



# Pilgrim Primary Academy

## Trauma Responsive Relational Policy

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## **Section 1:**

### **A. Core Beliefs and Values At Pilgrim Primary Academy.**

#### **Policy Mission Statement:**

**Our vision is to create a culture of exceptional behaviour, where every child in our school understands that the minimum expectation for behaviour is good and that the standard is for pupils to go above and beyond expectations in all aspects of their school life.**

We want our approach to give all of our pupils the best chance in life to make positive choices for their futures and to be well equipped to contribute positively to the society they live in.

We recognise that teaching learners to take control of their behaviour, and to be responsible for the consequences of it, is vital for them to be able to treat people fairly, show and gain respect and to promote good relationships for the rest of their lives.

At Pilgrim, we will create an environment that is safe, where everyone feels respected and where children enter every classroom ready to engage in learning. Everyone in the school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We believe in 'Children First Always'. This means adopting a whole school relational approach based on nurturing principles that consider how we interact and communicate with one another. Relational approaches are paramount to support all children's well-being, providing them with a safe space to settle, learn and be fully engaged in school. As a school, we recognise that children must feel safe in order to engage socially, explore, play and learn. We understand that children look to the adults around them to gain a sense of safety. At Pilgrim we ensure that we are predictable, reliable and trustworthy through our actions and not just our words.

*"Quality relationships provide the necessary vehicles for adaptation and recovery...every relationship has the power to confirm or challenge everything has gone before."* **Dan Hughes and Louise Bomber – Settling to Learn (2013).**

We know that children need high levels of nurture, empathy, with containment and structure, to support them to feel safe. We ensure the use of clear boundaries, predictable routines, expectations and regulated responses to behaviour. We want



children to grow emotionally and cognitively and fulfil their potential. Natural consequences that follow behaviours are made explicit with the removal of enforced sanctions which cause shame and children to be or feel rejected by their peers, school community and family. As a school, we believe in appropriate and consistent discipline (teaching) not punishment. When a behaviour is managed through teaching, the child will learn about consequences and taking responsibility for their own actions. The aim of this is to encourage the child to learn to manage both their feelings and behaviour. The results over the long haul are bound to succeed. At Pilgrim, we believe that as each child in our school is unique, they will require differentiated systems, some needing more support than others. We are aware that being fair means not giving everyone the same thing (equality) but giving everyone what they need (equity) with appropriate support.

### **B. The Power of Relationships:**

At Pilgrim we recognise the power of relationships and how they impact on the well-being and learning of our children and staff. We focus on providing an environment that nurtures safe and trusted relationships allowing children to become attached to the staff, other children and the school. Staff are open, engaged and interested in children and their experiences. Staff need to be present both physically and emotionally for all children, authentic in our responses and actions, with the intention to be relational at all times. At Pilgrim we are always working on building, maintaining or repairing relationships with our children.

*“Positive school relationships can make a significant difference on many levels, in many areas and to all stakeholders. It therefore makes sense for all schools to focus on the development of relational quality school-wide, for both educational excellence and authentic well-being.”* **Sue Roffey Develop Positive Relationships in Schools.**  
**University of Exeter**

### **C. The Impact of Disruption for children and young people:**

At Pilgrim, we recognise that areas of a child’s functioning are likely to have been affected by trauma. A traumatic experience could be repeated bullying, bereavement, physical, sexual or emotional abuse, domestic violence or abuse, an accident, a severe illness requiring medical intervention, a parent’s physical or mental illness, violence or neglect. The trauma continuum (see appendices) helps those working with children to use shared language and suitable intervention to support the child. We must also be



mindful and acknowledge that trauma can occur while a child is preborn, and this is known as 'In Utero' trauma.

*“Trauma experienced in childhood can have the most adverse consequences when cognitive functions and central nervous systems are still developing and maturing.”*

#### **Psychological trauma. Van der Kolk (2023)**

Sleep patterns, coordination, sensory, heart rate and breathing are affected. The child's executive function can be affected which means they could struggle to problem solve, self-regulate and to build positive relationships. Children that have experienced such trauma may struggle to trust others and feel anxious or shame. We understand the centrality of relationships, the impact of threat and fear and acknowledge that children communicate their needs and fears through behaviour. See Trauma Tree in appendices.

*“Trauma is defined as an experience where the person is terrified and powerless and then overwhelmed. It is not so much about what has happened to them but how that impacts.”* **Betsy de Thierry - Teaching The Child On The Trauma Continuum (2015)**

#### **D. The Significance of Differentiation:**

At Pilgrim, occasionally our children find it difficult to engage in connecting due to developmental trauma, adverse childhood experiences (ACEs) or neurological differences. This is when differentiation is needed. The emotional and social tasks we expect from our children will be informed by the developmental stage, capabilities and vulnerabilities of the child and their regulatory state. As educators, we have a duty of care to ensure that we explore the cause of the behaviour that is being presented. Whilst not all children have experienced trauma, using our trauma-informed awareness allows systems to be put in place to support all children overcome these behaviours. These approaches will provide early opportunities to address the difficulties that a child is facing. Focus, care and acknowledgement is given to the difficult emotions a child is feeling demonstrating to the child that they are seen and understood, whilst exploring what can support them and enable them to express themselves in a different way.

