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Trauma Informed Behaviour and Relationships Policy

Document Summary

Document Owner:	Headteacher
Version:	2.0
Document Status:	Approved
Date Last Approved:	May 2025
Date of Next Review:	May 2026
Review Frequency:	Annually
Governing Reviewing Committee/Governor:	FGB
DfE Statutory or Optional policy:	S
Appendices:	<p>Reflection sheet</p> <p>Zones of Regulation Posters I feel...</p> <p>Golden Rules</p> <p>Discipline Statement?</p> <p>Lunchtime Expectations</p> <p>Playground Expectations</p> <p>Partner Classes</p> <p>House System</p> <p>Learning Behaviour Chart</p> <p>Code of Good Behaviour Booklet (Separate document)</p>
On School Website?	Yes

Amendment History

Version	Amendment Date	Pg Num	Amendment Summary
2.0	June 2025	1	Change to Trauma Informed Behaviour and Relationships Policy
2.0	June 2025	1	Change in version, approval, review and frequency
2.0	June 2025	1	Change to Appendices
2.0	June 2025	3	Addition of Trauma informed behaviour statement



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2.0	June 2025	3 - 4	Addition of legislation and guidance information
2.0	June 2025	5	References to Thinking about my behaviour removed and replaced by Reflection sheet
2.0	June 2025	8	Updated guidance: Behaviour and Discipline in Schools (February 2024) and guidance Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024)
2.0	June 2025	9	Appendices updated
2.0	June 2025	Throughout	Good behaviour replaced with positive and/or acceptable behaviour
2.0	June 2025	Throughout	Misbehaviour replaced with acceptable behaviour and/or behaviour

Rationale

We believe a well ordered, safe and secure environment is essential in supporting children to develop socially, emotionally and academically. This policy provides a framework to support the school community in aiming to allow everyone to work together in an effective and considerate way.

Aims and objectives

Our overarching aim is to develop a responsible child with a positive self – image who takes pleasure in learning



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It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour Policy is therefore, designed to support the way in which all members of the school can learn and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a House Reward System which develops good relationships and a sense of community across the school. (See appendix House System)

Our Behaviour Policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this Behaviour Policy in a consistent way. We take a trauma-informed approach to behaviour management. Trauma informed approaches to behaviour aim to understand what a child or young person might be trying to say to us through their behaviour. Behaviour that challenges is not always seen as a choice, but often as being a communication of an unmet need.

This policy aims to help children learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards positive and acceptable behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote positive behaviour.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 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 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school



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- Special Educational Needs and Disability (SEND) Code of Practice
- Working Together to Safeguard Children 2023

In addition, this policy is based on:

- Section 175 of the Education Act 2011, which outlines a school's duty to safeguard and promote the welfare of children
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Guidelines

Children should know and understand the school and class rules. High and clear expectations about behaviour should be conveyed to the children and rules should be applied firmly, fairly and consistently. Staff will praise children for demonstrating the expected behaviour and make them aware of the consequences of forgetting the rules.

Rewards and Sanctions

We praise and reward children for positive behaviour and achievement in a variety of ways:

- We non – verbally and verbally praise children
- We give whole class/group awards. When the chart is complete the class have a negotiated treat
- We distribute stickers or House Points to children for positive attitudes to learning, good work or behaviour
- We give written feedback
- We award certificates to children and celebrate their achievement through class/school Stars of the Week displays and Assembly
- We send children to other teachers/staff and the Headteacher to receive special praise
- We give termly awards for the House which has collected the most points.

The school acknowledges the achievements of children, both in and out of school, for example, certificates achieved out of school are acknowledged at the weekly Star of the Week Achievement Assembly.



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Behaviour which breaks the values cannot be ignored and children will be told the consequences of breaking the agreed expectations. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- Children are given non-verbal and verbal warnings
- Children are asked to move to a place nearer the teacher
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task
- Children's names are recorded in a book
- Children are given time out either in own class, in a partner class or during play times in a designated part of the playground. The children are clear about the length of time out, for example by using an egg timer, and the reason why.
- If behaviour impacts others, children may be asked to complete a Reflection sheet with a member of SLT.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child bullies another child, the class teacher records the incident and passes on the information to the Headteacher. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's Parents/Carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child

The class teacher discusses the Golden Rules with each class. In addition to the Golden Rules, each class also has its own classroom charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with our Physical Contact Policy and Positive Handling Policy.

The role of the Staff

It is the responsibility of everyone in the class team to ensure that the school rules are enforced in their class, and that the children in their class behave in a responsible manner during lesson time.



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Staff have high expectations of the children with regard to behaviour, and strive to ensure that all children have the opportunity to achieve the best they can.

