EASTON ROYAL ACADEMY

EXCELLENCE & ADVENTURE

Trauma-Informed Behaviour & Relationships Policy

2026 - 2027

Being Ready, Respectful & Safe

Diversity, Empathy, Integrity, Equity, Community, Curiosity and Aspiration

Aims & Values

At Easton Royal Academy, we aim for **Excellence & Adventure** in all we do. Our aim is to be an excellent school where **everyone** is supported to achieve their very best and where learning is adventurous, with inspiring and engaging lessons that take us from our comfort zones into the exciting and unknown.

We are committed to empowering our children to be successful in their learning and we continually promote an ethos where everyone feels safe and happy.

We want to support children to develop their character as whole people and we do this through constantly promoting our 7 core values of **diversity**, **empathy**, **integrity**, **equity**, **community**, **curiosity** **and** **aspiration**.

Our Children are taught to be:



This underpins everything we do at Easton Royal and is our code for high expectations for behaviour; you can feel, see, and hear it.

At Easton Royal Academy, we have a whole school agreed approach. An agreed whole school approach is achieved when everyone – staff, children, and parents – have a shared understanding of what is acceptable and unacceptable behaviour.

Our policy is set out in 3 sections:

1. **The core principles behind our approach**
2. **The details of our approach**
3. **Supporting documentation**

SECTION 1 - The Core principles behind our approach

The Easton Royal Academy (ERA) approach to behaviour is based on four key principles:

A. **Good relationships matter: our staff 'relentlessly bother'.**
B. **Behaviour is always an expression of need: children are held in universally positive regard.**
C. **Routines & consistency are key.**
D. **Reflection is a good teacher.**

A. Good Relationships matter: our staff 'relentlessly bother'

"I have come to a frightening conclusion. I am the decisive element in the classroom" (Ginnott, 1972)

"Some children follow rules, some follow people" (Dix, 2017 p141)

Research collated by the Education Endowment Foundation (EEF) confirms that teachers knowing their children well can have a positive impact on classroom behaviour. Like adults, children respond positively in relationships when they feel known, understood and cared-about. Additionally, knowing children well can help adults address causes behind unhelpful behaviour and also to design and structure their responses to behaviour in an appropriate and useful way.

In his book 'When the adults change, everything changes' (2017, p39) Paul Dix writes that:

*"It is the small stuff, the daily acts of care, the perpetual generosity of spirit, the interest that you show in their lives that matters most – what Howells Roberts calls **'botheredness'**… building positive relationships with students is...the thoughtful remark at the door of the classroom, the additional compliment on a piece of work or the simple act of remembering: 'How was the visit to your cousin's house this weekend?' The effort is minuscule but the impact is huge"*

The very small size of our school means that all of our adults get to know the children very well. The relatively small number of children on roll means we are able to share information about them as individuals among the whole team over their whole time with us.

One cornerstone in our practice building relationships is that staff are well-prepared in the mornings and particularly attentive to children between 8:30am and 8:40am as they arrive. **Each child is greeted personally and staff use this time to talk with them informally and get to know them. This time can be used to target children with whom they have found it more difficult to connect** and there is more information on how this can be done within the EEF recommendations.

B. Behaviour is always an expression of need: children are held in universally positive regard.

We recognise in our responses to negative behaviour that there is no such thing as an innately 'badly behaved' child and there is always something else behind unwanted behaviour. We use our knowledge of children and our relationships with families to look in a holistic way at potential drivers behind children's behaviours.

The EEF report notes issues such as:

Pupil/staff relationships, low self-esteem, inappropriate level of challenge, inappropriate scaffolding in place, changes at home (for example bereavement or parental separation), break down in or lack of positive friendships, peer pressure, sleep issues

Staff at ERA are vigilant that negative behaviour could be a sign the child is experiencing or has experienced:

- **Abuse: emotional, physical, sexual and/or neglect;**
- **Harmful sexual behaviours (HSB), including peer on peer abuse;**
- **Bullying, including online bullying;**
- **Discrimination**

There are also a range of special educational needs which have an impact on how children behave and specific advice is always sought where needed. The EEF report recognises that universal behaviour systems are unlikely to meet the needs of all children and that some children will need a more personalised approach which has equally high expectations for the child. As with all special educational needs and disabilities, children will need scaffolded support in order to meet the same behavioural expecations as other children.