#### **E. The Need for State Dependent Interventions:**

In periods of stress, the body's fight, flight or freeze response activates. A regulated nervous system experiences the stress but returns to normal when the threat has passed. This period during which you can self-regulate is called the window of tolerance, and most people move through several of these cycles daily. Children who



have experienced toxic stress (sustained and chronic stress), their brain is easily triggered or remains 'on' and in fight, flight or freeze survival mode. This means that children who experience toxic stress find it very difficult to form secure relationships; regulate their emotions or behaviour; think, learn or reflect. It is only when people feel safe and have access to the thinking part of their 7 brain that they can calm down, relate to others and learn. See Dr Dan Siegel's Hand Model of the Brain explains how we can use our ability to reason, or 'flip our lid' in perceived stressful situations. (see appendices) At Pilgrim, we use 'attunement' which involves being observant and responding. Staff need to identify what state the child might be in and plan for how we will respond using our graduated response (appendices). This could include:

- Team Around the child – only the most familiar adults to the child engage with the relational repair. This decreases the stress and supports the social engagement system. The importance of togetherness, connection and relationships is critical to help with regulation.
- Access to a Re-Regulation Station in every class, where a child can be co-regulated.
- Support from the Inclusion and Engagement Team.
- Increase structure and supervision where needed through a Behaviour Support Plan.
- Planned regulatory interventions before cognitive tasks at regular intervals.
- Identify stressors and calmers
- ELSA (Emotional Literacy Support)
- Emotion coaching
- Mental Health Support Team for schools (CAMHS)
- Attachment Play
- Trauma Informed therapy from a trained practitioner
- Roots and fruits plan (appendices)
- Therapeutic plan (appendices)
- Boxhall Profile assessments and interventions

#### **F. The Four Key Elements for our journey together as a community:**

**- Know the story:**



At Pilgrim, when the child is in distress, we gain knowledge of the child's lived experiences from pregnancy onwards. We use curiosity as a way to explore and find out more to get the best outcomes for children in our care. We take special note of any relational disruption, ACEs or toxic stress. As relational adults it is important to know a child's individual stressors and calmers.

#### **- Increase felt safety:**

Adults at Pilgrim work hard to provide felt safety for a child. Adults are open and welcoming on entry, children have opportunities to check in throughout the day. Staff reflect on their tone of voice, ensuring that it is calm and reassuring for all children. Adults use open and warm body language and are always modelling appropriate responses to situations. These approaches ensure we communicate safety to our children.

#### **- Soothe the alarm:**

When a child is overwhelmed with a range of feelings they are supported by a regulated adult that can share their calm. This adult is someone that the child trusts and feels safe with. Adults identify themselves as stress regulators, aiding children to find their calm. We use co-regulatory approaches to settle and soothe a child e.g. sensory breaks.

#### **- See the child:**

At Pilgrim, we communicate, remember and accept the lived experiences that children have been through. As adults we ensure that children are supported using kindness and empathy. We are connection focused, giving children quality time in with an adult. Adults are regulated being able to physically and emotionally attune to the children in our care. At Pilgrim, we want children to understand how much we value our time with them as individuals. We always ensure that we have a positive unconditional regard for them.

## **Section 2:**

### **A. Expectations for staff:**

At Pilgrim, we understand that our staff come with a range of different experiences. As adults it is important for us to recognise our own worries and beliefs but be able to put these to one side to focus on the child. We show kindness to children and treat them with respect. We commit to providing a calm safe place for children to learn by



increasing felt safety. Our interactions with children are genuine. We are physically and emotionally present and are attentive, attuned and responsive.

**SLT:**

- Ensure all staff are familiar with the policy and agreed approaches
- Ensure all parents are familiar with the policy and agreed approaches
- Monitor and evaluate the implementation of the policy
- Identify staff training, as required, to ensure practice is current
- Report to the School Governors about the standards of behaviour on a termly basis and annually concerning the overall implementation and effectiveness of the policy

**Staff:**

- We demonstrate kindness and treat all children with respect.
  - We provide a calm, safe place for children to learn but increasing felt safety.
  - We communicate calmly, confidently and clearly, without shouting to keep stress low for the child.
  - Our interactions with children are genuine; we are physically and emotionally present and are attentive, playful, attuned and responsive.
  - We are curious and we 'chase the why' to consider a child's presentation and think about what they must be feeling.
  - We respect a child's biological reactions to stress, which can be displayed physically or verbally.
  - We soothe the alarm by engaging in regulatory sensory activity before we engage in conversation to address what has happened.
  - We model how to cope in difficult situations, referring to the Zones of Regulation (See appendices).
  - We co-regulate; a child must never reflect on their behaviour by themselves.
  - We apologise if we make a mistake and help build trust and respect.
  - We reflect on what could have been done differently if the situation has occurred again
- Staff undergo regular training to ensure that their practice is relative and appropriate for



the children in our care. Pilgrim Primary values self-care and believe that staff who feel safe, happy and secure can provide the same for our children.

*“Without relatedness, no work can occur, [...] Connect before content.” Peter Block, **Community: The Structure of Belonging (2008)***

### **B. Expectations for pupils:**

Children at Pilgrim are valued and cared for. We recognise that every child has a different starting point and that this will have an impact on their education. We teach children the difference between equity and equality ensuring that children understand and respect individual needs of their peers. We strive to develop well rounded, emotionally literate children who will become functional adults and members of society.

- Children are expected to be **Ready** to learn,

- Children are expected to be **Respectful** towards others,

- Children are expected to be **Safe** both towards themselves and to others.

-Children follow 6 basic conduct rules called **Keystone Routines: Marvellous Manners, Terrific Transitions, Constantly Kind, Legendary Lines, Wonderful Walking and Lovely Listening**. Each of these relate to being **Ready, Respectful and Safe**.

Through differentiation and adaptation, we ensure that the expectations for children are appropriately differentiated where necessary to support their emotional and social needs. Children are encouraged to persevere together as we know the more, we try the stronger we can become. Children are expected to use words and bodies to communicate kindness. Children are encouraged to include everyone. Everyone belongs in our school, and everyone can contribute because everyone matters. Children are encouraged to explore together as they may find something that interests them and makes them smile.

