

Chipping Hill Primary School

Behaviour and Relationships Policy

A Trauma Perceptive Practice Approach

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1. Our Vision and Core Values

At Chipping Hill Primary School, we believe that positive behaviour and strong relationships are at the heart of effective learning and wellbeing. Our approach is rooted in **Trauma Perceptive Practice (TPP)**, Essex's approach to understanding behaviour and supporting emotional wellbeing.

1.1 Trauma Perceptive Practice (TPP) Values

Our behaviour policy is guided by three core TPP values that underpin all our interactions:

- **Compassion and Kindness** – We respond with empathy and understanding rather than blame and shame
- **Hope** – We believe in every child's potential for growth and positive change, rejecting hopelessness
- **Connection and Belonging** – We prioritise building trusted relationships and creating a sense of community rather than disconnection

1.2 Our Fundamental Beliefs

- ***Every behaviour is a communication***
- Relationships are the foundation of positive behaviour
- Children need to feel safe, valued and connected before they can learn effectively
- Understanding the 'why' behind behaviour helps us respond appropriately
- All children deserve to be treated with dignity and respect, regardless of their behaviour
- High structure and high nurture create the conditions for all children to thrive whilst recognising their individual needs.

2. Understanding Behaviour Through a Trauma Perceptive Lens

We recognise that behaviour which challenges us is often a child's way of communicating an unmet need or expressing distress. This may be linked to:

- Adverse childhood experiences or trauma
- Attachment difficulties
- Developmental delays or neurodevelopmental differences
- Unmet basic needs (hunger, tiredness, feeling unsafe)
- Sensory processing difficulties
- Mental health or wellbeing concerns

2.1 The Stress Response

When children feel threatened or overwhelmed, their brains activate a stress response. Understanding this helps us respond with compassion:

- **Flight:** Avoidance, withdrawal, running away
- **Fight:** Aggression, defiance, arguing
- **Freeze:** Shutting down, appearing non-compliant, 'zoning out'

Our role is to help children regulate these responses through co-regulation and teaching self-regulation strategies.

3. Creating a Safe and Nurturing Environment

3.1 Building Relationships

Positive relationships are our most powerful tool for supporting behaviour. This policy is underpinned by the importance of effective relationships. We:

- Greet every child warmly each day, by name.
- Take time to know each child as an individual, removing any preconcieved ideas.
- Show genuine interest in children's lives, feelings and interests.
- Consistently demonstrate care, warmth and respect.
- Provide opportunities for all children to share how they feel (check in points, 'I wish my Teacher knew' boxes).
- Repair relationships after conflict or difficulty.
- Work in partnership with families to understand the whole child.
- Recognise confidentiality and respecting the child's dignity, i.e. not discussing a child's behaviour with other adults in public, including maintaining positive body language and signals at all times.

3.2 High Structure and High Nurture

We combine clear expectations and routines (high structure) with warmth and support (high nurture):

High Structure	High Nurture
Clear, consistent routines Predictable environments Explicit expectations Fair, consistent boundaries Logical consequences	Warm, caring relationships Empathy and understanding Emotional support Celebrating successes Meeting individual needs

4. Our Behaviour Expectations

4.1 School Values and Expected Behaviours

At Chipping Hill Primary School, our everyday school values are to be '**thoughtful, caring and kind'.** These underpin the expected behaviours that all members of our community are expected to follow.

These are:

- **Be Kind:** Show respect, empathy and consideration to others
- **Be Safe:** Follow school routines and keep ourselves and others safe
- **Be Responsible:** Take ownership of our actions and learning
- **Be Ready:** Come prepared to learn and engage positively

4.2 Classroom and School Expectations

At the start of the academic year, each class will co-create specific expectations with pupils that align with our school values. These class expectations will be explicitly revisited at the beginning of each half term and updated collaboratively with pupils.

These will be:

- Positively framed (what we do, not what we don't do),
- Age-appropriate and clear,
- Visually displayed,
- Modelled by staff,
- Signed by pupils and adults in that classroom. Each half term, these will be revisited and re-signed.

