

Dunvant Primary School



ARTICLE 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

ARTICLE 19: You have the right to be protected from being hurt and mistreated, in body or mind.

Promoting Positive Behaviour Policy

"Together We Thrive"

"Ffynnu gyda'n gilydd"

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Date Adopted & Ratified	Committee Type	Policy Type
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Policy for Promoting Positive Behaviour

Introduction

At Dunvant Primary School we believe that every member of our school community should have an equal opportunity to achieve their potential regardless of race, colour, gender, sexuality, disability, additional learning needs or social background. We like to work alongside parents/carers to encourage all pupils to develop as fully as possible. We want to help our pupils to grow socially, emotionally and personally as well as academically and this policy is concerned with promoting positive attitudes to behaviour.

We consider that it is the right of all our pupils to be educated in an environment free from disruption or upset by others.

Restorative practice aims to build the Dunvant community and to repair and strengthen relationships within this community if they break down. Emotion coaching is used to support a pupil's development of emotional regulation. Staff are aware of and trained in aspects that may affect a pupil's behaviour such as the effect of trauma, Early Childhood Experiences (ACEs) and attachment. We will work with pupils and their families to reduce unwanted behaviours resulting from these types of experiences.

This policy sets out the processes for managing and promoting positive behaviour, responsibilities, values and attitudes expected of our community members within a restorative philosophy. We use restorative practices (see appendix A), emotion coaching (see appendix A) and our understanding of the impact of attachment, trauma and adverse childhood experiences (ACEs) to achieve this (see appendix A).

NB. If you are a member of staff, please read the appendices in conjunction with this policy, to ensure understanding of these processes.

The school embraces all these approaches as a means of empowering staff to be successful, effective practitioners within the various learning environments, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils. This takes place in a calm, orderly, safe environment built on trust, respect and understanding.

We believe that good behaviour needs to be carefully developed. We think young children learn best when there are high expectations, and they are clear about what it is that they need to do. Through the implementation of the aforementioned approaches we aim to develop young people who are in control of their emotions and behaviour. This aims to result in an autonomous organisation where everyone does the right thing because they understand how to.

This policy also sets out:

- What we mean by good behaviour.
- What we think are the benefits of good behaviour.
- How we encourage good behaviour in school.

Policy Aims

- To embed the use of restorative practices, emotion coaching, trauma, ACEs and attachment awareness in all aspects of school life (see appendix A).

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- To develop frameworks within which initiative, responsibility and sound relationships can flourish
- To enable pupils to develop a sense of self-worth, and a respect and tolerance for others
- To maintain a consistently orderly environment in which adults and pupils feel safe, secure and respected, both inside and outside of the classroom, which will enable everyone to work and learn
- To create an environment that encourages and reinforces good behaviour
- To define acceptable standards and the principles of good behaviour
- To ensure everybody's rights are respected in all aspects of school life.

Dunvant Primary School Code of Conduct

Pupils have a right to learn and teachers have a right to teach in a classroom free from disruptive behaviour.

School Values

The following values underpin the school's ethos and are promoted by the school:

Co-operative, caring, grateful, honest, responsible, tolerant, thoughtful, understanding, and trustworthy.

What do we mean by good behaviour?

At Dunvant Primary, we have clear expectations so pupils know what is expected of them throughout the school day. Class charters are developed with, and used by pupils. These are prominently displayed in all classrooms and underpin our expectations of behaviour. Consequences are given as a result of inappropriate behaviour and deviation from these expectations.

Throughout Dunvant, pupils are actively encouraged to consider the consequences of their behaviour and to take responsibility for their own actions. We believe that positive reinforcement is the best way to achieve good behaviour, and to help those who need support to make the right choices with their behaviour.

What do we mean by discipline?

Discipline is **not** the control of children. An important long-term goal is to facilitate the development of self-discipline and self-regulation. In this we aim for children to grow up to be fully-rounded citizens.

