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Federation Behaviour and Prevention of Bullying Policy

Our Federation will be a place where children and staff can feel safe and learn without disruption. Through application of our behaviour policy, children are supported to ensure this can happen for everyone.

- We will encourage an environment where parents/carers, staff and children feel able to discuss situations without fear of recrimination.
- Parents/carers should feel confident that we have the procedures in place and to ensure children are aware of what is acceptable behaviour, to support them to achieve this and to deal with any problems that may arise.
- Parents/carers will be encouraged to communicate any concerns they may have which affects their child's well-being.
- Parents/carers are expected to support the Federation in ensuring their children understand our behaviour expectations and allow all children to learn and feel safe.
- All staff will promote positive behaviour and relationships to ensure the well-being of our Federation community. They will be able to recognise when they need to support children with their behaviour, and how to deal with inappropriate behaviour, including bullying.
- Our Federation policy should be the plan for the majority of children. In addition, some children may require an Individual Risk Management Plan or a Positive Behaviour Plan to formalise strategies that differentiate from this policy. However, this is designed to support them to learn and act within our behaviour policy expectations.
- Children will be encouraged to be responsible for their own actions and behaviour and acknowledge their part in any incident and how this has affected others. This includes reflecting on what they can do differently the next time for success.
- We will be proactive in gathering the children's views on feeling safe in school. This may be done through assemblies, PATHS and specifically planned sessions, interventions and activities.

We have high expectations in terms of the behaviour in our Federation. We expect all in our community to follow the agreed Golden Rules which are:

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

These rules are central to promoting positive behaviour in our schools.

Every child has the right:

- To be secure, safe and able to learn without disruption
- To work within a safe and supportive physical and emotional environment
- To have trusted adults or friends to talk to if there is a problem
- To receive help and be listened to when hurt or upset

- To feel valued and respected within our community

We wish to promote and reward good behaviour, in conjunction with the Golden Rules. We work with the children to develop good relationships, high expectations of behaviour, clear procedures, and encouraging and expecting children to be responsible for their own actions and behaviour. The children in our Federation are continually learning about relationships and behaviour, therefore the emphasis is on promoting positive relationships between the members of our Federation community. The PATHS curriculum, other PSHE learning and rewards in school, such as dojos are used to promote positive behaviour and strategies across the schools.

Parents and carers should feel confident that we have the procedures in place to deal with any problems that may arise and of our approach to dealing with unacceptable behaviour. Parents/carers will be made aware that they are welcome to communicate about any matter regarding the behaviour of their child or any other member of the Federation community and this will be followed up where appropriate.

All staff are made aware of the expectations for behaviour within the schools and the procedures for dealing with unacceptable behaviour in order to ensure consistency of approach and future success.

Promoting positive behaviour and prevention of bullying
We have a number of measures in place to promote good behaviour and encourage positive relationships and thereby deter/support the prevention of unacceptable behaviour and bullying in our schools. We want to ensure we have a culture of positive behaviour and that all children and adults know that this is the expectation. Staff will work together and take action when behaviour does not meet Federation expectations and support will be offered to children and staff to consistently promote and enable good behaviour and positive relationships.