A word on trauma and attachment:

There is much research on the impact of trauma, adverse child experiences (ACEs) and attachment disorder on children's behaviour. Paul Dix (p151) writes that,

> *"We know enough about trauma and attachment to know that punishment will never cure it. Yet I meet children all the time who are acting out at school and it is interpreted as 'naughtiness'. These are often the children in the boothed 'growth mindset room' or with their names perpetually on the 'red traffic light'; the children closest to permanent exclusion; the children who most need stability".*

He goes on to write that,

> *"Using punishment as a cure for attachment disorder is rather like treating a broken bone with a big hammer. At times it feels barbaric: children who are screaming with the pain of terrible loss being singled out and given isolation instead of love"* (p152)

At ERA we take every step to make sure that our response to behaviour does not single out or shame any child. We talk to children and about children in a way which shows we

hold them in universally positive regard, irrespective of the choices they are making. Details can be found in section 2: 'Our Approach'.

C. Routines & consistency are key

"It is certainty that is at the heart of all exceptional behaviour practitioners. Many confused his with strictness or being tough. They couple it with huge sanctions and crushing punishment. But anger and aggression is unnecessary; certainty is powerful enough on its own" (Dix, p58)

We recognise that children need adults to behave consistently and that we are only able to achieve an excellent learning environment with excellent behaviour through clear and consistent policy and practices. We achieve consistency through regular training, peer support and reflection about our individual and whole-school response to children's behaviour; though our 3 clear school rules **(ready, respectful, safe)**; through the use of microscripts and carefully structured restorative meetings; and through our 'behaviour blueprint' (appendix 2)

D. Reflection is a good teacher

"Punishment doesn't teach better behaviour…there is no connection, no mirror being held up for the child, no calm examination of where they went wrong and what they can learn for next time. Punishment is not a good teacher. It is scattergun, random and disproportionate. Restorative approaches teach behaviour. Simple." (Dix, 2017 p125)

Our policy and practices are built upon the idea that if good relationships with children are key, then our responses to negative behaviour need to at least maintain these relationships and will ideally strengthen them through a gradual build-up of mutual trust and respect.

We approach behaviour with restorative practices as our default and we have designed our policy with the intention of setting really clear expectations while still allowing our staff the autonomy to meet the needs of individuals.

We believe that the most effective adult responses to behaviour are the most discreet: a raised eyebrow, an extended silence, and a gentle reminder – these can all difuse situations calmly without confrontation.

A restorative conversation is not needed after every incident (sometimes a quiet reminder is all that is needed) but is particularly important when trust is broken or when behaviour has gone below the minimum standards. When tempers have frayed, when manners have disappeared or when things have been said that should not have been said – it is often the only way to meet everyone's needs.

SECTION 2 – OUR APPROACH

Our agreed whole-school approach centres on children, parents and staff having a shared understanding of what constitutes and causes unacceptable behaviour and then working as a team to improve behaviour whilst maintaining self-esteem and positive relationships.

Although behaviourist approaches (e.g. points systems, detentions, reward systems) can work for some children they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18.

Consequences alone do not help put right a situation or prevent a repeat of behaviour, and so the school helps all children to learn how to manage their own behaviour through skill acquisition, coping strategies and managing emotions.

Learner Expectations:

- Be empathic and kind
- Keep themselves and others safe
- Learn how to take responsibility for their own actions.
- Be aware of the school values and show these through their actions and interactions.