We guide, encourage and lead by example. Supporting pupils within a framework of rights and responsibilities, so they understand what they do and learn to be good citizens.

'You OWN your OWN behaviour' is what we teach the pupils, to encourage them to take full responsibility for their actions and also think about the consequences if they make the incorrect choice.

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Benefits of good social behaviour

By encouraging good behaviour we aim to promote self-worth and respect for the attitudes and values of others.

We encourage pupils to play an active role in their education and to develop their self-confidence. We aim to create an environment in which pupils can achieve and do as well as possible in their learning. We want them to have a sense of identity with their school and show a high degree of self-motivation.

As a school, we aim to meet the needs of all pupils and good behaviour helps to facilitate this, enabling effective learning and teaching to take place, and ensuring our pupils are free to make the progress they are capable of, without disruption.

Classroom management

Classroom management influences pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between staff and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

Classrooms should be welcoming and well organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged and labelled to aid accessibility and reduce uncertainty and disruption.

Displays should exemplify expectations of learning and provide prompts to aid learning and to help develop self-esteem through demonstrating the value of every individual's contribution.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the pupils to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as excellent work. Situations should be handled sensitively and dealt with in a way appropriately. We follow the principle of praise in public, give consequences in private.

As a school we use check-ins and outs and mood boards as strategies to promote positive relationships, behaviour and a sense of belonging and support for every pupil. Mindfulness is also used to teach the use of breathing and regulation strategies as well as providing a time for pupils to be calm (please see appendix A).

Playtime/Lunch time behaviour management

It is important that staff deal with situations to establish and develop their own relationships. Aim to separate the 'deed from the doer and the act from the actor' as integral to Restorative Practice philosophy.

Play and lunch times lack the structure of the classroom and can be difficult for some pupils to navigate. The following strategies should be applied, if needed:
Positive reinforcement of appropriate behaviour.

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- Time to regulate in a quiet area in the playground (or dining hall, if eating lunch, or an alternative area of the school). Always ensure supervision ratios are not compromised as **pupils must be supervised** when regulating
- Use of emotion coaching techniques (to support regulation)
- Use of restorative questions and approaches (only when regulated)
- All issues are addressed with careful consideration of each pupil's individual circumstances, ensuring relevant information is shared with the appropriate class teacher
- Class teachers and/or senior staff called to support instances deemed serious

For those pupils who find lunch and play times extremely difficult to navigate, they will be provided with alternative provision to prevent such difficulties. This is not a consequence, but a strategy to support these pupils through these times, until they are able to successfully manage their time and feelings during these unstructured periods.

Consequences

We use consequences to deal with, and hopefully correct, inappropriate behaviour. We feel it is important to have consistency for helping pupils who have difficulty with making the right behaviour choices. There is no place for unacceptable behaviour and consequences exist to protect individuals from negative forms of behaviour in the classroom and in other areas of school life or life beyond the school.

Each pupil is treated as an individual and their needs and circumstances are taken into account when dealing with unwanted behaviours. It is important that we always aim to preempt instances of inappropriate behaviour by identifying potential triggers. However, it is accepted this and prevention is not always possible. Repeated behaviours will trigger more serious consequences. Therefore, it is possible for more than one pupil to have been equally involved in the same inappropriate behaviour. However, one pupil may have engaged in more instances of inappropriate behaviour than the other, this pupil will have a more serious consequence. Similarly, we will always take into account background information when providing consequences to mitigate the risk of anxiety. This, however, cannot mitigate the need for the school to take action.

The table below outlines possible actions in response to unwanted behaviours.