These measures include:
- Whole Federation implementation of the **Golden Rules**. These are displayed throughout the schools, referred to in assemblies, teaching, PSHE time and when dealing with any kind of inappropriate or unacceptable behaviour. We emphasise the Golden Rules in our schools and encourage children to follow them and the values they promote. Unacceptable behaviour, in discussion, will be referred to in the context of the Golden Rules as appropriate.
- From September 24, a 'Steps for Success' board will be in all classes from Year 1 to 6. All classes will have a green, silver and gold shape and all children start the day on green, with the aspiration to move to silver throughout the day for excellent behaviours for learning and conduct. If children are not following the Golden Rules, their name is removed and popped in the pot, with the expectation they will improve their presenting behaviours to get back to green or above. A consequence is then put in place if a child continues to not be on the Steps for Success board.
- The class teachers will choose two children each week for Gold. Gold reward time is then put in place for those children.
- Children with additional needs will work within this system at appropriate levels in relation to their needs or difficulties which link to any plans in place. The Senior Leadership Team will make regular checks to highlight any children that may need further support or consequences and those that need additional reward.
- A structured approach to PSHE, which in addition to being an integral part of the whole curriculum is also taught more explicitly through a planned programme of **PHSE sessions** and **assemblies**. PSHE time will deal with issues such as feelings, dealing with conflict and forming positive friendships. Assemblies will also link to the values.
- **Enrichment activities and planned interventions** look at building positive relationships and dealing with conflict.
- Use of **Playground Pals.** Playground Pals will be used to offer friendship and to support positive play and interactions. Upper KS2 children will support younger children at lunch times.
- **Planning activities** that promote the development of social skills, such as role play situations, modelling of appropriate behaviour, drama activities etc.
- **Reward systems** that reward good behaviour, such as dojos, Executive Headteacher rewards, being on the Steps for Success board.
- **In class,** in order to encourage positive behaviour and maintain a positive learning environment, staff will give clear instructions, such as 'Go back to your table and tidy the area please,' and also give 'wait time', if

appropriate, to allow a child to make a positive choice. During this time, staff will look for something positive and praise this.

- **At all times,** staff will look for appropriate or exemplary behaviour and acknowledge this and provide specific praise to groups and individuals.
- For **low level, inappropriate behaviour,** such as 'fidgeting' on the carpet or not engaging with a piece of work, children will be reminded of what they should be doing and what the expectations are. This may include a simple question or reference to children who are demonstrating what is expected, for example 'How should we be sitting on the carpet?' or 'Group 2 have completed task 1 and I can see they have quietly moved on and are starting task 2.' If the low level/inappropriate behaviour continues, a warning will be given in line with expectations. If the inappropriate behaviour continues after this specific reminder appropriate sanctions will be given, such as a loss of playtime, coming off the Steps for Success board or a discussion with the class teacher/SLT. Positive comments will be made for making positive choices.
- **PSHE strategies** will be taught, supported and used in school.
- **All children** will be made aware the expectation when asked to do something is 'first time, every time'.

Consequences

Children are taught that all behaviour has a consequence. Making an unsuitable behaviour choice, means a consequence is issued.

- Children who distract others or refuse to carry out work will have to pay back that time from break or lunch breaks. Lost learning time will be made up. Work not carried out will be sent home with the expectation it is completed there where required.
- If children leave the classroom without permission, or as part of a PBP, they will pay back this time in their free time.
- Loss of break or lunch time is given as a consequence for some incidents. The purpose of this is to reflect on what has happened and think about making better choices the next time. At Juniors there is a space for lunchtime detentions in the library. The reflection sheet should be added to CPOMS by the person who issued the consequence once they have had the restorative discussion with the child.
- If children persistently disrupt the learning of others, they go to work in a different area to allow the other children to carry on with their learning uninterrupted. This could be another classroom with a teacher or SLT will collect the child to work under their supervision. Children should not be sent out of the classroom unaccompanied.
- If a child is behaving in an unsafe, unkind or dangerous manner at break or lunch, consequences will include walking with the adult or being taken in to miss the remainder of their session and/or a discussion with SLT or any other consequence deemed appropriate.
- In extreme or persistent cases of unacceptable behaviour, breach of the behaviour policy including persistent disruption or assault or dangerous behaviour towards others, a suspension or permanent exclusion will be considered and carried out by the Executive Headteacher. In cases of exclusion the Governing Body will be notified. Local Authority and National guidance is followed in relation to suspensions and permanent exclusions.
- Behaviour incidents are recorded on CPOMS, our centralised system. This is seen by all relevant staff and patterns of behaviour can be addressed and supported as a result.

Examples of unacceptable behaviour.