### **C. How we measure effectiveness:**

- Pupil voice is important.

- Children vote for a school council member who can represent and share their views.

- Team Around the Child meetings take place to discuss vulnerable children and their needs.

- We conduct termly meetings with the SENCo and staff to discuss SEND and vulnerable children.



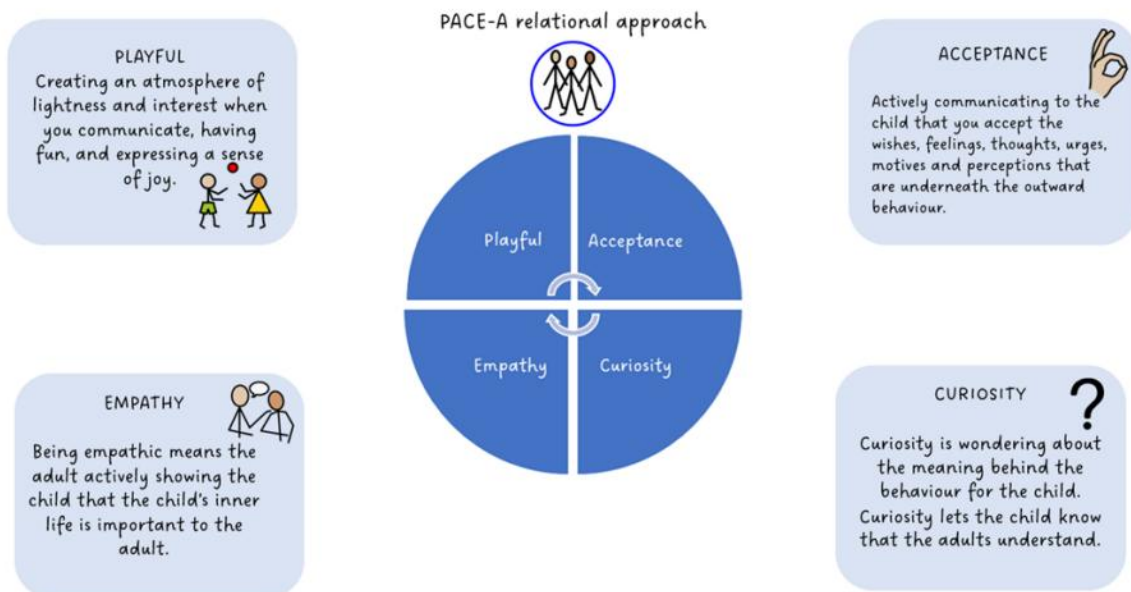
- SLT monitor the number of incidents and trends on Arbor.
- Behaviour Support Plans and meetings are used to measure the impact of provisions and set SMART targets.

*“..if it is predictable, its preventable”* Mark Finns 2023

## Section 3:

### A. Using PACE as an attitude at all times:

At Pilgrim, all staff are trained and aware of the PACE (Playfulness, acceptance, curiosity and empathy) approach and use this attitude and communication style to support all children in our setting. We focus on connecting with children to allow them to feel safe to explore. Staff respect and acknowledge that focusing on the whole child and not just the behaviour is key.



### B. Dyadic Developmental Practice (DDP):

Pilgrim Primary respects and supports a DDP (Dyadic Developmental Practice) principles and approaches to support children who are recovering from trauma or who have had disrupted attachments through parents, education and care. Pilgrim staff work alongside families to form a network around the child to ensure appropriate and supportive and therapeutic strategies and interventions are in place. When distressed



behaviour is presented and a child is at crisis point, staff remain curious, engage in PACE. We strive to understand why the children has done what they have done to support and teach them another solution to the problem they are trying to solve.

### C. The P and the 4Rs sequence of engagement

At Pilgrim, when a child has become dysregulated, we follow a sequence of engagement based on the work of Louise Bomber and TIS UK, Protect, Relate, Regulate, Reflect and Repair. This is an approach to trauma informed practice which incorporates the principles of DDP, TIS UK and PACE attitude.

<p><b>Protect-keep everyone safe</b></p>	<p><b>Strategies</b></p>
<p>Protect is an action to ensure the safety of all people involved. It might be for the child, their peers, or for a member of staff.</p>	<p>Provide a safe place for the child to go to in order to ensure that everyone is safe. Ideally this will be led by the child choosing this option because the plan is known to all. This might require an intervention by two members of staff trained in Team Teach safe physical interventions. Remove the other children or staff from a potentially unsafe situation.</p>
<p><b>Regulate – A way of Soothing</b></p>	<p><b>Strategies</b></p>
<p>Regulation is the ability to control and moderate the level of emotional arousal. Regulation needs to be experienced before being taught. We are teaching the child that it is possible to shifts states, sensations and feelings by engaging with something on a sensory level. It is the adult’s responsibility to support children when they are dysregulated. This adult is someone that the child trusts and feels safe with. Adults identify themselves as stress regulators, aiding children to find their calm. We use coregulatory approaches to settle and soothe a child e.g. sensory breaks.</p>	<p>Use co-regulatory approaches to settle and soothe a child e.g. Re-Regulation Station, sensory breaks. snacks, music, sensory bags, or engaging with something on a sensory level like fidget toys..</p> <ul style="list-style-type: none"> <li>• Provide the child with a safe space which is smaller, cosy and more comfortable than other spaces in the school.</li> <li>• Using the outdoor space to climb, connect with nature</li> </ul>
<p><b>Relate – A way of connecting</b></p>	<p><b>Strategies</b></p>
<p>Relating to children is a critical part of teaching. When a child feels understood their state, feelings and behaviour start to relax and change. Through quality interactions together, we are teaching the child that relationships can be safe and positive.</p>	<p>Use playfulness which will reduce the sense of threat. It enables connection and learning.</p> <ul style="list-style-type: none"> <li>• Reframing discipline – less threat will mean fewer challenging incidents and less confrontations.</li> <li>• ‘Name it to tame it’ It is a technique that involves noticing and labelling emotions as they’re happening. Identifying an intense emotion (“naming”) has the effect of reducing the stress and anxiety (“taming”) in the brain and the body that that emotion is causing. “I can see you are angry as your fists are clenched.”</li> <li>• Use curiosity - “I wonder what might have happened”.</li> <li>• Body language – arms open, take a step back with surrender arms, face expressive of emotion that mirrors the child’s experience.</li> </ul>
<p><b>Reflect– The act of reflecting with the child</b></p>	<p><b>Strategies</b></p>