Staff treat each child fairly, and enforce the classroom code consistently. Adults treat children with respect and understanding.

If a child repeatedly does not display positive behaviour in class, the class teacher will keep a record of all such incidents. In the first instance, the class teacher deals with incidents in the normal manner. However, if the child continues to need support to show positive behaviour, the class teacher seeks help and advice from the Inclusion Leader or Headteacher.

The class teacher reports to Parents/Carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also use a Home/School Book to convey information between the class teacher and Parent/Carer. If there are concerns about the behaviour or welfare of a child the class teacher may invite the Parent/Carer to a meeting to discuss ways in which they can work together to support positive behaviour.

The Lunchtime Team

The Lunchtime Staff promote positive behaviour based on the agreed rules for behaviour in the dining hall and playground. Any incidents are passed on to the class teacher at the end of the session. Serious incidents are reported to the Headteacher or member of staff deputising.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998 and Ensuring Good Behaviour in Schools doc (2024) 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 Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of behaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school Governors have been notified.



The role of Parents/Carers

The school collaborates actively with Parents/Carers so that children receive consistent messages about how to behave at home and at school.

We explain the rules in the School Prospectus, and we expect Parents/Carers to read them and support them. We send each Parent/Carer a copy of our Code of Good Behaviour.

We expect Parents/Carers to support their child's learning, and to cooperate with the school, as set out in the Home–School Agreement. We try to build a supportive dialogue between the home and the school, and we inform Parents/Carers if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect Parents/Carers to support the actions of the school. If Parents/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 contact the Headteacher. If these discussions cannot resolve the problem, the Headteacher will advise Parents/Carers to follow the Complaints Procedure.

The role of Governors

The Governing Body has the responsibility of setting down the general principles on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these principles.

The Headteacher has the day-to-day authority to establish and implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Behaviour and Discipline in Schools (February 2024) and guidance Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024) We refer to this guidance in any decision to exclude a child from school.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the Parents/Carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the Parents/Carers that they can, if they wish, appeal against the decision to the Governing Body. The school informs the Parents/Carers how to make any such appeal.



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The Headteacher informs the LA and the governing body about a permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The Governing Body has a Discipline Committee which is made up of at least three members. This committee considers any exclusion appeals on behalf of the Governors. When an Appeals Panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the Governors' Appeals Panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes further improvements.

The school keeps a variety of records relating to incidents of concerning behaviour. The class teacher records classroom incidents and the child will then be seen by the Headteacher. We also keep a record of any incidents that result in a child being marked in any way in the Incident Book in the First Aid Room. A child's behaviour may also be recorded on a Major Incident form.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

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 annually. 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.

The Headteacher reviews this policy annually. The Headteacher may, however, review the policy earlier than this if the government introduces new regulations, or considers the policy might be improved. The Governing Body will review the Principles underpinning this Policy when required, but at least every four years.



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Conclusion

There is a clearly identified structure of rewards and consequences. All staff administer these rewards and consequences with understanding, fairness and sensitivity, appreciating the needs of the child, the class and the school.

Appendices

- Reflection sheet
- Zones of Regulation PostersI feel...
- Golden Rules
- Discipline Statement?
- Lunchtime Expectations
- Playground Expectations
- Partner Classes
- House System
- Learning Behaviour Chart
- Code of Good Behaviour Booklet
- (Separate document)

This policy should be read in conjunction with

























Anti – Bullying Policy

Physical Contact and Restraint Policy

Covid-19 Addendum

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Reflection sheet

 <p>What happened?</p>	<div> kicked hit unkind words left out pushed </div>
 <p>How were you feeling at the time?</p>	<div> Blue Green Yellow Red </div>
 <p>How are you feeling now?</p>	<div> Blue Green Yellow Red </div>
 <p>How can you help to put things right?</p>	<div> say sorry sorry card sorry note act of kindness tidy the mess </div>
 <p>What will you do next time?</p>	<div> Be honest Respect others listen to others Be kind, helpful and friendly Persevere </div>

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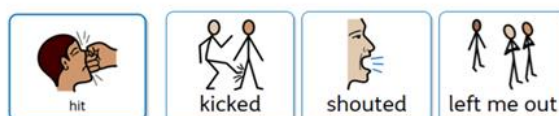
Zones of Regulation posters



I feel....



When you.....



I would like.....



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Golden Rules



Be honest: Take responsibility for your actions



Respect others: Their thoughts, feelings and property



Listen to others



Be kind, helpful and friendly



Persevere: Aspire to be your best



DISCIPLINE

Rationale: Children should behave in a way which respects the rights of others, particularly the right to play, learn and be taught without undue disruption and in complete safety.