Action to/for the pupil	Staff
<p>A. Positive reinforcement of desired behaviour, use of class charter and ready to learn ethos (for classroom behaviour). It may be the pupil is dealing with issues and may need to co-regulate/regulate themselves or be in need of support.</p> <p>B. Support to turn behaviour around, including emotionally available staff, in class to apply training received- restorative practice, emotion coaching etc. and provide opportunities for the pupil to apply strategies such as breathing/mindfulness or other calming strategies.</p> <p>C. Use of the Enhanced Provision room to regulate and to help the pupil regulate and become ready to learn (for classroom instances only) or (depending on where the behaviour has taken place) removal from the yard/hall (play</p>	<p>Knowledge of the individual pupil to inform approach</p> <p>Positive affirmations of desired behaviours to make clear expectations to the pupil</p> <p>Application of training to aid behaviour support and to promote wellbeing</p> <p>For low level class behaviour, hindering the completion of work, pupil may be asked to complete this in their own time,</p>

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and lunch	
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times only)	if they are socialising too much in class
D. Consequence given, only if needed this could include an internal exclusion or time off the yard.	Class teacher to seek support from other colleagues
E. Informal restorative conversation when appropriate	Pastoral support may be appropriate with parental/ carer consent
F. Parent/carer informed about what has happened and the support/action that was taken	Class teacher to record incidents on MyConcern.

Through a restorative practice discussion, pupils are helped to understand what they did, why it was wrong and what the consequences are for themselves and others. They are supported to learn from the incident and move forward. After each incident, pupils need to know it has been dealt with and they can move on. For repeated incidents of inappropriate behaviour, pupils need to know their behaviour is being monitored and the consequences they will be given will match the severity of their cumulative actions. For serious breaches of the behaviour code, pupils need to know they will be provided with a consequence, which is commensurate with the incident. We take a zero tolerance approach to any instances of poor behaviour in areas around the school which have low foot fall or cannot be manned by an adult eg pupils' toilets, especially if this results in causing harm to resources, facilities or other people.

If behaviours do not improve the following could be done:

- Teacher to seek advice from senior member of staff who will liaise with class teacher for support and to manage behaviour
- Parent/ carer informed and involved in supporting the pupil to manage their behaviours, strategies used at home/ school to be shared to provide consistency for the pupil.
- Pastoral support may be appropriate with parental/ carer consent
- ALNCo involvement with parents/ carers may be appropriate.
- Guidance may be sought from other agencies and the ALNCo who might provide support for the pupil
- The pupil may have a plan or agreement drawn up based on pattern of behaviour. A home school diary may be set up following discussions with parents/ carers.

The consequence must always be appropriate for the behaviour.

If little progress is being made to improve the behaviour identified or if other misbehaviours of concern occur, in addition to the previous steps, a member of the leadership team will become involved. A behaviour plan or agreement will be created. The headteacher will be informed if they are not the member of the leadership team dealing with the matter.

Pupils may be placed on an internal exclusion: - sent to work in another area of the school for part of a session/a day or more, if the disruption caused is in the classroom.	A member of senior staff is involved to discuss the behaviour and consequence. Parents/carers are informed.
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<ul style="list-style-type: none"> - Excluded from one or more play times (if the disruption is a result of poor behaviour choices as playtime) - Excluded from the lunch hall (if the behaviour is a result of poor behaviour in the dining hall) - Exclusion from all breaks and dining hall (if the behaviour is threatening or extreme enough to cause serious damage to resources or the environment and/or pain or anxiety to another) - Exclusion from all breaks, class and dining hall (if the behaviour is extremely threatening or dangerous to another person) 	
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If behaviours persist.

<p>Pupils may be excluded from the school at lunch time Pupils may receive a fixed - term exclusion. Pupils may be permanently excluded</p>	<p>Head teacher, ALNCo & class teacher meeting with parents/carers Review meetings set</p>
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Fresh Start: although persistent or serious misbehaviour needs recording, every pupil must feel that everyday is a fresh start. It is important to make this clear to pupils.

Fixed and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for fixed periods, for up to 45 days in any school year. The headteacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this.

If the headteacher excludes a pupil, she informs the parents/carers immediately giving reasons for the exclusion and informs the parents/carers how to appeal.

The headteacher informs the Local Authority (LA) and the Governing Body about any exclusion, whether temporary or permanent.