<p>Reason is the opportunity to teach them to pause, reflect and consider. This can only happen once the adult has fully attended to the child's regulation and relationship. Once the child is ready, we can teach our children that they can impact their world.</p>	<p>Reflection time with an adult from the team around the child. Asking what instead of why. Ask thinking questions before feeling questions.</p> <ul style="list-style-type: none"> <li>• To allow children to communicate in a way that keeps them regulated, use drawing, comic strip conversations, a story book, pictures, objects, animals to support the reflective conversations.</li> <li>• Stay warm, open and engaged</li> </ul>
<p><b><u>Repair – A way of re-connecting</u></b></p>	<p><b><u>Strategies</u></b></p>
<p>Every time we repair a relationship together with a child, we teach them that it is possible to put things right. We do not believe in the concept of punishment as this would lead to the child feeling shame and angry, rather than reflecting on the impact of the behaviour on others.</p>	<ul style="list-style-type: none"> <li>• A conversation between the child and the adult from the team around the child to determine what can be done to put things right linked to the behaviour. For example: Saying sorry, fixing something that is broken, doing a random act of kindness.</li> <li>• Deciding what changes can be put in place to try to stop the same thing happening again.</li> <li>• Support the child to consider how they could manage the same situation in the future in a more positive way.</li> </ul>

#### **D. Use of consequences:**

At Pilgrim, we believe in restorative approaches following conflict or when incidents have occurred. This approach is evidence based and proven to be more successful in prompting learning, moving away from punitive sanctions which can cause shame and are likely to make children feel rejected by peers, their school community and family. This supports children in developing greater understanding, empathy, and responsibility. Setting limits on behaviour and reaffirming expectations within the context of a positive relationship is a core part of the approach. We use protective and educational consequences to support the child and those that may have been affected by behaviours. A protective consequence is the removal of a freedom to manage harm. An educational consequence is the learning, rehearsing or teaching so the freedom can be returned. Protective consequences must be followed by an educational consequence.

#### **E. Graduated response:**

Pilgrim Primary Academy adopts a relationship focused approach to supporting behaviour. We want all children to feel safe, happy to learn and be successful. We recognise that positive feelings lead to positive behaviours and negative feelings lead to negative behaviours. We ensure that children understand that all behaviours have a consequence, and this can be positive or negative. Within the boundaries of school, we expect children to be Ready, Respectful and Safe.



## **F. Classroom responses to Inappropriate Behaviour.**

### **Level 1:**

**Low Level Possible behaviours:** *Repetitive calling out, negative attitude towards learning, over excited or silly behaviour, walking around, distracting other children, being rude.*

**Response:** *Supported by staff in the classroom:*

1. A reminder to the whole class around expectations (hands up, no calling out, listening to others etc). Refer to **RRS**.
2. Identify and celebrate those children that are demonstrating expected behaviours.
3. Move over to individual child and check in with them 1:1 (consider open questioning; "Are you ok? Do you know what you need to do? Is there anything you need help with?"). Reset behaviour and learning expectations on a 1:1 level.
4. Move back over to the child, "I notice that this behaviour (NAME BEHAVIOUR) is still happening. This means that the learning for the other children is difficult. I will not accept XXX but I will accept (offer alternative). Consider if the child needs the task adapted, a sensory break at the Re-Regulation Station, quiet time with a book, go and have a drink and come back, be given a job and then back to task.

### **Level 2:**

**Moderate Level Possible behaviours:** *Repetitive disruption to class learning (see above, repetitive is more than three times with Low Level 1 responses being applied first), health and safety risk, repeated refusal to follow classroom instructions, persistent rudeness, sitting under tables and damaging displays.*

**Response:** *Supported by staff in the classroom/I and E team:*

1. Steps 1-4 from Low Level response have been tried.
2. Change of face where possible; switching between staff in the room and steps 1-4 from Low Level response attempted. **Co-regulate the child.**
3. Offer child a break, use a visual timer and provide an alternative space (sitting in the book corner/using Regulation Station) attempt to rejoin child after timer.
4. Call for 'on call' member of the I and E team.
5. Reset and restorative conversation with I and E team member in class/just outside with child. Expectations set, child to rejoin class.
6. I and E to observe for 5 minutes and celebrate successful reintegration (this may be nonverbally with a thumbs up or verbally)
7. I and E to leave and return after an agreed period of time (time agreed between class staff and I and E) for I and E to return and check in again.
8. Adults from home informed at end of day by class teacher.