Parent Expectations:

- Take responsibility for the behaviour of their child, both at school and elsewhere.
- Work in partnership with the school to support their child.
- Recognise that, whatever the cause, some behaviours are not acceptable in school in order for all children to be safe and happy.
- Share key information about any events that may be affecting their child's behaviour so that the school is aware of this and can plan provision accordingly.
- Attend parent consultation meetings and develop working relationships with the school.

Staff Expectations:

All staff in our school commit to upholding the following standards:

- We agree that through well-structured teaching where lessons are creative, engaging and the learning is scaffolded, we can support our pupils to learn to manage their own behaviour and take responsibility for it.

- We agree that restorative conversations will always be our first port of call when supporting children to improve their behaviour.

- We agree that we will respond consistently to unacceptable behaviour, using the guidance in the policy. We will have the same high expectations of every child and recognise that we need to be **relentless in our approach to behaviour support so that unacceptable behaviours are not accepted** (even while support is ongoing).

- We agree every class will have a class charter showing the specifics linked to ready, respectful, safe. This will be renewed each seasonal term (x3 per year).

- We agree that children are encouraged to build positive relationships with adults and other children and to develop strategies to help them cope with their emotions.

- We agree that it is essential that teachers and staff work hard to build their class community and that this is done through deliberate 'botheredness' and relationship-forming.

- We agree that Ready, Respectful and Safe should be reflected in all adult behaviours and is promoted through everything we do.

- We agree that only 100% consistency from all staff will ensure this code of conduct is effective. We agree that adults must continually reflect the perspective, behaviours and attitudes from this policy to enforce this code of conduct.

Unacceptable behaviours

At Easton Royal, we agree that the following behaviours are unacceptable:

- Bullying.
- Disrespectful attitude or language to staff or peers.
- Disruptive behaviour which stops other children from learning.
- Disrespecting equipment and other's work or property, including stealing.
- Shouting and verbal and/or physical aggression / Fighting
- Spitting
- Swearing
- Racism, sexism, homophobia, transphobia and any form of discrimination.

A Graduated Response

We adapt our response to unacceptable behaviour as appropriate to the needs of all children within our school setting, in line with the Equality Act (2010). For some pupils this will require an individualised emotional regulation approach (e.g., emotion coaching/responsive co-regulation plan).

It is our aim to inform parents/carers at the beginning of each year about this differentiated approach in order for them to understand that "being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)".

Children have a wide range of individual needs which change over time. As such, children require a flexible approach within an overall structure of consistency. Whilst we envisage that our Wave One behavioural approach (please see below) will be effective for the majority of children at Easton Royal Academy, some children require extra support in order for us to ensure an equitable school environment.

A graduated response to behaviour allows staff to support children according to their current level of need. The descriptors below provide some examples of support offered at each wave of our graduated response. Children will be provided with support based on their level of need.

Wave Three: Specialist support and interventions supported by external professionals, such as. theraplay, trauma focused counselling.

Wave Two: Interventions aimed at supporting specific identified needs, for example nurture groups and responsive co-regulation plans.

Wave One: Whole school strategies as outlined below.

Wave One Approaches

- 30-second script (an approach where a member of staff highlights an unhelpful behaviour and reminds them of desired behaviour really clearly – see appendix).
- Personal reward chart.
- Planned 'check-ins' (an adult keeping a child 'in-mind').

- Restorative conversations – Longer conversations which happen at break or lunch and address unhelpful or unacceptable behaviour in more detail.
- Seeking support from another member of staff – sometimes it is helpful for a different adult to hold restorative conversations with a learner.
- 'Time in' – a learner may be asked to stay with a member of staff for 5 or 10 minutes to help them to regulate or to allow space in a situation.
- Emotion coaching – A member of staff will help a child name their feelings and look at causes and feelings of others.
- High-5 strategy – used to help children communicate their concerns and feelings to each other.
- Zones of Regulation – used to help children name and respond to their emotions.
- Self-Regulation – strategies such as breathing techniques, supported by staff.
- Calm zones and calm time passes – places where children can opt to go if they need some quiet.