The Governing Body itself cannot exclude a pupil or extend the exclusion period made by the headteacher.

The governing Body has a **Discipline Committee** whose role is set out in strict guidelines whenever a pupil is excluded from school.

Roles

The Role of Parents/ Carers

We feel that all the above is most effectively achieved when we work in **partnership** with parents/carers. Parents/carers have a vital role to play in their children's education. **A pupils' learning is enhanced by a positive relationship between home and school.**

Parents/ carers can contribute in the following ways:

- Being interested in their child's learning.

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- Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
- Being aware of their child's role within the community.
- Supporting this policy.

By ensuring their child is ready for the school day by:

- Being punctual.
- Being alert and ready to learn.
- Wearing school colours.
- Communicating with staff.

By communicating effectively with staff by:

- Reading and responding appropriately to Weduc messages and school letters.
- Making appointments to see staff about concerns where necessary.
- Providing up to date emergency contact numbers.
- Attending parents' evenings and school meetings.
- Informing the school of absence by reporting on the school app, or telephoning on the first day

It is very important that parents/ carers support their pupil's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents/ carers and good communication between home and school. Put simply, the effect of home and school, working together is far more impactful when supporting a child to improve their behavior. Adopting a consistent message and using commensurate approaches reduces confusion for the child. Thus, the school works collaboratively with parents/carers, who are open to this. This ensures children receive consistent messages about how to behave at home and at school.

If the school has to use consequences to correct a pupil's behaviour, parents/carers should support the actions of the school. When pupils receive consistent messages regarding behaviour and associated expectations this assists the pupil in understanding exactly what is expected of them.

We expect parents/carers to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/carers of children in the school will be reported immediately to the headteacher and/or to the police. Incidents of aggression are required to be reported to the Local Authority for action and this may follow. Staff may also choose to consult their union representatives for legal advice and/or representation. If parents/carers are at all concerned with any issues regarding behaviour, the person to speak to first is the pupil's class teacher. The school's aim is to promptly address these issues to a satisfactory conclusion. If this is unsuccessful please speak to the phase leader. If parents/carers remain unsettled please speak to the deputy headteacher/s. If the issue still remains then parents/carers should contact the headteacher/acting headteacher. We aim to resolve complaints informally at the first stage. However, if the concern remains a formal complaint or appeal process can be implemented.

Parents/ carers can be assured that their children will receive support when they need it and, above all, they can feel welcome in the school to discuss their children's progress in a positive atmosphere.

The Role of the Pupil

As adults, we can put support and boundaries in place to help a pupil manage their behavior. However, real changes happen when pupils themselves make the efforts to moderate and manage their actions and reactions. While we support pupils to make these changes, we expect pupils to make this effort.

The Role of non-teaching Staff

All school staff have a responsibility to uphold the Promoting Positive Behaviour Policy. Non-teaching staff should ensure that pupils move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Pupils should be made aware that rough play and potentially dangerous behaviour in the playground is not acceptable.

The Role of the Class Teacher

We are aware that good classroom organisation and the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Dunvant Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all pupils, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting but may use their voices at times to prevent or warn others of danger.

Teachers deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff when appropriate. Teachers expect that parents/carers will behave in a reasonable manner towards them as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that expectations outlined in class charters are evident in lessons, and that the pupils in their classes behave responsibly during lesson time, and to maintain records of all reported incidents of misbehavior.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

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

Role of the Headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of this policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all pupils in the school.

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

The headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated, dangerous or very serious acts of anti-social behaviour, the head teacher may permanently exclude a pupil.

Monitoring and review

The implementation and monitoring of this policy is the responsibilities of all staff. The work of the headship team, phase leaders and ALNCo also involves supporting colleagues in this area, being informed about current developments and providing strategic direction.

This policy will be monitored annually and reviewed in line with the policy review cycle.

Appendix A

Restorative Practice Statement

Dunvant Primary is a community that nurtures and supports every pupil; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities.

