental illness, now and later in life.
- Helped repair brain damage and psychological damage caused by trauma through regulating, playful, enriched and reflective adult-child relationships.
- Through a whole school approach, consistently enabled hyper-aroused children to feel calm, soothed and safe again.
- Helped vulnerable children develop effective stress regulatory systems in brain and body (good vagal tone) through mental state talk, empathy, containment and soothing.

REFLECT

- Trained key staff in the art of good listening (instead of asking lots of questions/giving lectures) mental state talk, empathy and thinking psychologically with children.
- Empowered adults in school to feel confident to develop their relationships with children and to have conversations about their lives.
- Provided children with the means to symbolise painful life experiences through words and

- images as a key part of 'working through' and memory re-consolidation.
- Helped vulnerable children to form coherent narratives about what has happened to them to stop negative self-referencing, re-victimisation of self or others to build self-esteem.
 - Helped vulnerable children to move from 'behaving' their trauma to reflecting, through empathic conversation and appropriate psychoeducation.
 - Helped vulnerable children to grieve and express empowered anger, key to the process of positive change.

Taken from Trauma Informed Schools UK