### **Level Three:**



**High Level Possible behaviours:** *throwing chairs, hurting other children, hurting staff, swearing throwing things with intent to harm.*

**Response:** Supported by staff in classroom and SLT:

1. Ensure other children are not at risk; move others as needed.
2. Calmly reassure other children about their safety and next steps.
3. Call for support from SLT member.
4. SLT member to support in class where safe and possible.
5. Where this is not possible, SLT to take child out to Re-Regulation Room.
6. SLT to co-regulate with child (consider use of sensory tools, walk outside to support regulation).
7. Once calm and safe, reset and restorative conversation with SLT member in class with child. Expectations set, child to rejoin class.
8. SLT to observe for 5 minutes and celebrate successful reintegration (this may be nonverbally with a thumbs up or verbally).
9. SLT to leave and return after an agreed period of time (time agreed between class staff and SLT) for SLT to return and check in again.
10. Adults from home informed by class teacher.

#### **G. Reasonable adjustments to the above:**

-If a child from years 2-6 physically hurt another child, or member of staff, then they will have Reflection Time in another classroom for half a day, with a Restorative conversation with their class teacher before they rejoin their class.

-If a child acts in an abusive way in terms of Racism, Bullying, Homophobia, Physical harm, or Sexual harm, then they will receive i) education and support around the subject. li) Reflection Time in another classroom for an age appropriate amount of time. Should this re-occur, then a formal meeting with the family will take place to investigate the cause of this behaviour with the class teacher and a member of SLT.

-If a child in EYFS, or Year 1 physically hurts another child or adult, then they will have a timer and sit on a Reflection Chair with a timer, for no more than ten minutes. This will only be done once the child is calm and regulated enough to be able to do so successfully. They may well need help being co-regulated before this, due to their age.

-If a child has three or more Reflection Times in a term, then the class teacher and SLT will start a Behaviour Support Plan and will involve parents in a fortnightly review cycle.

-Depending on the severity and frequency of the incident(s), in only the worst-case scenario, SLT might have to take the decision to suspend the child to their home, in order to have time to put the appropriate actions in place to prevent this from repeating and prevent further harm. This will follow the **Reach South Behaviour Policy and Relational Principles**. Pilgrim Primary Academy believes that all children have a right to feel safe at school. School must provide a safe environment which allows



everyone to learn. The school follows relational practices with a relationship focused approach, which aims to support all children. There is a graduated response to behaviour which ensures that the safety and learning environment for all is protected. However, if approaches towards behaviour have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that pupils are protected from disruption and can learning in safe, calm and supportive environments. **(Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement January 2022)**

## **H. Playtime responses to Inappropriate Behaviour.**

### **Level 1:**

**Low Level Possible behaviours:** *Being unkind verbally to other children, disrupting play for other children, physical disagreement between two children, not following instructions by an adult.*

**Response:** *Supported by staff on duty.*

1. Walk over to child/children involved. Identify key children involved and move to a space to talk to them
2. Adult to lead conversation “I hear that XXX has happened. Can you tell me what happened?”. Support children in all having a chance to share what happened.
3. Adult to facilitate resolution “What needs to happen next? How can we stop this from happening again?”
4. Reset playtime expectations for behaviour.

### **Level 2:**

**Moderate Level Possible behaviours:** *Persistently unkind verbally to other children, persistently disrupting play for other children, physical disagreement between two children causing injury to one or both, not following instructions by an adult and running off (Persistently is more than three times with Low Level 1 response being applied first).*

**Response:** *Supported by staff on duty:*

1. Steps 1-4 from Low Level response have been tried
2. Use a ‘change of face’ approach with a member of staff on the playground/field
3. Follow steps 1-4 from Low Level response with new member of staff
4. If behaviour continues; call for support from SLT. State location but not child’s name.
5. Adults from home informed by the class teacher.

### **Level Three:**

**High Level Possible behaviours:** *fighting with other children, using equipment dangerously and refusing to listen to adult’s safety reminders, swearing:*



**Response:** *SLT are called to support.*

1. Move other children away if needed.
2. Stay with child maintaining safe distance (respect space if child is requesting but ensure supervision).
3. Call for support from SLT – state location but not child’s name.
4. Inform SLT member in person but at a distance away from the child.
5. SLT to support.
6. Adults from home informed. If this behaviour persists, then alternate lunchtime provision is put in place for a fixed period of time, based on the individual’s needs.

### **I. Staff Self-Regulation.**

Staff at Pilgrim understand the importance of being grounded and connected , so they are ready to support the child. Being aware of their own emotions allows the adult to be able to remain present and empathetic towards a child's strong emotions, such as anger, power struggles, anxiety, and distress, without allowing their own emotions to take over. Staff at Pilgrim Academy will check on their own and other adult's regulation and swap in if necessary, using a ‘change of face’ approach.

### **J. Attunement.**

Attunement involves aligning with the child's emotional intensity, whether positive or negative, on an energetic level to establish a connection with the child during moments of distress or happiness, mirroring their emotional state. The child will experience this as connection with the other. It will help them to understand how they feel and will show them that you ‘get it’. A person who is well-attuned will respond with the most appropriate tone of voice, facial expression, body language and verbal language based on their best sense of what is going on in the other person. Staff at Pilgrim attune to the child by giving their full attention and by being curious. They wonder what the child might be feeling, what might be happening in the child’s physical, emotional and mental world and what the child needs.

### **K. Self-reflection.**

Staff at Pilgrim will be open to noticing and understanding their own internal experience which can increase their empathy and compassion for themselves. When emotion and reflection work well together the brain is strengthened, allowing more resilience to



stress. Adults will need to have the time and space to reflect on their practice both individually and with others. It is helpful to focus on the identification of strengths, exploring things that are going well and coping strategies as well as problem solving activities.

#### **L. Regaining Balance.**

There are times when staff and children will need to regain balance. This will be achieved through incorporating mindfulness exercises, such as deep breathing exercises or sensory breaks. Setting boundaries, prioritising self-care, and seeking support from others can also help in finding a sense of balance. Everyone at Pilgrim is reminded to listen to their body and mind and make small changes that promote overall well-being and balance in all aspects of life.