5. Promoting and Recognising Positive Behaviour

We actively promote positive behaviour through:

5.1 Proactive Strategies

- **Explicit teaching:** We teach expected behaviours, social skills and emotional regulation strategies explicitly
- **Positive language:** We use encouraging, growth-oriented language that focuses on what children can do
- **Modelling:** All staff model the behaviours, values and emotional regulation we expect from children
- **Engaging curriculum:** Lessons are planned to be engaging, appropriately challenging and accessible
- **Prevention:** We anticipate potential difficulties and put strategies in place proactively
- **Individualised Approaches:** All staff will recognise the need to tailor proactive strategies to individual needs.

- **Pastoral Support:** Trained Family Liaison Officers provide enhanced therapeutic support to individual children as and when needed.

5.2 Recognition and Rewards

We recognise and celebrate positive behaviour in meaningful ways:

- Specific, genuine praise that describes the positive behaviour
- Positive phone calls or messages home including positive postcards
- Team points
- Stickers & certificates
- Celebrating achievement in assemblies and newsletters
- Ambassador awards
- Class rewards based on pupils' interests and motivations (including Table points)

Important: We ensure recognition is equitable and that all children, including those who find behaviour regulation challenging, have regular opportunities to be recognised for their efforts and progress.

Reward type	Earned through
Team Points	Actions that positively impact the whole school and contribute to the school values and its ethos e.g. outstanding pieces of learning, proactively handing out resources, conduct around school and when representing the school
Class/Table Rewards	Actions that positively impact the class and the classroom environment e.g. tidying own table areas, collectively demonstrating readiness to learn, working as a team.

6. Responding to Challenging Behaviour

6.1 Our Approach: Regulate, Relate, Reflect

When responding to challenging behaviour, we follow the principle of 'Regulate, Relate, Reflect':

1. **REGULATE:** Help the child calm their stress response through co-regulation (calm presence, soothing tone, safe space)
2. **RELATE:** Connect with the child, showing empathy and maintaining the relationship
3. **REFLECT:** Once calm, explore what happened, support reflection through a restorative meeting record, and consider consequences if appropriate

6.2 De-escalation Strategies

When a child is becoming dysregulated, staff will:

- Remain calm and use a soothing tone

- Give the child space and time, if needed
- Use simple, clear language
- Allow the individual staff member supporting the child to manage the behaviour, recognising that they will seek support if needed.
- Offer choices and agency where possible
- Avoid confrontation or power struggles
- Use pre-agreed scripts and signals with the child
- Recognise that dysregulated adults cannot calm dysregulated children (“Help available”).
- Consider sensory needs (movement break, fidget tool, quiet space)

6.3 Consequences: Protective and Educational

When consequences are needed, they should be:

- **Protective:** Required to protect the rights and safety of others
- **Educational:** Teaching the child about the impact of their behaviour and how to make better choices when regulated and able to respond.
- **Proportionate:** Fair and matched to the behaviour, reflective of the child’s individual needs, within an appropriate timeframe.
- **Logical:** Connected to the behaviour (e.g., if you damage something, you help repair it)
- **Non-shaming**: We reprimand and deliver consequences in private, avoiding publicity and then children can start anew.
- **Delivered calmly:** With compassion and with the relationship maintained.

Graduated Response

At Chipping Hill Primary School, we have a graduated response to behaviour that focuses on reminders of expectations and opportunities to make better choices. We use time to reflect and regulate to support children with these choices. Reflection and regulation time is not used as a consequence. As previously detailed, individual needs will be taken into account, for pupils with SEND, consultation with the SENDCO is also required.

All adults will respond to behaviour incidents in an appropriate and professional manner that maintains positive relationships. All adults will use the graduated response to ensure consistency. Gentle approach, use the child's name, be at the child's level, make eye contact and deliver message calmly.