- Harming another child or member of the Federation community, either verbally or physically or threatening to do so
- Failure to follow instructions from an adult or refusing to co-operate with members of the school community
- Breaking the Golden Rules
- Stealing or damaging school property (parents/carers will have to fund a replacement or repair)
- Rough play, including fighting games
- Talking or being disruptive on occasions such as assembly or during lesson time
- Encouraging others to behave inappropriately
- Witnessing anyone being hurt and not getting help, witnessing incidents that are outside of our behaviour expectations or failing to do the right thing in such a situation
- Being rude or disrespectful to others in any way

- Leaving the classrooms, learning space or buildings without permission or leaving a group on an external activity
- Refusing to complete work or tasks in the time given
- Preventing others from carrying out their work or any other activity they are engaged in
- Bullying of any kind
- Anyone being harassed, bullied or receiving unwanted behaviour related to a protected characteristic that violates dignity or creates and offensive environment. (Protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, ethnic or national origin), religion or belief, sex or sexual orientation)

This list is not exhaustive

Teaching staff are responsible for informing parents/carers of any incidents and sanctions on the day and recording these on CPOMS so a comprehensive record is kept.

If necessary, for a serious incident, SLT will make the contact. If the teacher is absent on the day, SLT will ensure parents/carers are informed, either by the TA or by SLT. This also will be recorded on CPOMS by the person sharing this with the parents/carers.

Definition of bullying and cyber bullying

Bullying is consistent, intimidating behaviour by an individual or group, causing insecurity, anxiety and fear. It can be physical, verbal or emotional, or could involve demanding/asking for money, and may alter the personality of the person being bullied. Younger children may not be aware that their behaviour constitutes bullying.

Cyber bullying is an aggressive act experienced repeatedly over time with an intent to cause harm by using the internet in any way, including via a social media platform. This can be through websites, mobile phone messages, video calls/conferences, e-mails, social networking sites, instant messenger/messaging apps which include messages sent to individuals or a group.

Bullying behaviour

Staff and parents/carers consider that the following actions, if repeated continuously with the intention to hurt, threaten or cause injury to another person, constitute bullying: taunting, thumping, kicking, spitting, chasing, rejection, name calling, jibes, teasing, threatening, telling someone to take things, picking on someone, hair pulling, biting, ganging up, harassment, snatching, pushing over, dominating, inciting fear.

The following actions constitute cyber bullying: name calling, teasing, threatening, picking on someone, ganging up, harassment, dominating, inciting fear.

Bullying

Bullying in any form is unacceptable in our Federation. We do not accept any form of behaviour that hurts, threatens or frightens any member of our community.

We maintain procedures to deal with any incidents of bullying that may arise. We work with parents/carers to develop good relationships, clear procedures and positive action. The emphasis in our federation is on promoting positive and supportive relationships between the members of our school community. We are aware bullying may occur between children, adults and children and also between adults.

Possible reasons for bullying

To get attention, to feel powerful, because of their own insecurity, having been bullied themselves, wanting to be friends, to get their own way, through lack of confidence, under developed social skills, lack of positive role models outside of school.

Signs of bullying

Staff and parents/carers will be alert for the following signs which could indicate bullying: bruising, scratches or other physical injuries, changes in behaviour or personality, reluctance to come to school, poor standards of work, lost or damaged belongings, crying, not wanting to go out to play, recreating situations in role play, discussing anxieties or fears in circle time. This list is not exhaustive and could be related to other factors or factors outside of school also. If parents/carers are aware of any incidents that cause them a concern about their own child, they should bring them to the attention of the class teacher or Executive Headteacher or SLT immediately if the child has not felt able to do so. Staff will always act on concerns but cannot support a child if the school has not been made aware of them.

Helping the children

- The victim should tell a parent/carer, a teacher or other adult in school, or a friend.
- The victim will have opportunities to talk and be listened to.
- The victim will receive reassurance that action will be taken and matters will be discussed with parents/carers as appropriate.
- The victim will receive guidance on what to do if it happens again.
- The teacher will offer to pair the child with another child for break times and playtimes if they need support in social situations at these times.
- The victim will also be reminded about the 'playground pals' and how they can help if required.
- The perpetrator/'bully' will receive consequences for their behaviour and will also have opportunities to talk and be listened to as staff support and enable change, learning and promote positive behaviour and Federation expectations. The perpetrator will be monitored and have parents/carers informed.