Purpose: Our discipline plan provides a practical framework for encouraging, recognising and rewarding good behaviour. The plan has clear expectations and planned consequences for children following or not following the rules. Parents are the most important people to a child and it is in the child's best interests that parents and teachers work together.

- Guidelines:**
- 1 To provide a consistent and fair system of rewards and punishments.
 - 2 To provide a positive approach where children are told what to do e.g. **walk** along the corridor.
 - 3 To give all children the opportunity through "Circle Time" to talk about their feelings and incidents that may worry them e.g. bullying, and help to build up children's self-esteem.
 - 4 To ensure the children can be taught and not allow disruptive behaviour to prevent this.
 - 5 To be aware of personal effort in producing good work, having regard to the child's ability and ensure this is rewarded by the Headteacher.

Conclusion: That the children learn self-discipline so they are able to take responsibility for their actions and understand the effect of their actions on others.



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Lunchtime Expectations



Hands up if you need help



Eat your dinner sensibly



Talk quietly with the children at your table



Always walk in the Hall and line up sensibly



Wait for an adult to say you can leave



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Playground Expectations



Freeze when bell rings

Ask an adult if you need to go inside

Play kind and gentle games. Tell an adult if you think someone is being unkind

Use equipment safely

Walk quietly inside at the end of play

Look after our environment by putting litter in the bin and taking care of the plants





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Zones of Regulation posters

Green Zone



Blue Zone



Yellow Zone



Red Zone







House System at Summerhill Infant School

(This was introduced at Summerhill Infant school in September 2011)

There are six houses in the school: Jupiter, Mars, Mercury, Neptune, Saturn and Venus. Every pupil is allocated a house when they join the school and siblings are put together in the same house. Every member of Staff (with the exception of the Head and Deputy) is assigned a House to look after.

The houses meet regularly to discuss house matters and how the pupils can contribute to the Houses' achievements. It is a good opportunity for children to work and share with older or younger members of the school community.

House points are earned for good behaviour, good effort or kind deeds. Pupils record their house points in each classroom. Once a week the points for each house are counted and the results are announced in the Star of the week achievement Assembly. The house with the most points each term wins the House Cup which is decorated with the house colours – Green (Jupiter), Red (Mars), Orange (Mercury), Blue (Neptune), Yellow (Saturn), Purple (Venus). At the end of each term a reward to be taken in school time, is given to the House with the most points.









The House system provides pupils with a vehicle to demonstrate positive self-initiated behaviours which are in line with the school's code of conduct. Also the House System operates within the School to further each child's sense of belonging. Inter-house competition reinforced each child's obligations to other members of their House. This creates a school environment in which every child feels they belong.



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Name	Platinum 5HP 	Gold 3HP 	Silver 1HP 	Bronze 	
Listening 	I am a brilliant listener and I enjoy listening because I know this will speed up my learning and mastery	I always listen and this helps speed up my learning	I always listen and this helps me learn	I usually listen and when I do, this helps me to learn	Not listening stops me and others from learning
Participation and Collaboration 	I enjoy taking part in all class activities. I know that joining in all class activities helps me and others speed up our learning and mastery	I always join in class activities and my ideas speed up my learning	I always join in with class activities and this helps me learn	I usually join in with class activities and when I do, this helps me to learn	Not joining in with class activities stops me and others from learning
Perseverance and Resilience 	I enjoy challenging myself in and out of school and I know there will always be next steps in my learning	I always rise to new challenges and know the next steps in my learning	I can rise to a challenge and this helps me learn	I usually rise to a challenge and when I do, this helps me to learn	Not rising to a challenge stops me from learning new things.
Presentation 	I know that presenting my work well will help others see what I have achieved and mastered	I always take pride in my work and edit it to make sure it is my best effort	I always take pride in my work and give my best effort	I usually take pride in my work and try my best	Not taking pride in my work stops others seeing what I am able to do.



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Completion 	I enjoy showing others the key skills asked for in all my school work and homework and know this will help me master key skills and help others plan my next learning steps	I always show the key skills asked for in all my school work and homework and this helps others to plan the next steps in my learning	I always show the key skills asked for in my school work and this helps others plan the next steps in my learning	I usually show the key skills asked in my school work and this helps others plan the next steps in my learning	Not showing the key skills asked for in my school work stops others from planning the next steps for my learning
Organisation 	I am excellent at organising my time and resources. I can recall and choose which key skills will help me show mastery	I always organise my time and resources well, this helps me and others with me speed up our learning	I always choose the resources I need. I use my time well, this helps me learn	I usually choose the resources I need for my activity, this helps me to learn.	Not organising myself stops me and others from learning