Shiphay Learning Academy
Relational and Behaviour Support Policy

Relational

The Foundation – Building Positive Relationships

At Shiphay Learning Academy and throughout the Riviera Education Trust, we believe in building caring, trusting, authentic relationships between **all** members of our school community. These relationships are the essential foundation upon which everything else in school is built.

Our approach to relationships is based on the teachings of Trauma Informed Schools UK (TISUK). This research-based approach is underpinned by the educational practice of 'Protect, Relate, Regulate and Reflect'.

Adverse Childhood Experiences (ACES) and Attachment *(see Appendix 1)*

The experiences we have early in our lives and particularly in our early childhoods have a huge impact on how we grow and develop, our physical and mental health, and our thoughts, feelings and behaviour. Two important factors to think about when considering our mental wellbeing, are the quality of our attachment relationships and our experience of ACEs.

What is Attachment?

Attachment refers to the pattern of the relationships we have had with our parents or carers early in our lives. It is the emotional bond that forms between a parent and child from birth and has a huge impact on our development.

What are Adverse Childhood Experiences?

Adverse Childhood Experiences (ACEs) are "highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person's safety, security, trust or bodily integrity." (Young Minds, 2018).

Impact of ACEs

Just like attachment, experiencing ACEs can have an impact on our future physical and mental health, and often ACEs can be barriers to healthy attachment relationships forming for children. The longer an individual experiences an ACE and the more ACEs someone experiences, the bigger the impact it will have on their development and their health.

Staff are encouraged to use a **PACE** approach (***see Appendix 2***) which was developed by Dr Dan Hughes (a clinical psychologist specialising in childhood trauma.)

Playful
Acceptance
Curiosity
Empathy

PACE enables supporting adults to build safe, trusting and meaningful relationships, make connections and create a sense of security. PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe.

It is done by communicating the four elements of PACE together, not as a step by step process. Using PACE helps supporting adults to stay calm and tune into what the child is experiencing in the

moment. It supports them to gain a better understanding of what the child is feeling and, in tricky moments, it allows them to guide the child through their feelings.
PACE helps children and young people to feel more connected to and understood.

Protect

We aim to ensure that children are physically safe, but also safe within their relationships. We do this by creating a welcoming, calm environment that is consistent throughout school and encourages social engagement. We create safety by investing in relationships and carefully considering individual needs to ensure everyone can be successful.

We do this by:

- Implementing meet and greet procedures every day from Nursery to Year 6.
- Implementing pedagogic interventions, such as Affirmation of the Individual and 'I wish my teacher knew…'
- Providing staff training to ensure that all adults working with children have a comprehensive understanding of PACE (Playful, Accepting, Curious, Empathy - *Hughes 2015*) so they are able to use this to reduce the flight, fight, freeze response in children.
- Ensuring that there are emotionally available adults in school and that children know who they are and where to find them.
- Ensuring that all adults adopt a 'no shaming' approach, ie we praise in public and hold conversations about behaviour with individuals in private to avoid public humiliation.
- Ensuring that adults are aware of facial expression and body language, and are expected to present as open, warm and engaged at all times.
- Ensuring that adults are consistent in their approach; this may mean that they need to adjust their expectations around vulnerable children to meet their needs.

Relate

We know that the ability to form meaningful relationships is essential for our mental health and happiness. Positive and meaningful relationships play an important role in the development of the frontal lobes of the brain associated with emotional regulation, emotional intelligence, planning and problem solving, all of which are key components of successful learning.

We do this by:

- Ensuring that all adults have an awareness of attachment theory, toxic stress, ACES and the impact of trauma.
- Adopting a whole school commitment to enabling children to see themselves, their relationships and the world around them positively.
- Providing opportunities for vulnerable children to spend relational time with emotionally available adults.

Regulate

Stress can make it extremely hard to engage in our surroundings as well as impacting on our physical health. At Shiphay Learning Academy, we aim to support members of our school community to ensure that they are not left in a state of toxic stress. We recognise the power of developing our relationships so that children can talk about how they are feeling.

