



## Behaviour Update

Northwick Park Primary and Nursery Academy, William Read Primary School and Leigh Beck Infants and Nursery Academy are all now Trauma Perceptive Practice Schools. All staff across the Northwick Park Trust have received Trauma Perceptive Practice (TPP) training and are committed to following a TPP approach to behaviour. Staff understand that behaviour is a form of communication driven by a need and know the steps that they need to follow to best support pupils. TPP is fundamentally grounded in the following values.:

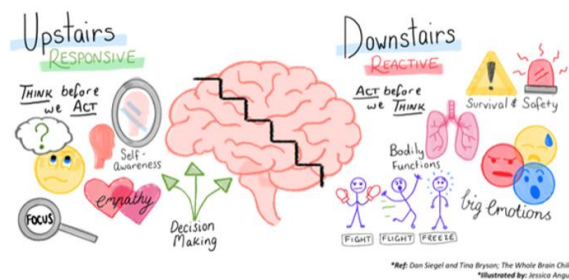
- ❖ Compassion and kindness
- ❖ Hope
- ❖ Connection and belonging

All staff recognise that the good relationships we create with children will be the greatest influence on their interactions with us and one another.

### What is Trauma Perceptive Practice?

TPP is an Essex approach to understanding behaviour and supporting emotional wellbeing. The programme was written to support educators in understanding the impact of developmental trauma and chronic stress on a child's development, behaviour and learning. It enables staff to recognise and respond supportively to those who have been impacted by traumatic stress so that pupils can progress with their learning. However, TPP provides understanding for all pupils, not just those that have experienced trauma. It helps staff to understand pupils' behaviour and become stress detectors, trying to find out why this is happening now. It develops staff's understanding of co-regulation and self-regulation so they can help guide pupils through stressful situations. You can read more about TPP by clicking on this link

[https://schools.essex.gov.uk/pupils/social\\_emotional\\_mental\\_health\\_portal\\_for\\_schools/Documents/TPP%20Leafletv5-Accessible%20Jan%202023.pdf](https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Documents/TPP%20Leafletv5-Accessible%20Jan%202023.pdf)



#### Did you know?

Our brainstem and amygdala (downstairs brain) are responsible for our big emotions, including anxiety and anger. They are the oldest part of our brain and are responsible for survival. This part of our brain activates the fight, flight (run away) and freeze reactions.

Our pre-frontal cortex (upstairs brain) is responsible for paying attention, thinking, planning, controlling our impulses and problem solving. This part of the brain does not reach maturity until our mid-20's.

When a child experiences stress, anxiety or difficult emotions, their upstairs and downstairs brains become less connected which is why it can be difficult for them to pay attention or get along with others. During a meltdown or high states of stress, their upstairs and downstairs brains are not connected which is why it is difficult for them to think logically or for us to be able to reason with them.

In school, we plan and teach children different ways to regulate their emotions so that they can connect with their upstairs brain.

## What is happening in our schools?

Our focus is on having clear steps and consequences for behaviour which children understand and which are always applied fairly and calmly. We take a restorative approach, this aims to develop children's understanding of the consequences of their actions, in order for them to make a better choice in the future. Using our TPP approach, we try wherever possible to ensure that we deal with behaviour privately and without causing any shame.

We have a 3-stage behaviour chart and a system of reminders and warnings before consequences are given. This chart will be available on each school website.

### Rewards

Across the Trust, we encourage and promote good behaviour. It is important to us, that praise and rewards have a considerable emphasis within our schools and children will achieve recognition for a positive contribution to school life.

We use a range of informal and formal rewards, appropriate to the ages of the children, to encourage good standards of behaviour. These include:

- stickers, certificates, team points, Dojos, greater responsibility in school, e.g., special jobs, Golden Time, Star Class awards, Well Done awards etc.

## What is behaviour like in our schools?

### Northwick Park Primary and Nursery Academy OFSTED May 2023

'Pupils' behaviour and attitudes to learning are exemplary. They concentrate in lessons and follow instructions well.'

'Bullying is rare. Consequently, pupils are happy and safe in school.'

'Staff ensure that pupils develop strong learning behaviours right from the start. In lessons, pupils are attentive and concentrate fully. Disruption to learning is extremely rare. Outside of lessons, pupils play and socialise well.'

### Leigh Beck and Nursery Academy External Review September 2023

'Behaviour in the school is excellent. There is evidence around the school that there are significant strengths in the personal development of pupils.'

### William Read Primary Academy External Review September 2023

'Behaviour has improved significantly. Provision for pupils at break and lunchtimes is a strength. Adults lead and provide a wide range of activities and pupils enjoy engaging with them.'

In all schools across the Trust, we have high expectations of behaviour and engagement of our pupils. Whilst on the school sites, it is essential that all adults conduct themselves in an appropriate manner, avoiding the use of bad language and treating everybody respectfully.