Wave Two Approaches

- ELSA – a series of planned sessions with our Emotional Literacy Support Advisor, Mrs Roblin-Smith.
- Circle of Friends – a series of planned sessions with a member of staff as a friendship group to help with social issues among a group.
- Behaviour Support Plan – co-created with learner and parents to address, support and help to prevent specific behaviours.
- Individual Risk Assessment.
- Personalised timetable.

Wave Three Approaches

- Wiltshire Behaviour Support.
- Theraplay.
- Herd thyme/alternative provision.
- Trauma-focussed counselling.

Exclusions

Easton Royal Academy recognises the potentially detrimental impact of exclusion and consequently avoids using any form of suspension/ exclusion to respond to behaviour that challenges us.

In order to avoid exclusions, we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce the behaviour). This will include informing services of the risk of a fixed term or permanent exclusion as soon as possible.
- Use restorative conversations alongside the child or young person to reflect on triggers, thoughts, feelings and what might help in the future.
- Use a risk assessment model to reduce the likelihood of key triggers or situations which create risks for a child around their behaviour. This also helps to support other children.
- Use a relational approach to behaviour management.
- Use Emotion Coaching to provide co-regulation and to support a child or young person to understand their emotions.

On the rare occasions that exclusion is used, we will:

- Maintain contact with the child or young person and their family throughout the process.
- 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.

Malicious allegations against school staff

The Department for Education (2016) requires that school behaviour policies **"set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff".** In line with our trauma informed approach to behaviour management, any malicious and unfounded accusations made against school staff would be investigated on an individual basis, with staff, the child or young person and parents/carers working together to understand the allegation.

If appropriate, a Restorative Practice based approach (e.g. a restorative conference) would be used in order to repair relationships between the child or young person and the staff member, whilst aiming to avoid eliciting shame in the child or young person.

The member of staff involved would also be provided with access to emotional support from staff on a more private basis, and/or counselling if required.

Engagement with parents / carers

Easton Royal Academy values parents/carers as experts in their own child/young person's life. We will provide feedback on your child's emotional wellbeing at parent/carer meetings but will also contact you immediately if we have any concerns about your child's wellbeing. We also place great value on feedback from parents/carers about the wellbeing of your child. If you have any concerns or would like to provide feedback on our behaviour policy, please do not hesitate to contact the Principal, Beck Stubbs.

SECTION 3 - Resources & guidance to support our behaviour policy

Tracking, Monitoring & Responding

- We record more serious or repeated behaviours on Bromcom (please see the dedicated training video on the staff Sharepoint).

- We meet regularly as a staff team to talk about behaviour; any children for whom we are concerned and any who appear regularly in our behaviour tracking data. We discuss possible strategies and put plans in place where needed. In these meetings, we also think about attendance, SEND and safeguarding alongside behaviour to make sure we are looking at the full picture of what might be going on for a child (behaviour is always an expression of need).

- MDSAs follow policy and work with children themselves to improve behaviour (rather than delegating). They log behaviour by reporting it to teachers on a pink slip. Teachers then log it into Bromcom.

- To access support to think of or implement behaviour strategies, staff should talk to the principal or SENDCo.

Relentless Routines

Consistent, calm adult behaviour

- Smile. Greet the children.
- Find out what makes our children feel important, valued, like they belong.
- Reward children for going 'over and above' expectations not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs. Mark moments with sincere private verbal praise.
- Show children their ideas and experiences have real value. 'Catch the good'. Differentiate ways to celebrate achievement; not everyone wants to feel famous, but everyone wants to feel important.
- Make children feel important for the behaviours that they show and not for the behaviours that they can't.
- You can never, ever give enough genuine positive praise, yes, it is hard work, but it makes us all feel happy.
- Have fun with your children – make them feel loved and cared for by you.
- Ready, respectful, safe – should be a mantra which you return to every time you talk about behaviour expectations.
- Be relentless, be positive, if you forget, that's ok -try again tomorrow
- High expectations for all; do not differentiate for different children.
- Create an environment where doing well is possible for anyone; even the smallest of achievements.