Level	Behaviour	Response by the person leading the learning
1	Low-level disruption and poor learning behaviours: • Calling out • Interrupting adults or peers • Time wasting • Disruption to the learning of others e.g. inappropriate noises, inappropriate voice-level, inappropriate use of resources. • Refusal to complete learning and ignoring adult instructions. • Failure to follow the playground charter including pushing/rough play. • Inappropriate movement within the school (classroom and wider building)	**First Reminder to Make Better Choice** • Tactical ignoring • Non-verbal gestures • Reminder of school expectations • Praising positive behaviours • Clear, verbal warning (discrete) with consequence e.g. "If you continue doing 'X', then 'Y' will happen." (Linked to Level 2) or "If you continue to choose to do X, you are choosing for Y to happen." • Time taken with an adult to understand the behaviour choices.
2	Continuation of level 1 behaviours regardless of adult response and direction.	**First Warning Step** • Move to sit on independent table in classroom (away from peers) • Clear expectation given to complete learning within a set time. • Completion of lost learning time at breaktime and/or lunchtime (5 minutes max. each session) • Time out on bench in playground (if linked to playground expectations). • Praising positive behaviours • Clear, verbal warning (discrete) with consequence e.g. "If you continue doing 'X', then 'Y' will happen." or "If you continue to choose to do X, you are choosing for Y to happen." (Linked to Level 3) • Time taken with an adult to understand the behaviour choices. *Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of*

		being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
3	Unacceptable behaviour: • Refusal to comply with instructions from an adult (third warning following above). • Intentional rudeness/unkind/inappropriate/discriminatory comments to adults or peers. • Continued intentional physical/inappropriate behaviour outside during breaktimes and lunchtimes including fighting and rough play.	**Second Warning Step** • Phase Leader involvement – child taken to Phase Leader and time taken to understand the behaviour choices and decide restorative action. *Do not describe the child's behaviour to another adult in front of the child* • If necessary – child to complete lost learning time at breaktime and/or lunchtime (5 minutes max. each session) with Phase Leader. *Example: Playground: You need to (Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc). I will speak to you in two minutes. Example: Classroom: 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'* • Follow up with restorative conversation. • Class teacher to inform parents
4	• Continued unacceptable behaviour after Phase Leader involvement with no improvement following restorative action. (escalation from steps 1-3 above) • Persistent disrespect towards and staff and pupils. • Continued disruptive behaviour • Serious physical or verbal actions • Threats towards another child or adult. • Deliberate damage to school property and resources.	I**nternal Exclusion** • SLT to be contacted and child to spend time with a member of SLT understanding the behaviour choices made and necessary restorative action. • Removal from class to SLT and parents made aware by SLT. • Removal from playground if unsafe behaviours have continued. Example: "You have chosen not to follow the school behaviour code. I would like you to reflect on your behaviour and choose the right way to behave in the future. I am happy to explain what we would like to see, what we want to see is…….. Should you choose not to change your behaviour then the next period of isolation will be for 3/5 days."

	• Bullying type behaviours • Incidents involving racial or homophobic behaviour • Swearing • Stealing • Spitting	
5	• No change in behaviour following internal exclusion. • Seriously endangering others or themselves.	**HT makes decision for a Fixed Term Exclusion.** • Parents notified. "Your behaviour is unacceptable and now what we expect of children at this school."

6.4 Restorative Practice

Following an incident, we use restorative approaches to:

- Explore what happened and why
- Understand the impact on others
- Support the child to take responsibility
- Make amends and repair relationships
- Develop strategies for the future

Key restorative questions:

- What happened?
- What were you thinking/feeling at the time?
- Who has been affected and how?
- What needs to happen to make things right?
- What can we do differently next time?

The following prompt sheet can be used to support a positive restorative conversation. Conversations should happen as close to the behaviour as possible.

Restorative Meeting Record

What happened? 	
What were you thinking or feeling at the time?  	
How are you feeling now? 	
Who was affected by this and how? 	
How can we make things right? 	
      calm happy worried sad sorry angry	

7. Supporting Children with Individual Needs

We recognise that some children require additional, personalised support to meet behavioural expectations due to SEND, trauma, mental health needs, or other factors.