We do this by:
• Implementing support and teaching children methods to bring down their stress levels and support self-regulation.
• Protecting and supporting the emotional wellbeing of our staff.

Reflect/Repair

Children and adults need to be able to reflect to enable them to understand their feelings and behaviour. Reflection enables us to make sense of life and develop language for emotions, so that we are able to understand what we are feeling and what has happened. This may also be time to repair relationships that may have ruptured as a result of what has happened. *Reflection can only occur once the child is calm and regulated.*

We do this by:

- Ensuring everyone understands that behaviour is a form of communication and can be the communication of an unmet need.
- Supporting and training staff in good listening, dialogue, empathy and understanding (instead of asking lots of questions.)
- Giving children the opportunity to work with trusted, emotionally available adults, to make sense of their painful experiences through a range of therapeutic approaches (TIS Practitioner).
- Implementing a robust Relational and Behaviour Support policy that provides guidance around restorative conversations (these should take place when children are ready and able to think about what happened and are supported by an adult to repair.)
- Ensuring that our PSHE curriculum is informed by current research and teaches children about mental health, healthy relationships, emotions and tools for how to live life well.

Roles and Responsibilities

All adults working at the Riviera Education Trust are required to conduct themselves in keeping with this policy. It is the responsibility of all adults in the school to model the behaviours described. New staff and volunteers will be expected to read the policy and training will be given to support them in carrying out this approach.

Behaviour Support

At Shiphay Learning Academy, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. **Everyone** is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We actively and consistently promote being respectful and encourage the school community to demonstrate our Core Values. We work in partnership to support children, staff and parents.

At Shiphay Learning Academy, behaviour is understood as communication. We understand that poor behaviour is the result of an unmet need or an adapted defensive stress response. We understand that children learn best when we form positive, trusting relationships and this informs our approach to helping to regulate and soothe children's stress responses and adapting and modifying behaviour.

Aim of the Policy

To create a culture of exceptionally positive behaviour: for learning, for community, for life.
To promote good relationships, ensuring that all individuals are treated fairly and with respect.
To help learners take control over their behaviour and to understand and be responsible for the impact of their actions on themselves and others.
To ensure that excellent behaviour is an expectation for all.
To refuse to give learners attention and importance for poor behaviour.
To build a community which values kindness, care, good humour, compassion, tolerance and empathy for others.
To promote community cohesion through improved relationships.

Purpose of the Policy

To provide simple, practical procedures for staff and pupils that:

- Recognise behavioural expectations
- Positively reinforce behavioural expectations
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention, our interactions, the curriculum and the Trauma Informed Schools ethos.

Golden rules *(see Appendix 3)*

These are the 3 principles that are at the heart of our expectations for positive behaviour:

Be Ready	Be Respectful	Be Safe

Core Values

Our Core Values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, secure, well-rounded citizens.

Our curriculum and attitudes are built upon the strong foundation of our Core Values: ***Respecting, Aspiration, Creativeness and Contribution***. These are the fundamental principles that guide our day-to-day practice. Our Core Values drive every aspect of our organisation and all staff are expected to be committed to and sign up to the values. For the values to impact on our community, we

have to all intrinsically believe in them, live them and breathe them. This enables our Core Values to be evident in everything we do. Children need the skills and dispositions of the Core Values made explicit, in order to recognise their worth and make connections to other experiences.

Consistency
We believe that in order to create a safe, nurturing environment we need to be consistent with our routines, our language and how behaviour and praise is managed. All staff ensure:

• Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour.
• Consistent follow up: ensuring 'certainty' at the classroom, Key Stage and senior leadership level. Never passing problems up the line; teachers taking responsibility for behaviour interventions; seeking support but never delegating.
• Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
• Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
• Consistent, simple expectations promoting appropriate behaviour.
• Consistent respect from the adults to children and each other.
• Consistent environment, including use of agreed approaches, such as windchimes "Show Me 5"

Consistency lies in the behaviour of adults and not simply in the application of procedure.
(Paul Dix, 2017)

In order to achieve a consistent approach, the following expectations are in place:

