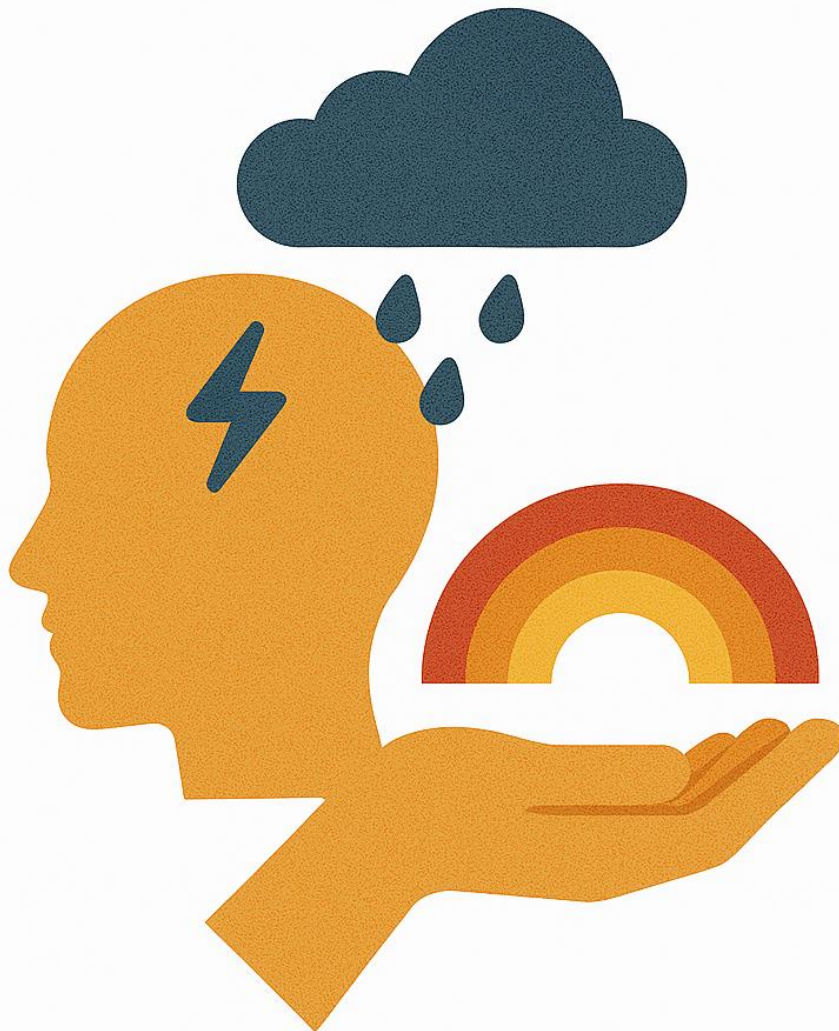




Trauma-Informed Behaviour Policy



Trauma Informed Behaviour Policy



Document History

Version	Comments/Amendments	Name	Date
1	First Issue	Chris Kelly	14/04/2025

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1: Policy Statement

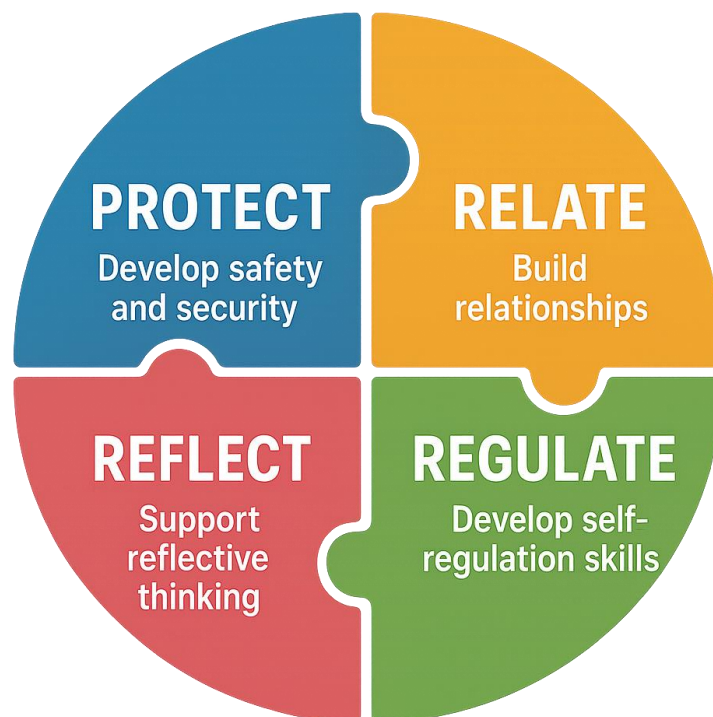
At Oaktree Education we are committed to creating a nurturing, inclusive and safe learning environment that is guided by trauma-informed principles. We recognise that many children and young people may have experienced trauma or adverse life experiences that impact their behaviour and ability to engage in learning. This policy outlines our commitment to understanding and responding to behaviour through a trauma-informed lens, placing relationships, emotional wellbeing and inclusion at the heart of our approach.