Dealing with cyber bullying

Staff will:

- Monitor use of ICT equipment used in school where children can access the internet.
- Report and record details of online safety and cyber bullying incidents in line with Federation expectations. SLT/a Designated Safeguarding Lead will follow up all concerns/incidents.
- Increase awareness of pupil understanding of what cyber bullying is, and what to do if it happens to them.
- Contact parents/carers, as appropriate, and consider onward referrals to outside agencies such as the police, Child Sexual Exploitation Team or the Harmful Sexual Behaviour Team when appropriate.
- Ensure staff are aware of issues around consensual and non consensual sharing of nude and semi nude images and respond appropriately

In addition to this, we will teach online safety and ensure children have the confidence to deal with any related incidents appropriately as well as safeguarding themselves in the first instance.

We also send out a termly Online Safety newsletter to parents/carers and publish this on the website.

Dealing with unacceptable behaviour or incidents of bullying

1. The staff member will take immediate action themselves, and, if appropriate, bring the incident to the attention of the class teacher or Senior Leadership Team. For example, for cases of verbal or physical injury to someone or in cases where a child has not responded to warnings and continued to behave inappropriately the SLT will be informed.
2. If a child is persistently disrupting the learning of others, despite warnings and support, SLT should be called to remove the child from the class to a quiet space for reflection and discussion. Children are expected to comply with that instruction.
3. The staff member dealing with any incident will discuss this with the child(ren). Children will be encouraged to take responsibility for their own actions and to think about the feelings of the other children involved, especially in relation to the Golden Rules and the values. Children will be supported to learn how to deal with negative feelings in an appropriate manner. Communication with parents/carers is decided upon on a case-by-case basis. As required, appropriate additional support may be put in place.
4. If necessary, the school will discuss with parents/carers methods of helping their child deal with feelings/emotions etc. and refer them to outside agencies if it is a more persistent problem. By supporting at a young age, we can ensure the child is able to manage their emotions throughout their development and into their adult life.
5. If appropriate, the 'bully' and the 'victim' may come together to discuss the behaviour and ways forward. If appropriate, the 'bully' will be allowed to hear the feelings of the bullied child(ren).
6. Staff will work closely to support parents/carers and children in relation to all incidents of bullying.
7. Following procedures to deal with incidents, the situation will be monitored as necessary until the problem is resolved. We will check back with the child as appropriate and ensure they know they can talk to a trusted adult whenever they need to going forwards.
8. Staff will record incident details and all relevant information, action(s) taken on CPOMS and other notes will be shared with relevant staff.
9. Consequences will be given as appropriate. This may include missing playtimes/lunchtimes, having specific privileges removed and planning specific sessions for support. This is not an exhaustive list. If deemed necessary, a positive behaviour plan may be set up for children. Consequences will be discussed with the children concerned, if appropriate. It will be made explicit to the child that it is their actions and behaviours that are not acceptable.

10. In extreme or persistent cases, suspension or permanent exclusion will be considered and carried out by the Executive Headteacher. In cases of suspension or exclusion the Governing Body will be notified. Local Authority and National guidance is followed in relation to fixed term and permanent exclusions.

The use of physical intervention:
All staff who work with children will have received training in the Norfolk Steps programme. This will be delivered by fully trained Lead professionals within the school. This is a programme based on therapeutic principles to understand and respond empathetically to children's behaviour. The are two levels to the Steps programme: Step On and Step Up.

Step ON covers the understanding and de-escalation of children's behaviour using a variety of key elements including;

Consistent responses to a child
The centrality of relationships
The neuroscience of behaviour
The importance of verbal and non verbal communication
Focusing in on a restorative approach.

Step On also covers non restrictive physical intervention techniques such as guiding and escorting. This is the part of the programme that all staff receive training in on a regular basis.