#### **M. Relational Repair**

*“Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.” Daniel Siegel and Tina Payne Bryson - **The Whole-Brain Child (2012).***

Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges, or harm is caused. The demands of school mean that some children (and adults) will need support to repair and restore relationships and learn from the mistakes made. For children with attachment insecurities, the repairing of relationships will be vital. The child will need our empathy, our understanding and our support to stay regulated whilst having challenging conversations. At Pilgrim staff will never leave a child on their own after a difficulty or a relationship rupture. The conversation will support the child in developing an understanding of their feelings and the feelings of others and how feelings impact behaviour as well as how behaviour impacts other people. The child will feel accepted, and the staff can help to mitigate the cycles of shame, rejection and exclusion. The conversation will acknowledge that all behaviour is a form of communication and adopts a ‘no-blame’ ethos. Time will be spent investigating incidents to explore thoughts and feelings (of all affected parties) to gain understanding and promote repair and restoration. Staff at Pilgrim will model good cooperation, communication and emotional literacy skills so that children are able to experience and learn these skills themselves. If an interaction with a child becomes difficult for the adult, the adult will take time out to get themselves regulated before re-engaging at a later stage. Another familiar adult will swap in to be with the child. Staff



will apologise to the child if they mis-attune to them. When something needs to be repaired, the adult will join in too.

## **Section Four**

### **A. Vulnerability Vs Shame.**

Vulnerability and shame are closely linked, as vulnerability involves being open to emotional risks and uncertainties, where as shame is the sense of feeling inadequate. Accepting vulnerability can foster connections and foster empathy and acceptance, while shame typically stems from a fear of criticism and can harm self-esteem and relationships. Recognising and addressing feelings of shame is crucial for developing a genuine and satisfying life rooted in vulnerability and selfcompassion. Learning from mistakes is part of the school experience. Children who have experienced developmental trauma tend to get stuck in shame. Shame makes the child want to hide, reducing the opportunity for connection and learning. Shame can lead to over-reactive responses to create distance from shame.

### **B. Remaining open and engaged.**

A visual comparison that illustrates the concept of staying open and engaged is a river flowing between two banks, symbolising integration. - Dan Siegel (2010). When we stay in the river, we are integrating our own brain functions and relationships and can facilitate integration for the child. At Pilgrim, we remain open and engaged which puts us into the free-flowing river where we can adapt to what the child needs as we respond flexibly and helpfully. The adult can make sense of what the child is doing and this understanding guides us to provide the child with what is needed. This will help the child to trust the adult and to become comfortable with reciprocal relationships.

## **Section 5.**

### **A. Celebrating relationships.**

At Pilgrim we celebrate our positive relationships and interactions with children through unconditional positive regard. Through our relational approaches we understand that



positive and effective feedback is better than rewards. We look to teach and nurture children moving away from external control systems which are unlikely to work for all children in our school.

## **B. Connection before Content**

Every morning the children are greeted on entry. Familiar adults are on the playground and in the classroom. The children arrive in class and are given the opportunity to complete a connection focused task that looks to settle and soothe them into their day. Children can choose from a selection of different tasks. Quiet music is played and where possible, low lighting or no lights are used. During this time, teachers and TAs have the opportunity to quietly check in with children. This is replicated after lunch every day, because we recognise the importance of time for everyone to settle and unwind after playtime.

*'Without relatedness, no work can occur.'* **Peter Block (2008).**

## **C. Class Merits.**

Children work together as a whole class to gain merits. Merits are unexpected recognition for something they have done and are not negotiated. Children are awarded a merit for: working collaboratively; supporting one another; excellent conduct as a class in an assembly, visit, or classwork; achieving an agreed whole class target. Examples of whole class merit rewards: having an additional playtime together; going to use the local park; having a dance using Just Dance; class drawing, doodling, colouring art session while listening to music; 'Pair and Play': noughts and crosses, dots and boxes, dice games, chess Battleships, draughts, etc...

## **D. Birthdays.**

At Pilgrim every child is given the opportunity to have their birthday celebrated. Birthdays are displayed in the classrooms. During assemblies on a Friday, children whose birthday falls that week are invited to the front. The adult leading the assembly will light candles for all children to blow out whilst the school sings happy birthday. Children are not expected to do this but are invited to join the celebration.



## E. Feedback

At Pilgrim we use praise, recognition and feedback effectively to support children to reflect on their behaviour in a way which will best support learning. We use encouragement, positive feedback and genuine personal praise. There is extensive research which suggests that the most effective feedback is:

- i) Specific: “You stayed really focused today even when it got tricky” rather than ‘You were great today’. This leads to greater understanding of exactly what the child should be doing. We say “It was kind and thoughtful of you to let others go first” rather than “You are kind” as this leads to a belief that things are not fixed, everyone can behave well on some days and make mistakes on others.
- ii) We identify clear next steps: “You need to wait to take your turn when talking in a group” rather than “You need to be better next time”. This supports children to understand expectations and focus on their actions.
- iii) We take a relational approach of using positive and effective feedback rather than rewards: Children who have experienced attachment insecurity or trauma have not yet developed internal control and therefore the external control systems of rewards are unlikely to impact positively on their behaviour.
- iv) We give the children thoughtful feedback about their behaviour: We ensure the feedback is genuine.
- v) We are curious about behaviour: “That went really well, how did you manage to do that?” which will lead to more reflective and beneficial discussions about behaviour.
- vi) We recognise some children will benefit from a more targeted approach to feedback: regular check-ins from key adults which is consistent, reliable and focused positively on them. The check-ins involve effective feedback, curious questions to encourage the child to reflect on their behaviour and agreements as to what the next steps need to be.