All staff

- Meet and greet children at the door every morning ***(see Appendix 4)***
- Refer constantly to the golden rules '**Be Ready, Be Respectful, Be Safe'** ***(see Appendix 3)***
- Establish clear routines and agreed whole school approaches within the classroom.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use an approach that recognises **positive behaviour** throughout the day.
- Use visible Recognition Boards in every classroom.
- Be calm and follow the Behaviour Blue Print.
- Follow up every time; retain ownership and engage in reflective, restorative conversations with children.
- Never ignore or walk past children who are behaving inappropriately. "*What we permit we promote.*" Positive behaviour support is **everyone's responsibility.**

Senior Leaders
Senior leaders are not expected to deal with behaviour referrals in isolation. They are to stand alongside colleagues to support, guide, model and show consistency to children.
Senior leaders will:
• Meet and greet children at the beginning of the day, at the school gates when not class-based.
• Be a visible presence throughout school to encourage appropriate conduct.
• Support staff in managing more complex behaviour and leading restorative conversations.
• Regularly celebrate staff and children whose efforts go above and beyond expectations.
• Encourage use of Praise Postcards and positive Seesaw messages (a minimum of 2 positive messages p/week.)

- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.

Communication and Parental Partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child demonstrates behaviour which is causing a concern in school, steps will be taken to inform parents. The class teacher will have the initial responsibility for this. Teachers will be responsible for reporting any early warning signs for behaviour and safety to their Team Leader and members of the School Leadership Team, so that strategies can be put in place and more formal steps can be taken as required.

The behaviour policy is shared with parents and carers via the school website. Senior Leaders, with the support of the wider team, will strive to support and encourage parents to share the same aims of the school in promoting good behaviour and positive relationships. Where appropriate, parents will be signposted to additional support from other agencies where this is needed.

Recognition and Praise

At the heart of our policy is the focus on the recognition and praise of effort towards our school values. We promote the principles of recognition, praise and positive reinforcement for both work, behaviour and attitudes. All staff seek to notice the positive and remark on it; we need to be *"relentlessly bothered"* about the positives. Positive recognition helps children to feel valued, appreciated and important and helps to build meaningful and sustained relationships.

Positive Recognition and Praise Strategies

- ***Always*** look for the positive and remark on it;
- Well done for… Thank you for…. I notice that you…. I am so impressed by the way you…It made me proud when you…;
- Smiles; thumbs up; applause/variation on a round of applause (age appropriate), eg marshmallow clap, tiny violin/piano, butterfly, catch a star, etc;
- Core Values Crew stickers given for children demonstrating 'above and beyond' expectations in our Core Values;
- 'Ask me why' stickers to acknowledge children going 'above and beyond' in their learning/behaviour/attitudes;
- House Points to acknowledge children going 'above and beyond' in their learning/behaviour/attitudes;
- House Points can also be linked to an aspect of learning/behaviour/attitudes that the class is working on, eg showing kindness to each other. Class House Points are accumulated weekly and the winning House given a small reward, eg out to play 2 minutes earlier than the rest of the class. This builds a sense of belonging to the House and encourages children to support each other to improve;
- Children given the opportunity to share positive learning/behaviour/attitudes with another colleague for recognition and praise (neighbouring class teacher/ Team Leader/DHT/HoS);
- ***Recognition Boards***: every class has a Recognition Board. Children's names are added to the board in recognition of behaviour/attitudes/learning in class linked to an aspect of our Golden Rules or Core Values. Any adult can specify a child to be added to the board and children are also encouraged to recommend peers and to state the reason. We aspire for all children in the class to have their name on the board by the end of the week, as this builds a sense of teamwork and belonging. Examples of good work can be copied and pinned to the Recognition Board.