In line with the DfE Guidance on The Use Of Reasonable Force staff may use reasonable force to physically intervene in order to prevent harm.

The force used will be 'reasonable, proportionate and necessary' to prevent harm in any one of the following ways:

- Harm to themselves
- Harm to others (pupils or adults)
- Damage to property
- A criminal act
- Disruption that leads to the loss of educational opportunities for other pupils

Step Up is only delivered to identified staff who work around children where there is a foreseeable risk of them requiring the use of restrictive physical intervention. This will be based on an audit of need around the child and will be discussed with parents.

Staff will take steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion. Only the minimum force necessary will be used and staff will be able to show that the intervention used was a reasonable response to the incident. All incidents would be recorded and shared in line with current DfE guidance on the use of reasonable force.

Norfolk Steps techniques seek to avoid injury to the child; however, it is possible that accidental and non-intentional bruising or scratching can occur as an unfortunate out come when trying to maintain safety. Such outcomes are not necessarily an indicator of misuse of the technique. Full evaluation and review of such outcomes will be undertaken by personnel from the senior leadership team.

As an integral part of the Steps approach children will be encouraged to take the opportunity to talk about their feelings about the use of restrictive physical intervention during restorative conversations post incident.

References to other guidance referred to by the school
DfE Screening, searching and confiscation advice. The school shall refer to this advice as guidance as necessary. See DfE website for most up to date references.
DfE Use of reasonable force advice. The school shall refer to this advice as guidance as necessary. See DfE website for most up to date references.

Keeping Children Safe in Education. The school refers to this guidance as necessary.
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
For a range of other guidance materials please also see Appendix 1.

Equality Impact Statement

The Governors have reviewed this policy giving due regard to their responsibilities with respect to the equalities agenda, in line with legislation. They believe that the policy reflects a positive attitude and approach to all members of the school community.

Review
This policy was reviewed in July 2025 for September 2025 implementation and will be reviewed annually thereafter.

Chair of Governors: Jill Wilson
Executive Headteacher: Joanna Pedlow

Agreed by the Governing Board for 1st September 2026

Appendix 1

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
    - National Bullying Helpline: www.nationalbullyinghelpline.co.uk/cyberbullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

Note: *Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)*
www.gov.uk/government/publications/preventing-and-tackling-bullying

Appendix 2
Systems underpinning the Behaviour Expectations

Steps for Success Board
See above

Dojo points awarded in KS1 and 2
Weekly class winner receives a certificate.
Winning class is announced in assembly and that class receives a five minute extension on their break.
Parents/carers are able to see these being awarded via the app.

Stickers and Stamps
Stickers and stamps will be awarded in line with the children's needs and preferences

Sweets in the Jar
This is used in Reception for whole class rewards as they do not have dojo. It links to the value of collaboration.

Excellent Learners Board in KS1 and 2
This is completed weekly for the class and celebrates those displaying the different aspects of Excellent Learners

Star of the Week
Each class in KS1-2 will award a 'Star of the Week' certificate relating to behaviours for learning, conduct etc. These are awarded in celebration assembly.

Good News Phone Calls
Teachers are expected to make two of these per week as part of their work to meet the Teacher Standards. These should be recorded on the tracker and CPOMS.

Golden Rules
These are displayed in every classroom and referred to in supporting and addressing behaviours.

Positive Choices Reward Break
In year groups where this is a positive way to support positive behaviour choices, a 5 minute afternoon break between lessons will be given for children who have made positive choices This does not have to be outside.

SEN Resources
We use a range of resources such as chair bands, fidget toys, sensory equipment. This can be used as long as it is used for the purpose for which it is intended. If it is not, it is removed as it is not supporting a need.

Positive Behaviour Support Plans
These are in place for those with additional needs in order to support them to act within our behaviour expectations and ensure all children, including them, feel safe and are able to learn.

PATHS Person/Special Person and Compliments
Each day one pupil is chosen for this role. They receive compliments and a slip to take home.