## F. Celebration assemblies.

At Pilgrim, children are recognised for demonstrating the school values and for their personal successes on a Monday (by their peers-**Pilgrim Pat on the Back**) and on a Friday (academic performance relating to learning -**Star Learners**). During these assemblies, children who have achievement outside of school are invited to bring in their award to share with the school. All out of school activities are celebrated.



### **G. Positive Behaviour Recognition tools.**

At Pilgrim, staff deploy a range of systems to recognise and reinforce positive behaviours and conduct.

In classrooms, staff use: the Race Track, Behaviour Champions, class merits, positive phone call home, 50m in a Fortnight, certificates and Hot Chocolate Party invites.

For conduct around the school staff use: the Race Track, house points, and occasionally a class merit.

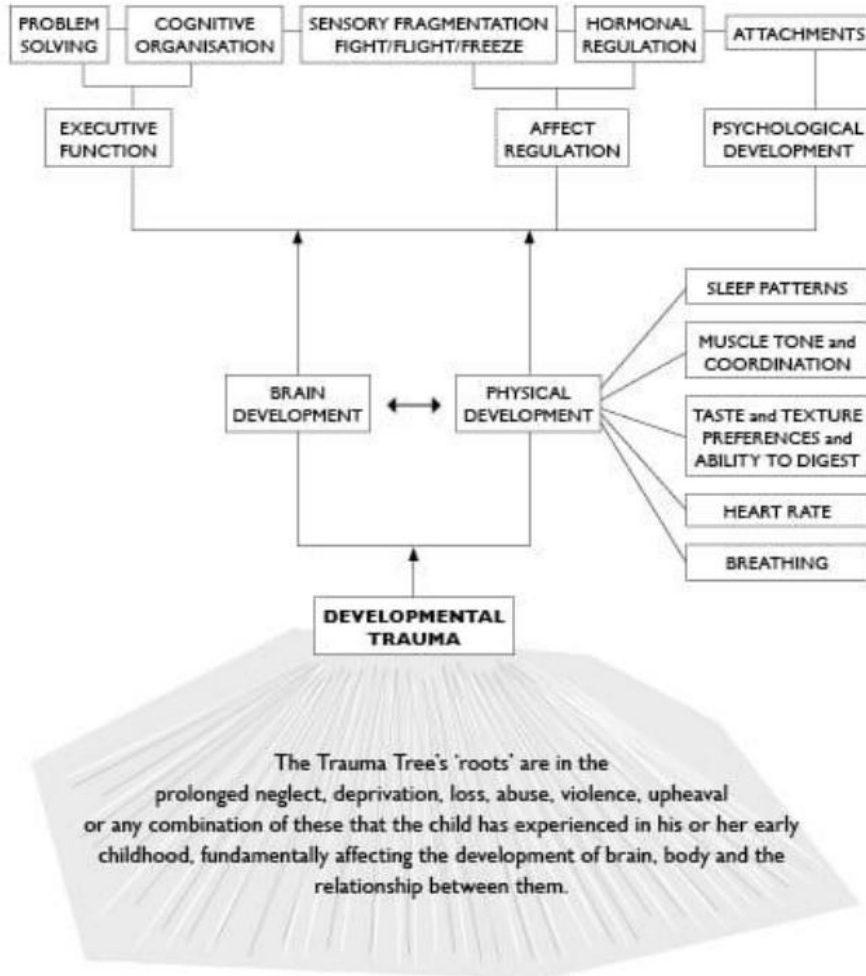
### **H. Playtimes and lunchtime.**

At Pilgrim we support our children to have positive relationships, which makes everyone feel safe. This extends to playtimes and lunchtimes. It is a well-known scientific fact that the production of serotonin, oxytocin and dopamine (the feel happy, good mood enhancing chemicals) that occur when anyone is having a good time or taking part in pleasurable activities helps to regulate an otherwise dysregulated mood. Staff actively play and support children during these times to develop relationships during unstructured times. If a child is overwhelmed by the large playground, we support children to have a successful playtime by providing them with a smaller outside area to play with a smaller number of children, or access to a lunchtime club.



## Appendices:

### Appendix 1: The Trauma Tree and Continuum.



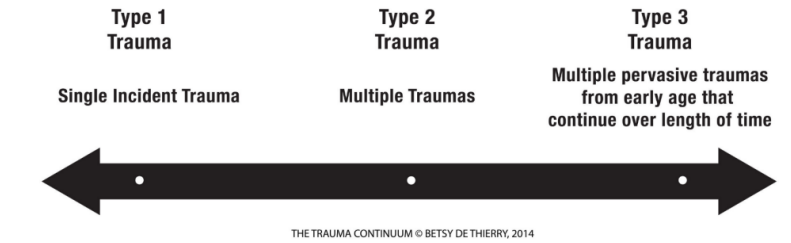
### TRAUMA TREE

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## THE TRAUMA CONTINUUM



### **Appendix 2: Zones of Regulation (ZoR):**

Zones of regulation is a proactive, skills based approach to talking about emotions. It uses simple, common language to understand, talk about and teach regulation. ZoR is a consistent, metacognitive pathway to follow for regulation. A core belief of ZoR is that all zones are okay. We routinely experience several of the zones across a day. We do not convey the message that the Green Zone is the only acceptable zone to be in. We acknowledge, accept and support all feelings.