Behaviour Support

Engagement with learning and the repair of relationships are our primary aims when helping children with behaviour. All pupils are encouraged and supported to take responsibility for their behaviour and to reflect on the impact of their words and actions on others. Staff deal with the behaviour of the children they are supporting in a calm, manner using the principles of TIS, which enables reflection and restorative conversations to be used as a learning opportunity.
For most learners, a non-verbal reminder, such as a look, or a gentle verbal reminder or nudge in the right direction is all that is needed. As stated above, we acknowledge and praise the behaviour we want to see. We use a stepped approach to modify behaviour that reflects our Ready, Respectful, Safe expectations, as below. The below steps should always be followed through with care and consideration, taking individual needs into account where necessary:

Step	Action
Redirect	A gentle 'nudge' in the right direction that reminds the child of the school rules and the behaviour we want to see in relation to the school rules *Be Ready Be Respectful Be Safe*. Use the principles of *PACE (Playfulness Acceptance Curiosity Empathy)* ***I notice you are….*** ***Remember when you…. that is the behaviour we need to see today.***
Remind	A reminder of the rules ***Be Ready Be Respectful Be Safe*** (delivered in proximity to the child wherever possible.) Repeat reminders if necessary. De-escalate where reasonable and possible and try to keep things at this stage if appropriate. **Use the language of "Right Time, Place, Thing"** ***We care about you and here we expect….***
Caution	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and which rule/expectation/value it breaches. Clearly outlining the consequences if they continue, but making it clear as to how they can turn this around. Refer to previous positive behaviour/learning as a model for the desired behaviour. ***Gentle approach, personal, non-threatening, side on, eye level or lower.*** ***Walk away from the child; allow them time to decide what to do next. If there are comments as you walk away, write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning learners to their learning.***
Time With - Reset/Repair **(Child speak - consequence)**	A restorative conversation focusing on our Golden Rules and values, to take place at breaktime/lunchtime (see below) This is not the whole breaktime, just a short conversation to help the child reflect on the behaviour and its impact, and a chance to modify the behaviour for the next lesson. This restorative conversation should be with the adult who dealt with the behaviour, using the language of ***WINE (I… Wonder, Imagine, Notice and Empathise).*** Do not force an apology – it will not improve the situation (however, acknowledge those freely given appropriately.) ** Use the widget boards where appropriate (some children will find it very hard to talk about what has gone wrong)** ***What has happened? (Help me understand what happened…)*** ***What were you thinking about at the time? (Help me understand what you were thinking at the time. I imagine that was…)*** ***Who has been affected by your actions? (I wonder who might have been most affected by this?)*** ***How have they been affected? (I wonder how this might have made them feel?)*** ***What can be done to make things right? (I wonder what we could do to help make things right again?)*** ***How can we do things differently next time? (What I am noticing is that when X happens you do Y. I wonder how we could do things differently in the future?)*** ***Do you remember what we do here when we feel…?*** ***What do you need from me now that will help you?*** ***I hear just how angry you are about…it's understandable to feel angry but it's not ok to….***

	I am not for spitting at/being kicked and I want you to stop. I'm imagining I'm too close to you, you can tell me that and I will listen. The child needs to be made aware that it is a fresh start now, but also that if the behaviour continues we will need to put additional measures in place. We recognise that, at times of dysregulation, the child needs the chance to regulate in a quiet space, away from others with an emotionally available adult. Each year group/Team has an identified area for this to take place. The focus of the Reset/Repair is for the pupil to calm and get ready to return to the classroom. The role of the adult is to support the child to regulate. *It is important that, once the child is calm and ready to talk, a restorative conversation takes place with those who were impacted by the behaviour, supported by a trusted adult.* Incidents that happen during playtime and lunchtime should be dealt with while the children are outside. Most incidents can be dealt with by the TAs who are on duty to reset/repair. Children should be told "this has been dealt with". Incidents should be logged on CPOMS. The next lesson is then a fresh start. Where further support is needed children should be brought to SLT on duty. Class teacher to inform parents of incident. Include in the conversation that the consequence has already taken place. Incident/s logged on CPOMS.
Meeting with parent/carer	If, despite the above strategies, a child is consistently finding it difficult to meet the behaviour expectations, is behaving in a way that repeatedly prevents themselves or others from learning or from being safe, and we are concerned that there is no noticeable improvement in behaviour, then a meeting will be arranged with parents, child, class teacher and a member of SLT. Stage 1: increase in yellow behaviour - Team Leader, Child, Teacher, Parent - meet to agree actions. Review within 2 weeks - class teacher to feedback to parent. If no improvement - go to stage 2 Stage 2: continued yellow behaviours - Headteacher/Deputy Headteacher, Child, Teacher, Parent - meet to agree actions. Review within 2 weeks.
Exception: SLT Response	There are certain serious behaviours, whereby a response from SLT is required. Depending on the severity of the situation, this may need to be an immediate response. This includes: ● Verbally abusive or inappropriate language at children or adults ● Targeted physical abuse towards children or adults, including hitting/kicking/biting/spitting/throwing objects to hurt with intent ● Deliberately damaging or destroying school property or others' work ● Threat to use weapons/use of weapons to hurt with intent ● Possession of a banned object ● Leaving the school site/running away in public places ● Racist, homophobic, sexualised or prejudicial language ● Sexualised behaviour or sexual harassment. SLT to be called immediately to support the child to a safe reset space. SLT will consider the issues and details around the child and their behaviour and further responses, including support, will be identified. SLT to inform parents of incident. Incident logged on CPOMS by staff who witnessed the incident. Restorative conversation to take place with child, SLT, class teacher and parents Due to the serious nature of the incident, the child will (at least) miss their next breaktime or the active part of their lunchtime. At the end of the missed breaktime, the child will be taken to have a few minutes of fresh air, get a drink, go to the toilet etc. The person who is SLT on call