Values
We have agreed on six core values for the academic year 24-25.
These are:
Autumn 1 – Respect
Autumn 2 – Honesty
Spring 1 - Resilience
Spring 2 - Collaboration
Summer 1 - Kindness
Summer 2 –Empathy

All values are introduced at the beginning of the academic year and referred back to throughout the year, with a deeper focus each half term on each one.
Staff must be aware of the values and model them in their everyday work and conduct.

Celebration of Good Work and Achievements

Staff should send children to the SLT to be acknowledged for demonstrating the values or positive behaviours for learning. They may then receive a sticker, stamp or other acknowledgement from SLT. SLT should send an email to parents recognising positive behaviours and achievements they have seen and put this on CPOMS

Reintegration Plans

These are co created with parents/carers, child and staff following a suspension to support a successful reintegration and also set out clearly behaviours that are expected to avoid a further suspension or exclusion.

Appendix 3

Understanding Children Who Have Suffered Trauma

Understanding the child's behaviour

The behaviour of children who have suffered trauma can mean they are often heightened, hit out, scream, destroy property and sometimes attack staff. This might seem challenging and even overwhelming at times.
However, these behaviours are not acts of defiance or malice. They are expressions of deep emotional pain, rooted in their traumatic experiences,, including possible family or placement moves and exposure to domestic abuse.
Every move the child has or change in adults in the home, parental relationships etc feels like another rejection, further eroding their sense of stability and self worth. Adding to this is also possibly the trauma of having witnessed domestic abuse, which profoundly impacts how they perceive relationships, trust others, and regulate their emotions.

How domestic abuse or parental abuse affects the child's behaviour

1. **Heightened vigilance and anxiety**
   Living in an environment of domestic abuse can teach a child that the world is unsafe and unpredictable. They may constantly be on high alert, scanning for danger or threats even when none exist. This hyper vigilance can explain their heightened state and why they may seem 'on edge' much of the time.

2. **Learned behaviours and survival skills**
   Children who witness domestic abuse or are abused often internalise what they see. They may act aggressively or destructively because they have learnt that aggression is a way to express emotions or gain control in chaotic situations. Alternatively, they may lash out as a defensive mechanism, assuming others will hurt them first.

3. **Feelings of guilt and shame**
   Children who witness abuse or experience abuse often blame themselves for what happened, even though it was beyond their control. These feelings of guilt and shame can fuel their outbursts and self-destructive behaviours, as they struggle to process emotions they don't fully understand.

4. **Difficulty trusting relationships**
   Witnessing domestic abuse or being abused can warp a child's understanding of relationships. They may view others as [potential threats or expect any connections will end in harm or abandonment. This mistrust leads to testing boundaries and pushing people away, both consciously and unconsciously.

5. **Emotional Dysregulation**
   These children have not learnt how to process or manage their intense emotions in a healthy way. When faced with frustration, fear or sadness their only outlet is to scream, hit or destroy because they lack the tools to communicate or self soothe or regulate alone.

What can we do as a team?

1. **Provide a safe and stable environment**
   Consistency and predictability are key. The child needs to know that the adults around them are reliable and that boundaries are frim but kind. A structured environment helps reduce their sense of chaos and allows them to begin feeling safe.

2. **Model healthy emotional regulation**
   Staying calm in the face of the children's escalations is crucial. By modelling emotional control and showing that you won't respond to aggression with aggression, you help rewire their understanding of relationships.

3. **Approach with compassion**
   Always remember: their behaviour is rooted in pain. Avoid taking outbursts personally and instead focus on the underlying emotions driving their actions. Respond with empathy and validation, even when their actions are difficult to handle.

4. **Teach emotional skills**
   Over time we can help them develop healthier ways to express their emotions. Techniques like naming their feelings, deep breathing or use of the calm corners or the calm rooms can slowly build their emotional toolkit.

5. **Celebrate trust and small steps**
   Gaining a child's trust when they have experienced trauma, neglect, abuse or domestic violence will take time, but it is foundational. Celebrate small moments when they show trust, vulnerability or positive behaviour. These are significant milestones on their journey to healing.