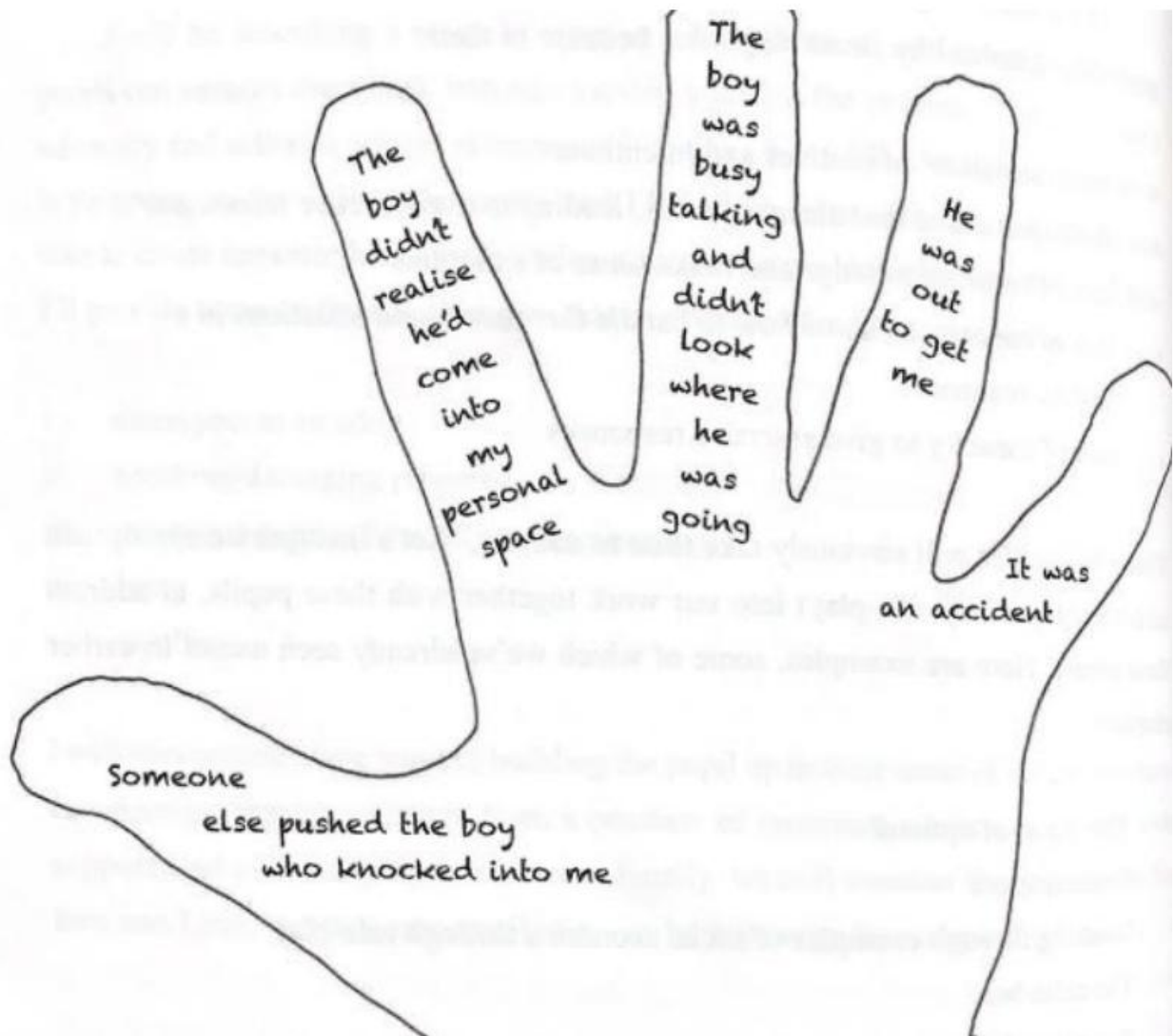
## How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help



### **Appendix 3: Hand of options.**

Talk through five possible motives and intentions that might have been behind whatever has caused the pupil you are working with stress or shame. The pupil is likely to have assumed immediately that the other pupil or adult was 'out to get them' to harm them in some way. This is a possibility, but usually is not the reality. We can help our key pupil to have more of a realistic view as to what might be going on behind the scenes. Talking it through together expands options.





**Appendix 4: Restorative de-brief visuals (KS1 and KS2).**

**KS1 Reflect and Reset**

? What happened?

How were you feeling?

sad upset angry

What was the impact?

Made someone upset Hurt someone I feel sad Made others feel sad

Let's fix it...

Say sorry Write a sorry note Another idea

**KS2 Reflect and Reset**

? What happened?

How were you feeling?

sad upset jealous angry

What was the impact?

Made someone upset Hurt someone I feel sad Made others feel sad

Let's fix it...

Say sorry Write a sorry note Another idea

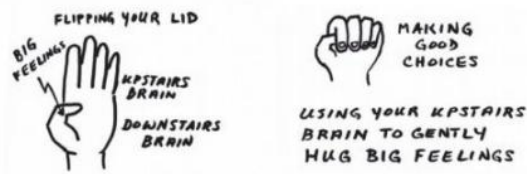
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## Appendix 5: Hand brain model (Dan Siegel)

### Hand brain model (Dan Siegel)

#### Understanding brain states can help emotional regulation



- Notice feelings
- Name feelings
- Learn strategies to help

We can use our hand to show what happens to our brain. Our fingers are our upstairs brain and our thumb and our palm is our downstairs brain.



Our brain works best when the upstairs (thinking) and downstairs (emotion) brain work together by sending messages to each other.



When we experience big emotions, our upstairs thinking brain flips up and our downstairs brain is in charge! This means that it is hard for our upstairs brain to help our downstairs brain to stay calm.



When we flip our lid, we need to get our upstairs and downstairs brain talking to each other again so that our upstairs brain can calm our downstairs brain down. We need our upstairs brain to hug our downstairs brain!



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