	will facilitate the missed break/lunch time. If this is not possible, the child should stand with a member of staff on the playground. The full range of consequences plus internal or external suspension will also be considered. The decision to exclude internally or externally will be determined by the needs of the child as well as others affected, and the consequence deemed most appropriate. ***NB Children on internal exclusion will always be accompanied by an emotionally available adult to help them reset, repair and rejoin the class at the appropriate point.***

Uncompleted work
Any work that is not completed in a lesson due to poor behaviour is expected to be completed in school or at home.

Supporting Pupils with SEND
The SEND Code of Practice states that special educational provision should be additional to, or different from, the educational provision made generally for children of their age. We understand that children may experience a wide range of special educational needs, disabilities or mental health needs which may, at times, affect their behaviour. Children with speech, language and communication needs (SLCN) may also have difficulty in communicating with others. Any of these issues may affect a child's behaviour in school.
As a school, we ensure that the necessary provision is made for any pupil who has special educational needs, disabilities or mental health needs. All members of staff understand the need to make appropriate adjustments and adaptations when dealing with the behaviour of pupils with SEND, particularly in regard to consequences.
If a member of staff feels that some apparent poor behaviour may be due to an undiagnosed special need or learning difficulty, they should seek advice from the SENDCO.

Supporting Pupils with complex needs
Some of our pupils' needs are highly complex. This means that they may be unable to effectively manage their own behaviour, which may result in risk to themselves, other pupils and adults working with them. Where there is a need due to an emotional difficulty, ACES (Adverse Childhood Experiences) and/or trauma in a child's life, we may refer to additional intervention such as our Trauma Informed Schools Practitioner, appropriate outreach or groups focusing on social skills and emotional literacy. This may also result in a need for a personalised approach to supporting behaviour that will follow the overall principles but be differentiated in outcome.

It is not always possible to immediately identify reasons why a pupil behaves in the way that they do. For these reasons it is important to carefully monitor and record patterns of behaviour throughout the day, over a period of time, incorporating different types of prevention strategies. We need to be professionally curious and "chase the why", ie seek to question why a child may be behaving the way they are.
Records of behaviour help us focus on the frequency, context and levels of behaviour. Positive Behaviour and Learning Plans are implemented after behaviours have been fully analysed. All incidents, and all physical interventions, are recorded on CPOMS (Pupil Incident form.) Over time, behavioural records will build a profile of the pupil, enabling staff to identify different methodologies, strategies, behaviours and triggers.

Child on child Abuse
At Shiphay Learning Academy, all staff advocate strenuously for high standards of conduct between pupils and staff; they demonstrate and model manners, courtesy and dignified, respectful relationships. Our Personal, Social, Health and Economic (PSHE) curriculum and Relationships and Sex Education (RSE)

curriculum teach the children characteristics of effective relationships and how to treat each other with respect.