2: Aims of the Policy

- To support the development of positive relationships and secure attachments within the educational setting.
- To understand and respond to behaviour as a communication of need.
- To promote a consistent, compassionate and relational approach to behaviour support.
- To equip staff with knowledge and strategies to support children and young people affected by trauma.
- To create a culture of emotional safety, regulation and reflective practice.

3: Core Principles Our approach is informed by the four pillars of trauma-informed practice: Protect, Relate, Regulate, Reflect.

1. **Protect** – We prioritise physical and emotional safety for all members of our community.
2. **Relate** – We build strong, trusting and empathetic relationships between staff and students.
3. **Regulate** – We support students to develop self-regulation through co-regulation and structured routines.
4. **Reflect** – We foster environments where children and staff can reflect on experiences and behaviours without fear of shame.



4: Understanding Behaviour

- Behaviour is seen as communication. It reflects a child's internal state and their need for connection, regulation and safety.
- Behavioural responses are shaped by developmental stage, previous experiences and current stressors.
- We respond to behaviour with curiosity rather than judgement.

5: Strategies for Supporting Behaviour

- Emotion Coaching is used as a key strategy to co-regulate and teach children about their emotional responses.
- Responsive Co-Regulation Plans (RCRPs) are developed for children with additional needs or known trauma histories.
- Staff model calm, respectful and regulated behaviour.
- Restorative approaches are used to repair and rebuild relationships.

6: Classroom Practice

- Clear routines and expectations are co-created with students.
- Visual timetables and transition supports are used to reduce anxiety.
- Quiet areas or calming spaces are available for emotional regulation.
- Positive behaviours are acknowledged and celebrated meaningfully.

7: Whole-Centre Systems

- Staff receive ongoing training on trauma-informed practice, attachment theory and de-escalation strategies.
- Weekly staff briefings and regular supervision promote reflective practice and emotional support for staff.
- Data on behaviour incidents is reviewed regularly to inform provision.
- All behaviour support strategies are equitable and differentiated according to need.

8: Consequences and Restorative Practice

- Consequences are logical, proportionate and aimed at restoring relationships and learning.
- Children are supported to take responsibility and make reparations where appropriate.
- Shame, blame and punitive responses are avoided.
- Where safety is at risk, a clear and compassionate process for intervention including de-escalation and physical support (if required) is followed.

9: Inclusion and Individual Support

- Every child has access to key adults and where necessary, an RCRP.
- The curriculum includes PSHE and mental health education informed by neuroscience and developmental psychology.
- Children's voices are heard and considered in behaviour support planning.

10: Partnership with Families

- We work closely with parents/carers to share strategies, celebrate progress and ensure consistency of support.
- Regular communication and collaborative review meetings are held.
- Families are supported to understand trauma-informed approaches and access further support if needed.

11: Exclusions

- We aim to avoid exclusions wherever possible recognising the retraumatising impact they can have.
- When exclusion is unavoidable, we ensure restorative processes and reintegration support are in place.

12: Monitoring and Evaluation

- The effectiveness of the policy is monitored through behaviour data, pupil voice and staff feedback.

13: Policy Review

- This policy will be reviewed **annually** (or sooner, if required by legislative changes or significant developments in best practice).
- The review process will involve **teaching staff, support staff, senior leaders, and governors**, alongside student representatives (where appropriate).

Approval and Signature

- **Principal or Head of College:**
Chris Kelly, 14/04/2025
- **Chair of Governors/Trust Board:**
Name, Signature, Date