It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief. It is a gateway to limitless possibilities; to soaring aspirations; to brighter futures.

In broad terms, restorative practice constitutes an innovative approach to managing behaviour, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment (Wright 1999). Simply, it is about getting the wrongdoer together with the individual(s) affected to understand the harm that the wrongdoer's behaviour has caused to that individual(s).

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the "deed from the doer and rejects the act not the actor", allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Restorative practice is a strategy that is used to resolve incidents that occur in our school.

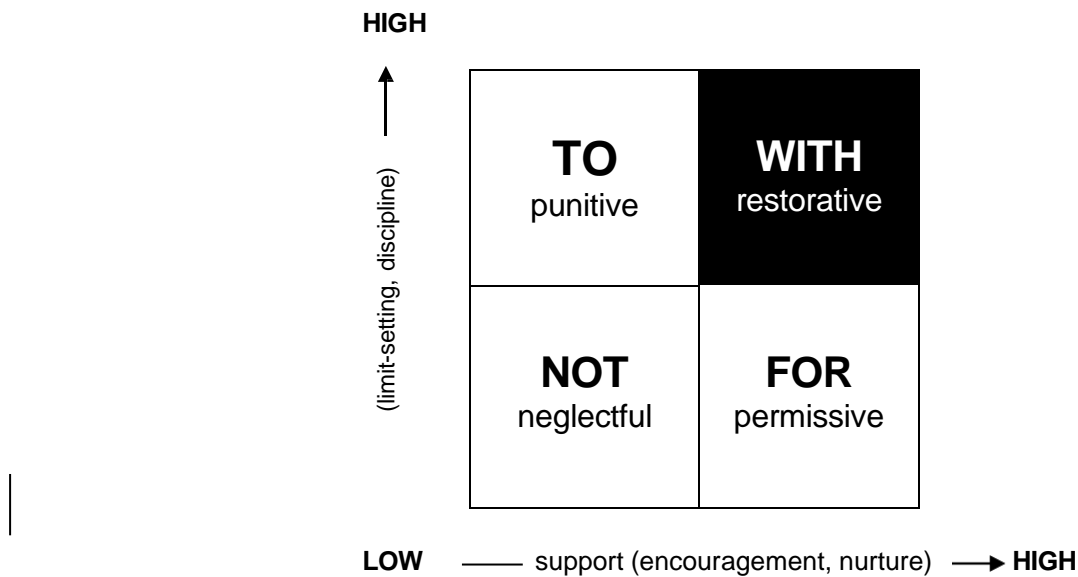
Restorative Practices framework will:

- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a secure and supportive environment for staff, pupils, and parents/carers to share ideas and concerns.

There are four key elements of Restorative Practices. These are:

- Social Discipline Window.
- Fair Process.
- Restorative Questions.
- Free Expression of Emotions.

Social Discipline Window (Framework for working with ...)



Wherever possible we should try to work in the 'with box', offering high support, be nurturing and encouraging in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

The three principles of Fair Process

1. Engagement – involving all participants in the process.
2. Explanation – shared understanding.
3. Expectation Clarity – clear vision for the future.

When an incident has occurred set questions are asked by the teacher to the wrongdoer and then to the individual affected, to resolve a situation:

Restorative Questions

1. To respond to challenging behaviour
 - What happened?
 - What were you thinking about at the time?
 - Who has been affected by what you did and how?
 - How do you think (the individual affected) felt when you did that?
 - What do you think you need to do to make things right?
 - What have you learnt to help you make the right choices next time?
2. To help those harmed by others actions:
 - What did you think when you realised what had happened?
 - What have your thoughts been since?
 - How has this affected you and others?
 - What has been the hardest thing for you?
 - What do you think needs to happen to make things right?

The questions are asked as part of an informal or formal conference. In using this approach the emphasis is on developing relationships through the wrongdoer accepting responsibility

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for what they have done and making decisions about more appropriate future actions using a problem solving approach. It also enables the individual affected to sense closure and that the wrongdoer has faced up to their actions.

