



All staff should have an approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic. Our day to day practice must provide experiences that create sustained prosocial feelings within all children and adults. Ensuring, in particular, all those that are slightly different, and with more complex needs, are included as those who are not. Staff should ensure they keep up to date with research around trauma informed practice to aid their teaching and learning, working with the best interest of the students at the heart. A staff member in Cody Oaks must:

**1. Set high expectations which inspire, motivate and challenge pupils**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect, that take their individual needs into account
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions, taking into account pupils individual circumstances
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of all pupils
- Show an understanding of the difference between equality and equity. Ensuring a clear understanding of fairness and respect as a means of equal treatment, ensuring everybody has the same opportunities to thrive, no matter what their needs or aspirations

**2. Support pupils to regulate and calm their stress responses**

- Students, and those working with them, will have a full understanding of the 3 “A’s” ensuring this is embedded into practice at all times
- Work with pupils to help them to understand the consequences of their own actions
- Encourage pupils to take a responsible and conscientious attitude to their own work and study. Fostering an understanding of fairness and respect as a means of equal treatment, ensuring everybody has the same opportunities to thrive, no matter what their needs or aspirations
- Ensure our school values of “All Different. All Equal. All Achieving” are understood and shared by all
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Ensure an understanding of adverse childhood experiences(ACEs)
- Ensure an open culture of knowing and understanding other peoples, and pupils own, feelings, creating a happy supportive environment for all

**3. Develop an attuned relationship with the pupils we work with ensuring we relate and connect**

- Ensure you take every opportunity to talk to our pupils, not just in the classroom, to forge a personal relationship that makes them feel valued
- Show an understanding of students personal interests, strengths, areas for development, apprehensions, triggers, their friends and also the children they clash with, ensuring we promote pro-social behaviour
- We must value student diversity and identity, ensuring we work with students to celebrate their difference
- Take every opportunity to celebrate success

**4. Promote self-assurance by supporting pupils to reflect, learn, articulate and remember**

- Work collaboratively with other staff, pupils, professionals and families to find solutions to issues that work for everybody
- Address challenges and difficulties directly with the child, acknowledging what they did was difficult
- Provide opportunities for pupils to talk through feelings, emotions and incidents ensuring their point of view feels listened to
- Staff to support students by using feeling words within their daily vocabulary, ensuring you are modelling appropriate ways to express your own feelings

**5. Adapt teaching to respond to the strengths, needs and challenges of all pupils**

- Respond therapeutically to the ever-changing needs of the pupils within the classroom, using approaches which enable students to be taught effectively. Ensure a solid knowledge and understanding of a student’s EHCP Outcomes, Therapeutic Plans, Classroom Support Plans and Golden Threads.
- Have a secure understanding of how a range of factors, and student individual need can inhibit pupils’ ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development, taking into account any developmental trauma(s).
- Have a clear understanding of the needs of all pupils, how they learn, and how they self soothe adapting your practice to suit their needs.
- Promote positive behaviour choices and independent self-regulation, ensuring teaching engages all pupils

**6. Ensure trauma informed marking and assessment**

- Marking must be in line with the Cody Oaks marking policy, ensuring the Orange, Pink, Yellow, Green and Blue marking tools are used to support progress
- Ensure marking and assessment is consistent with each pupils understanding, needs and ability to communicate.
- Demonstrate the use of non-critical language within your marking. Ensure the focus is kept on small steps and achievements, focusing on the child’s assets as opposed to their shortcomings
- Ensure successful personalisation in your marking and assessment to enable the build-up of a unique picture of each student’s strengths and areas for development, to ensure we are offering the right curriculum to the learner
- Marking should not only support students literacy skills but also their emotional literacy development



**7. Manage student's behaviour effectively to ensure a good and safe learning environment using a range of therapeutic strategies to manage behaviour.**

- Reflect on what may be the underlying issues that drive or trigger behaviours, ensuring you respond to challenging behaviour in a non-judgemental and supportive way
- Contribute effectively to the creation, and then implementation, of students therapeutic support plans (ensuring that the content is taken into account when teaching and planning).
- Ensure the curriculum reflects the importance of the balance between academic and the wellbeing of our pupils.
- Ensure the development of each young person's self-awareness by increasing their knowledge of their strengths so they can see themselves positively, identify their areas of interest and understand how they relate to others

**8. Support students to effectively take ownership of their own behaviour independently**

- Support pupils to recognise the physiological symptoms of their emotions within themselves ensuring we are allowing them to develop an awareness of emotions and ways of expressing their feelings
- Develop approaches and strategies that allow our learners to better understand, and to be able to contribute to, the world around them
- Promote a culture of 'It's ok to make mistakes" and ensuring opportunities are created to try tasks again, always encouraging perseverance.
- Ensure recognition of the time young people need to regulate themselves, and provide them with opportunities, and support, to do so
- Staff to look after their own wellbeing, by accessing, and engaging in, supervision sessions and being honest about their own feelings including having an awareness of the effects of secondary Trauma. This ensures staff can effectively model appropriate behaviour.

In addition to the above 8 standards A Cody Oaks teacher is expected to demonstrate consistently high standards of personal and professional conduct, and in addition must commit to the following trauma informed practice statements:

- Engage in a broad range of CPD in relation to trauma informed practice and pedagogy ensuring you are informed and up to date on the most recent practice
- Have an understanding of each child's ACEs and how they impact them both at home and within school
- Work to know and understand the young people that we are working with. This ensures we can learn to predict the behaviours, and prevent negative poor choices
- Ensure consequences to behaviors are seen as a learning opportunity, which supports the child to understand their behavior and learn new skills
- Ensure we understand that negative experiences create negative feelings and that negative feelings create negative behavior. With positive experiences we create positive feelings, with positive feelings there will be positive behavior – we must foster and promote these positive experiences
- Ensure we foster an environment where students can independent with their emotions, and support them to develop internal discipline
- Support students with their ability to co-regulate their own emotions and feelings, providing them with the tools and time to do so no matter when or the activity
- Provide a range of small gardens to meet the nurture needs of children who are unable to self-regulate and to provide boundaries for children who are unwilling to self-regulate within the big world.
- Raise awareness of global issues and their impact on the future so that our pupils can effectively contribute to society
- Ensure the development of lessons and a curriculum rich in educational visits and outdoor learning opportunities, giving students opportunities to engage in activities which they may have previously missed out on.