We have a zero-tolerance approach to sexual violence, sexual harassment and derogatory/abusive language; it is not acceptable and will not be tolerated. At Shiphay Learning Academy, we follow the general principles as set out in Keeping Children Safe in Education (KCSIE). Each incident of Child on Child abuse will be considered on a case by case basis and clear consequences will be put in place for the perpetrator, as well as support for the victim. The Designated Safeguarding Lead (DSL) or Deputy DSL will be involved in any incidents of Child on Child abuse to advise on the appropriate response, which will include contacting parents of all the children who are involved.

Banned items

The following is a list of items which are banned by the school and for which a search can be made:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- vapes.

A search can also take place for any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property of any person (including the pupil.)

Mobile devices are only to be brought to school by pupils in Year 6 and must be handed in to the class teacher at the beginning of the day to be kept in a secure place until the end of the day. They are not to be used in school time by children. The school can confiscate the mobile device if it is used in school.

Behaviour outside school

Pupils' behaviour outside school on school trips, travelling to and from school and sporting events is subject to the school's Relational and Behaviour policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in school. Schools have the power to place consequences for pupils for poor behaviour outside of the school premises to such an extent as is reasonable. We will consider putting consequences in place if poor behaviour occurs:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school.

Suspensions and Exclusions

Suspensions, whether temporary or permanent, are an extreme step and will only be taken in cases where:

- long term, behaviour is challenging, the pupil is not responding to the strategies in place and the safety and learning of others is being seriously hindered;
- an incident of extreme seriousness has occurred;
- in such circumstances where the Head of School sees fit.

Following a suspension, the team around the child will meet and, on return to school, a restorative reintegration meeting will be held with a member of SLT, teacher, child and parent/carer.

**This policy has been written taking into consideration model policies from Trauma Informed Schools UK Relationship Policy and Paul Dix 'How to Write an Outstanding Behaviour Policy'.*
This policy should be considered alongside the Anti-bullying Policy and the Safer Touch and Positive Handling Policy.

Policy reviewed October 2026

APPENDIX 1:

Adverse Childhood Experiences (ACEs)

https://www.cdc.gov/violenceprevention/aces/fastfact.html

Adverse Childhood Experiences (ACES) and Attachment

The experiences we have early in our lives and particularly in our early childhoods have a huge impact on how we grow and develop, our physical and mental health, and our thoughts, feelings and behaviour. Two important factors to think about when considering our mental wellbeing, are the quality of our attachment relationships and our experience of ACEs.

What is Attachment?

Attachment refers to the pattern of the relationships we have had with our parents or carers early in our lives. It is the emotional bond that forms between a parent and child from birth and has a huge impact on our development. The way a parent or carer responds to their child will impact on the child's attachment style. This attachment style becomes a template for how we build future relationships with others in our lives, and also a template of how we feel about ourselves and other people. If we have experienced a relationship with a parent or carer which has been positive, we will develop a positive template for other relationships as well as positive feelings about ourselves and others. But sometimes how children are cared for is not so positive, for various reasons, and this can make it harder for people to make and maintain positive relationships in the future, manage their feelings and behaviour, or feel good about themselves or others. When our early attachments have been negative and these lead us to go on to have difficulties with relationships and our mental wellbeing, this can sometimes be described as attachment difficulties.

What are Adverse Childhood Experiences?

Adverse Childhood Experiences (ACEs) are "highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person's safety, security, trust or bodily integrity." (Young Minds, 2018).
Examples of ACEs:

- Physical abuse
- Sexual Abuse
- Emotional Abuse
- Living with someone who abused drugs
- Living with someone who abused alcohol
- Exposure to domestic violence
- Living with someone who has gone to prison
- Living with someone with serious mental illness
- Losing a parent through divorce, death or abandonment

How Common are ACEs?
In a 2014 UK study on ACEs, 47% of people experienced at least one ACE with 9% of the population having 4+ ACES (Bellis et al, 2014).