The teacher acts as facilitator. It is the pupils themselves, who come up with the solutions.

Listed below are some examples of affective statements and questions which all staff can use with pupils:

I was disappointed when you did that to (insert the individual's name).

I am upset by what has just happened.

I feel that (describe action) was disrespectful.

I feel disrespected when you ignore me.

I am sorry that I misunderstood the situation ...

I felt really proud of you when I heard ...

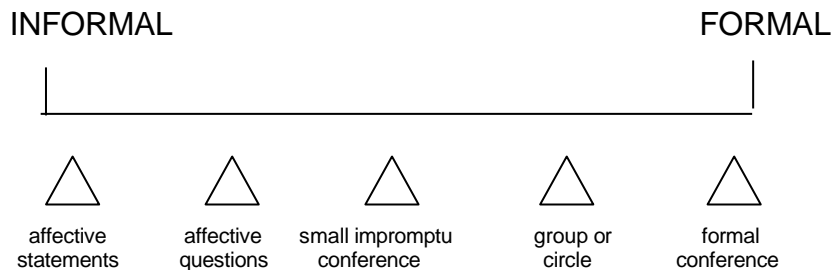
I feel really pleased and encouraged that you made the right choice.

I respect your honesty and thank you.

I want to thank you for your cooperation.

Restorative Practices Continuum

At Duvant Primary School we believe it is best to do things WITH PEOPLE. Wherever possible you should use fair process and our responses to challenging and/or inappropriate behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Practices framework.



Much of the work carried out to address challenging behaviour should be accomplished by working within the informal end of the spectrum.

Staff are understanding of the behaviours associated with attachment difficulties and the impact of trauma and adverse childhood experiences. When incidents occur staff will use a variety of approaches to support a pupil in calming down.

These include:

- providing a safe space (including the ready to learn room)
- supporting the use of breathing
- mindfulness

Only when a pupil is once again regulated will staff use restorative practice approaches. For restorative practice to be successful all parties must feel ready to engage.

Check-ins and check outs

Every pupil participates in a check in, when they can communicate how they are feeling. The purpose is to provide an opportunity for pupils to share how they feel. If a pupil is unsettled their peers and staff can offer ways or possible solutions to support them. Check ins can be undertaken at any time. At the end of the day a check out is undertaken to ensure any issue which may have happened, that has not come to the attention of the teacher, is brought to his/her attention to be addressed before the pupil leaves school. Pupils do not have to say how they feel and can check in privately with an adult at a time of their choice. Staff will monitor and support pupils who indicate that they are feeling unsettled.

Mood boards

Each classroom contains a mood board, displayed in a prominent place which is easily accessed by the pupils as they enter and exit the classroom. As part of their check ins pupils select their name/ photograph and place it on the mood which best describes how they feel that day. Pupils can move their name/ photograph as the day progresses, if their mood changes to the respective mood. These can be monitored by adults, especially if the pupil is experiencing a negative feeling.

All aspects of restorative practices are aimed at developing relationships within the school community. Through positive relationships appropriate and good behaviour is modelled for the pupils to witness and experience.

Attachment Awareness:

The roots of a child or young person's social-emotional wellbeing are found in their first attachment to their primary care-giver. The nature of that attachment determines not just their ability to form relationships but their capacity to learn. Secure attachment relationships correlate strongly with higher academic attainment, better self-regulation and social competence.

We aim to establish attachment-like relationships with pupils, particularly with challenging and vulnerable pupils, in order to improve their chances of learning and achieving.

Most pupils are successful in school and in relationships. This lasts into adult life. But a significant minority have difficulty with this from an early stage and especially in adolescence. These children and young people can be:

- Unfocused
- Disruptive
- Controlling
- Withdrawn
- Destructive.

They tend to underachieve in school. As a result, these children and young people may not fulfil their potential as adults, either in employment or relationships.