- **Language:** simple, clear expectations reflected in all conversations about behaviour – Ready (good sitting, good looking, lips closed, good listening), Respectful and Safe.

- **Follow up:** Adults take personal responsibility for behaviour interventions, seeking support but never delegating.

- **Positive reinforcement:** Routine procedures for encouraging and celebrating and rewarding, always following through.

- **Consequences:** Defined, agreed and applied – See 30 second intervention script, restorative conversation support and consequence guide in section 3.
- **Respect from adults:** Universal positive regard - even in the face of disrespectful learners.
- **Reinforced rituals and routines:**

  - ✓ For behaviour around school (calm and ordered movement through the building, holding doors for others, guests first, wearing correct uniform, responding with a reply or a smile)
  - ✓ Signal/Pause/Insist for quiet (hand in the air and verbal 3-2-1)
  - ✓ For movement around the school (line up and walk with an adult to assembly, lunchtime, and to another classroom)
  - ✓ For the dining hall (hand up to get up, calm and ordered queue)

30-Second Conversation Script

1. Gentle approach, personal, non-threatening, side on, eye level or lower.

2. State the behaviour that was observed and which rule was broken.

Repeat the choices and consequences mantra:

"You need to understand that every choice has a consequence and your behaviour is disruptive/dangerous"

Ask the child: "***What rule have you broken?"***

3. Tell the learner what the sanction is.

"If you choose to (insert desired behaviour), that would be fantastic.

If you choose not to, then this will happen… (consequence)"

4. Immediately refer to previous good behaviour as a model for the desired behaviour.

"Do you remember earlier today when you...? that's who I want to see now. I'll leave you to make your decision".

Follow with: "***You are going to be brilliant. I believe you can be a success. I care about what happens."***

5.Walk away; allow the learner time to decide what to do next. If there are comments as you walk away write them down and follow up later.

5 – Look around the room with a view to catch somebody following the rules.

Make a copy of the script for your lanyard if you need it.

Restorative Conversations

Restorative Practice is essential at Easton Royal Academy. It underpins everything we do, relates to our values and our approach to teaching and learning. RP is used after a conflict between peers, it is our children's right and they expect this to happen. For RP to be successful:

- Preparation Meeting: 5 Minutes – see below
- Should not be delegated to a colleague
- Leave enough time to give the child your attention without having to rush. Have a glass of water ready for them or another sign that you value them and the work you are about to do together.
- Genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.
- Discusses the poor behaviour or incident: not the child's character.
- Addresses what happened, reinforces expectations and resets behaviours
- Platform to build relationships that change and improve behaviour for the long term.
- Opportunity for adults to reinforce their universal positive regard and form really strong and trusting relationships with all children.

Use 'The Restorative 5' – select 5 questions from the list below to structure your conversation.

- **What happened?**
- **What were you thinking at the time?**
- **What have you thought since?**
- **How did this make people feel?**
- **Who has been affected by this?**
- **How have people been affected by this?**
- **What should we do to put things right?**
- **How can we do things differently in the future?**

NB: 5 questions might be too much for a child in reception or year 1. Select 2 and feed in more questions as children grow and develop their understanding of how this works.

Three things to do when children clam up:

- **'Ok, imagine there were (people affected/a way of putting it right/things you could do differently), what would they be?**

- **1-10 scales: 'on a scale of 1-10 how angry were you?**

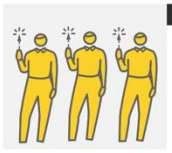
- **Offer a postponement and some support if the child is not ready to speak: 'I can see you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have Mrs Tait sit with you and help you with the answers?'**

Our Behaviour 'WalkThrus'

Here are the walkthru images from our training. Please refer to your copy of the yellow book or the Walkthru website if you would like to recap the training or learn more about one of these images