7.1 Individual Behaviour Support Plans

For children who need targeted support, we will develop individual plans that include:

- Analysis of triggers and patterns
- Personalised strategies and adjustments
- Early intervention approaches
- De-escalation and regulation support
- Agreed responses from all staff
- Partnership with parents/carers and external agencies

7.2 Reasonable Adjustments and Adaptations

We make reasonable adjustments for children with SEND to ensure equitable access to our behaviour policy. This may include:

- Modified expectations or timescales
- Alternative communication methods
- Additional breaks or movement opportunities
- Sensory supports
- Pre-teaching of expectations
- Named adult support

7.3 Use of Restrictive Physical Intervention

We follow the Essex Model Restrictive Physical Intervention Policy. Physical intervention is used only:

- As a last resort when other strategies have failed
- To prevent harm to the child or others
- With minimum force necessary
- By trained staff
- With full recording and parental notification

Full details are in our separate ‘Restrictive interventions, including use of reasonable force Policy’.

8. Roles and Responsibilities

8.1 All Staff

- Model expected behaviours and values
- Build positive relationships with all children
- Implement this policy consistently and fairly
- Respond to behaviour with compassion and professionalism
- Record significant incidents appropriately
- Seek support when needed

- Engage in TPP training and professional development

8.2 Senior Leaders and Headteacher

- Ensure this policy is implemented consistently
- Provide training and support for staff
- Monitor behaviour patterns and policy effectiveness
- Support staff in managing challenging behaviour
- Make decisions on serious sanctions including exclusions
- Work with external agencies where appropriate
- Keep governors informed

8.3 Parents and Carers

We ask parents and carers to:

- Support the school's behaviour expectations
- Work in partnership with school staff
- Share information that helps us understand and support your child
- Attend meetings to discuss behaviour concerns
- Model respectful behaviour when on school premises

8.4 Governing Body

- Approve and review this policy
- Monitor implementation and effectiveness
- Review exclusion data and support the headteacher's decisions
- Ensure the policy reflects legal requirements and best practice

9. Links to Other Policies and Guidance

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Restrictive Physical Intervention and use of Reasonable Force Policy
- Exclusion Policy
- Emotional Wellbeing and Mental Health Policy
- Online Safety Policy

10. Staff Training and Wellbeing

10.1 Trauma Perceptive Practice Training

All staff receive TPP training to ensure we have a shared understanding and approach. This includes:

- Understanding brain development and trauma
- The stress response and regulation
- Attachment and relationships
- De-escalation techniques
- Supporting our own wellbeing

10.2 Staff Wellbeing - Putting on Your Oxygen Mask First

We recognise that supporting children with challenging behaviour can be emotionally demanding. We support staff wellbeing through:

- Regular supervision and debrief opportunities
- Peer support and team collaboration
- Access to mental health and wellbeing resources
- Reflective practice opportunities
- Acknowledging that managing behaviour is challenging work

11. Monitoring, Recording and Review

11.1 Recording Incidents

Significant behaviour incidents will be recorded including:

- What happened and context
- Actions taken
- Outcomes
- Communication with parents
- Any identified patterns or triggers

11.2 Monitoring and Analysis

Leaders regularly analyse behaviour data to:

- Identify patterns and trends
- Evaluate the effectiveness of interventions
- Ensure consistency and fairness
- Check for any disparities (e.g., by protected characteristics)
- Plan staff training and development needs
- Inform policy review

11.3 Policy Review

This policy will be reviewed every two years, or sooner if:

- There are changes to relevant legislation or guidance
- Monitoring identifies areas for improvement
- There are significant changes to the school context

12. Safeguarding

We recognise that **changes in behaviour can be an indicator of abuse, neglect or other safeguarding concerns.** All staff are vigilant and follow our safeguarding procedures when behaviour gives cause for concern.

If behaviour indicates a possible safeguarding concern, staff will:

- Report concerns to the Designated Safeguarding Lead immediately
- Record concerns accurately
- Follow the school's safeguarding procedures

Appendix A: Helpful Language and Scripts

De-escalation Phrases

- I can see you are finding this difficult right now
- I am here to help you
- You are safe
- Let's take some time to calm down, then we can talk
- Would you like to [option A] or [option B]?
- I care about you and I want to help

Positive Language Examples

Instead of saying...	Try saying...
Don't run	Walk please
Stop shouting	Please use your inside voice
You always...	This time... / Today...
Why did you do that?	Can you help me understand what happened?
You're being naughty	That behaviour isn't OK because...

This policy reflects our commitment to creating a school community where every child feels

safe, valued, understood and able to thrive.