6. **Work together as a unified team**
   Trauma informed care is most effective when staff work together. Share strategies, communicate consistently and support one another in maintaining the child's safety and stability.

One final thought

These children have faced unimaginable hardships at such a young age. Their behaviours are not who they are but a reflection of what they have endured. With patience, understanding and a commitment to their well being, we can help them to rewrite their story. Our role is to provide the safety, care, consistency and tools they need to heal, grow and begin to trust the world again. It is a challenging journey, but one that can change their lives, and ours, for the better.

Thankyou for your commitment to all of the children that have suffered trauma, witnessed domestic violence or been abused or neglected in any way. They will remember your kindness and your belief in them forever.

Appendix 3:

Support Structures for Consistency

Set positive expectations:

- **Attention to best behaviour always.**
- **Set behaviour expectations.** Make it clear to your class/group what you are looking for.
- **Positive over talk** (talking adult to adult to model the expectations when children are finding it difficult to manage behaviours eg 'When I feel upset, I would go to the book corner for five minutes brain break.' 'Mrs x I have noticed Bob has worked exceptionally hard today, I think they deserve a dojo, do you?)
- **No staff member will talk over low level disruption** – staff will wait and engage full attention and remind of expectations. If I am talking, you are listening.
- **Tone / pace / intonation** Adults to be aware of how they are presenting to the children. Adults should remain calm at all times. and by modelling appropriate tone and intonation we will support them to do the same.
- **Encourage and publicly recognise positive behaviours for learning** (excellent learners/golden rules/values).
- **Reasonable adjustments** are made for selected children (positive behaviour plan/IEP/SEN) in order to support them to work within behaviour expectations. All staff follow the plans consistently at all times
- **Low level disruption:**
    - Be aware of functions of behaviour / triggers. Use the roots and fruits tool and record on CPOMS Praise those who are following instructions (link to Steps to Success board, excellent learner/golden rules and expectations. This praise will be part of a dialogue between the class staff team).
    - Non-verbal reminder (this may be a pause, hand signal).
    - Verbal reminder to class ("I am just waiting for everyone to be ready and have followed the last instruction" - repeat instruction if needed, praise those who are doing it).
    - Verbal reminder to specific child/children (Do you know what you need to do? Did you understand? Do you need any help?).

Continued undesirable behaviour:

1. **Options given** – Limited choice. 'Are you completing this at your table or in a quieter space?
2. **Verbal support** – I can see you are finding this hard to manage, I would like to see you following instructions now do you need any support to do this?
3. **Verbal warning -** If you continue this behaviour I will need to remove you from the Steps to Success board and there will be a consequence. Professional judgement will be used for a proportionate consequence for the behaviours seen.
4. **Removal from Steps to Success board -** Child will be removed from Steps to Success into desk/pot etc. (Child will move back onto the board when they rectify behaviours). If you are in the 'pot' at break or lunch, a consequence of time missed from free time will be given or a discussion with staff.
5. **Failure to rectify behaviours with support offered or complete work in time given -** Time from free time reflecting on behaviours and how to change this in future. (Child will move back onto the board if they rectify their behaviour). Detention/time out given. (30 minutes)
6. **Continued undesirable behaviour** - If behaviours continue to not follow expectations, parents will be informed by the class teacher and asked to support with reinforcing the expectations at home. SLT will be called and if the behaviour is disrupting the learning of others or affecting the safety of others, SLT will be called and the child will be escorted to reflect on what has happened and complete their learning. Detention will be put in place. (60 minutes)
7. **Information about the child's behaviour -** will be shared discretely with SLT and not in front of the class or other groups of children. (SLT will go to class, children are not to be sent to or walked to the office for undesirable behaviour).

This will be followed as far as is practical, but cannot cover all situations. Professional discretion will be used and some behaviours may merit going straight to a detention or other consequence.
Teachers should record significant incidents and information on CPOMS and share with SLT. Teachers should use professional judgement as how to communicate this effectively with parents/carers in relation to how they best receive this information. Persistent disruption to the learning of others is not acceptable.