1 CHOOSE A SIGNAL



2 REHEARSE THE SIGNAL



3 GIVE THE SIGNAL



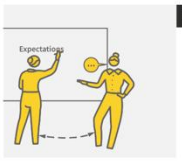
4 PAUSE



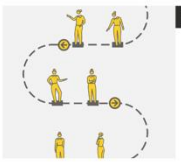
5 INSIST



1 DECIDE YOUR EXPECTATIONS



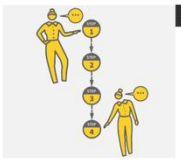
2 COMMUNICATE YOUR EXPECTATIONS



3 REINFORCE YOUR EXPECTATIONS



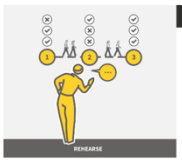
4 REDIRECT, CORRECT OR CHALLENGE



5 SUSTAIN YOUR EXPECTATIONS



1 DESIGN YOUR ROUTINES



2 WALK THROUGH EACH ROUTINE



3 TEACH THE SIGNALS



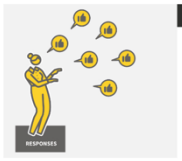
4 MAKE ROUTINES ROUTINE



5 REFRESH OR REBOOT



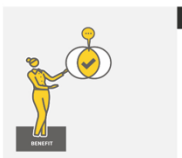
1 ESTABLISH YOUR EXPECTATIONS



2 AFFIRM POSITIVE RESPONSES FIRST



3 FRAME CORRECTION AS POSITIVE REINFORCEMENT



4 GIVE THE BENEFIT OF THE DOUBT



5 ASSUME CONFUSION OVER DEFIANCE

Appendix 1 – Staff guide

1	**Manage behaviours through 30-second script** and friendly warnings moving to clearer warnings with possible consequences. Move to a new seat if needed for concentration or focus.
2	Restorative conversation at break or lunch and a behaviour record made on CPOMs
3	Restorative conversation at break or lunchtime. Informal discussion with parents in class at the end of the day or quick chat on telephone and a behaviour record made on CPOMs
4	Restorative conversation at break or lunchtime and learning task given instead of play. Behaviour record on CPOMs and referral to principal – phone-call home by principal.
5	Restorative conversation at break or lunchtime and learning task given instead of play. Behaviour record on CPOMs and referral to principal – formal parent meeting with teacher and principal.
6	In extreme cases: Fixed term exclusion (Please see exclusions policy For permanent exclusion)

Behaviour *(Note: sanctions should only be issued as part of the restorative dialogue and will, ideally, be avoided in favour of other repair strategies)*	Consequence
Uniform issues	
Lack of equipment	
Minimum effort made/ Wasting Time	
Disruption of learning	
Play fighting	
Repetition of -1 behaviour, even after warning	
Throwing objects	
Lack of respect for property or school environment	
Using the power of a group to exclude an individual (see -4 onwards for bullying)	
Inappropriate language (see -4 and -5 for discriminatory language)	
Repetition of -2 behaviour, even after sanction	
Inappropriate language directed at peers (see -4 and -5 for discriminatory language)	
Purposeful pushing, hitting, tripping etc (rough behaviour that is non-accidental but less serious in intent and/or consequence)	
Theft (small items, first offence, impulsive. See -5 for more serious)	
Leaving room without permission (use discretion)	
Repetition of -3 behaviour, even after sanction	
Discriminatory language without awareness (Please check bullying & discrimination log to see if there are prior incidents)	
Behaving off-site in a way that may give the school a bad reputation	
Inappropriate language directed at staff	
Refusal to follow instructions	
Threatening words or actions	
Behaviour that covers more than one 'flag' for bullying	
Repetition of -4 behaviour, even after sanction	
Bullying (persisting after previous evidenced sanctions and warnings)	
Theft (more valuable items or more serious intent)	
Threatening words or actions to staff	
Behaviour that could cause harm to self or others	
Fighting/punching/kicking in anger	
Leaving school site without permission	
Discriminatory language	
An extreme or repeated example of a -3, -4, -5 behaviour	