Impact of ACEs
Just like attachment, experiencing ACEs can have an impact on our future physical and mental health, and often ACEs can be barriers to healthy attachment relationships forming for children. Some of the effects of ACEs on our physical and mental health are:

- An increase in the risk of certain health problems in adulthood, such as cancer and heart disease, as well as increasing the risk of mental health difficulties, violence and becoming a victim of violence.
- An increase in the risk of mental health problems, such as anxiety, depression, and post-traumatic stress. 1 in 3 diagnosed mental health conditions in adulthood directly relate to ACEs.
- The longer an individual experiences an ACE and the more ACEs someone experiences, the bigger the impact it will have on their development and their health.

Some of the other things exposure to ACEs can impact, are:

- The ability to recognise and manage different emotions.
- The capacity to make and keep healthy friendships and other relationships.
- The ability to manage behaviour in school settings.
- Difficulties coping with emotions safely without causing harm to self or others.

APPENDIX 2:
PACE

PACE is a way of relating to a child that supports them to feel so safe and socially engaged that they do not want to fight and they don't feel anxious. PACE enables supporting adults to build safe, trusting and meaningful relationships, make connections and create a sense of security. PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe, secure, more connected and understood. Using PACE helps supporting adults to stay calm and tune into what the child is experiencing in the moment. It supports them to gain a better understanding of what the child is feeling and, in tricky moments, it allows them to guide the child through their feelings.

Play-Playfulness, light, hopeful, open and spontaneous
Acceptance- Unconditionally accepting of all of the experience of the child. They trust that you are not going to be judgmental. "I will not stop you having the feelings you are having, I will sometimes need to stop your actions."

Curiosity – Non-judgmental, active interest in how they experience what happens to them in their lives.
Empathy- Felt sense of the other. Actively experienced and communicated to the child.

PACE pdf https://drive.google.com/drive/u/0/folders/1oAHswHAhuccK4uUAHqQMTkcJnQT5wo6-

APPENDIX 3:
Golden Rules: Be Read, Be Respectful, Be Safe

BE READY- to learn, to succeed, to engage, to achieve

Focus on your work all the time and always give it your best.
Wear the right uniform.
Have the correct PE Kit on the right days.
Have your pencil, pen, ruler, books out and ready.
Follow the windchimes 'Ready in 5' rules.
Stop, stand still and remain quiet when the bell rings.
Line up smartly and quietly for assembly, PE, lunchtime.
BE RESPECTFUL- to yourself, to others, to resources, to your surroundings

Listen to others and expect to be listened to.
Keep quiet when adults and other children are speaking.
Follow all instructions and requests from an adult in school.
Use appropriate language and tone when speaking to others - adults and children.
Look after the school building, equipment and displays.
Look after the equipment and belongings of others.

BE SAFE- at play, at work, in mind, in body

Be in the right place at the right time doing the right thing.
Always use kind hands, feet and words and consider the impact of words and actions on others.
Walk when inside the school building and when moving inside from the playground.
Tell someone if you are feeling unhappy or you are worried about something.

APPENDIX 4 :
Meet and Greet Protocol

For all humans, connection is a biological need. Strong, positive relationships and secure attachment with another not only has a profound impact on self-esteem but also on our physiology. Eye contact with someone who is significant and important to us, positive touch and social joy release brain and body biochemistry that reduces stress hormones, increases activation of our prosocial systems and cements our connection to others.

Establishing a Meet and Greet protocol for all in our school means that children and young people, staff and parents are better able to engage with others, be more available and ready to learn. It also lessens the stress load that may accompany them as a result of their experiences. It is a fundamental element of PROTECT, establishing social engagement, increasing safety cues and creating psychological safety for all.

For children who have not yet established a secure attachment, being seen, heard and responded to grounds them and gives them a sense that they matter. In addition, a Meet and Greet protocol that is planned for and embedded into practice has been shown to increase academic attainment, decrease disruptive behaviour and, as a result, adds over an hour of learning a day (Cook et al, 2018.) Adults also report an uplift in their wellbeing.

Where possible, all children should be greeted at the point they enter the school grounds, by the Head of School/a member of the Senior Leadership Team/DSL. This allows for the team to be both visible and accessible for children and parents/carers. A member of staff should also be positioned at the point of entry to the school building as follows: at the Children's Entrance (MST); near the Super Shed (LST) and at the top of the Y1 steps (LST).