If we can better understand **WHY** and **HOW** these pupils behave the way they do (this is often specific to each pupil, depending upon their experiences), we can then find ways to help them enjoy and succeed in their education.

Trauma Awareness:

Trauma can have pervasive effects on children. Often, children and adolescents lack the coping skills needed to manage and heal from the impact of stressful or traumatic events in their lives. As many as one in three trauma-exposed pupils show symptoms of posttraumatic stress disorder (PTSD). Having the tools to manage and heal from traumatic stress empowers everyone in the school community.

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After being exposed to a traumatic event, pupils are likely to experience the following symptoms:

Re-experiencing: constantly thinking about the event, replaying it over in their minds, or having nightmares

Avoidance: consciously trying to avoid engagement or trying not to think about the event

Negative thoughts and moods: blaming others or themselves, losing interest in pleasurable activities, or showing an inability to remember key aspects of the event

Arousal: being on edge, being on the lookout, or constantly being worried

Symptoms resulting from trauma can directly impact a pupil's ability to learn. Pupils might be distracted by intrusive thoughts about the event(s) that prevent(s) them from learning, paying attention in class, or doing well on a test. Some pupils might even avoid going to school altogether. Traumatic events can also interfere with a pupil's ability to relate to others and to manage their emotions successfully. In classroom settings, these problems often lead to unwanted behaviours, which can result in reduced learning time.

Understanding this and developing strategies to overcome this is essential. All staff have been trained in Trauma Awareness and how to best support pupils who have had a traumatic experience.

Adverse Childhood Experiences (ACEs)

Adverse childhood experiences (ACEs) are potentially traumatic events that occur in childhood (0-17 years). For example:

- experiencing violence, abuse, or neglect
- witnessing violence in the home or community
- having a family member self harm

Also included are aspects of the pupil's environment that can undermine their sense of safety, stability, and bonding, such as growing up in a household with:

- substance use problems
- mental health problems
- instability due to parental separation or household members being in jail or prison

Please note the examples above are not a complete list of adverse experiences. Many other traumatic experiences can be considered as ACEs and could impact health and wellbeing.

ACEs are linked to chronic health problems, mental illness, and substance use problems in adolescence and adulthood. ACEs can also negatively impact education, job opportunities, and earning potential. However, ACEs can be prevented. Creating and sustaining safe, stable, nurturing relationships and environments for all pupils can prevent ACEs and help all pupils to achieve. The school also offers help to families such as support, parenting classes and programmes to support family relationship approaches.

Emotion Coaching:

Emotion coaching is about helping pupils to become more aware of their emotions and to manage their own feelings particularly during instances of unwanted behaviour. It entails validating emotions, setting limits where appropriate and problem-solving with the pupil to develop more effective behavioural strategies.

In effect, emotion coaching techniques instil the tools that will aid a pupil's ability to self-regulate their emotions and behaviour. It enables staff members to create an ethos of

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positive learning behaviour and to have the confidence to de-escalate situations when behaviour is challenging. Emotion coaching provides a value-added dimension to behaviour management strategies and creates opportunities for longer-term solutions to a pupil's well-being and resilience.

All staff are trained in Emotion Coaching and we realise that by building a pupil's social and emotional capabilities we enable them to happily engage with others and society and to learn and develop fully to attain and achieve as pupils.

Mindfulness:

Mindfulness practices equips pupils with the skill of training the attention by attending to and focusing on whatever is happening in any given moment. It can help pupils learn how to work skilfully with the stresses and strains of childhood and adolescence without being swept away by them. These coping skills then remain with them into adulthood. Mindfulness practice itself involves activities such as attention-training and meta-cognitive tasks that help pupils focus on the present moment and work skilfully with their thoughts and emotions. It doesn't necessarily come easily; the mind often wanders at first. But with practice, pupils become more able to focus their attention. Mindfulness during morning registration, can help pupils settle ahead of a day of learning, after lunch, to calm them down after playing outside, and as part of assembly or as and when required.