On entry to the classroom, at the door, children should be greeted by their class teacher or, in their absence, a familiar adult – ideally a teaching assistant who is consistent in their presence in the classroom. Greeting should follow the 'four at the door' format:

Greet the child using their preferred **NAME**

Establish **EYE CONTACT** with the child, where it is comfortable for the child to do so

Offer the child some form of non-verbal, friendly, appropriate **HUMAN CONTACT**

CONNECT to the child on a personal level with a comment or question

There will be some children who have trauma or attachment difficulties or who are experiencing painful life events, that may require a more robust meet and greet, particularly at the start of the day.

- Delight in the child should be evident increasing the cues of safety. Be mindful of proximity, facial expressions, body language and the prosody of the voice. Appropriate touch can support connection and regulation if the child is comfortable with it.

- Ensure the child has your full attention. Sit alongside the pupil, ideally against a wall and where there is full view of the area. Support the child to reflect on their journey to school, the previous evening and on the day ahead. Demonstrate holding the child in mind, recall something about the previous day or a special interest they have.

- Be mindful of transitional objects the child may have brought with them from home. If these are too big to be kept in a pocket or are of special value, place them carefully in a special box that has a lid, or in a personal tray and locate them somewhere visible to the child.

- Prepare the child for the day, with a visual timetable or planner. Take note of any subject or relationship that might require additional input. Highlight any changes in routine and prepare the child with social stories or strategies to manage.

- Remind the pupil that they will be 'kept in mind' and when they will next see you. A Post-it note or a sticker in the planner can reinforce this.

- Where the child attends Breakfast Hub, the process should be replicated with the adult participating in the sharing of food with the child.

Bomber, L., n.d. What about me? - inclusive strategies to support pupils with attachment dif. (London: Worth 2010)
Cook, C., Fiat, A., Larson, M., Daikos, C., Slemrod, T., Holland, E., Thayer, A. and Renshaw, T., 2018. Positive Greetings at the Door: Evaluation of a Low-Cost, High-Yield Proactive Classroom Management Strategy. Journal of Positive Behavior Interventions, 20(3), pp.149-159.
S. Porges, The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-Regulation (New York: Norton, 2011)

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APPENDIX 5:
Practical Support Scripts
https://drive.google.com/drive/u/0/folders/1oAHswHAhuccK4uUAHqQMTkcJnQT5wo6-

https://www.youtube.com/watch?v=nYcRnpb4ODo

https://www.youtube.com/watch?v=XgtDdLgKYDY&t=3s

APPENDIX 6:
Lanyard Script – WINE (Wonder **I**magine **N**otice **E**mpathise**)**

https://docs.google.com/document/d/190_wBqHwS5a98UvTxenK0gvpiWWZ8uAS/edit

APPENDIX 7:
Useful links to resources and reading:
Good Morning Ms Foster https://www.goodmorningmsfoster.com/
Dr. Dan Siegel Hand model of the brain https://www.youtube.com/watch?v=gm9CIJ74Oxw
Brene Brown on empathy https://www.youtube.com/watch?v=1Evwgu369Jw
https://beaconhouse.org.uk/resources/ - links to lots of really useful resources and information
Louise Bomber Touchbase website https://touchbase.org.uk/
When the Adults Change – Gallery of Awesomeness https://whentheadultschange.com/gallery-of-awesomeness/

When the Adults Change Everything Changes, Paul Dix
Toxic Childhood Stress, Dr Nadine Burke Harris
The Deepest Well: Healing the Long-Term Effects of Childhood Adversity, Nadine Burke Harris
Working with Relational Trauma in Schools, Louise Bomber
Know Me to Teach Me, Louise Bomber
Inside I'm Hurting, Louise Bomber
Settling to Learn, Louise Bomber
The Orchid and the Dandelion: Why Some Children Struggle and How All Can Thrive, W Thomas Boyce
The Boy Who Built a Wall Around Himself, Ali Redford
Help! I've Got an Alarm Bell Going Off in my Head! K L Aspden