**Ghyllgrove Primary and The Arc Partnership Provision TPP Statement.**

At Ghyllgrove Primary School we are committed to supporting the well-being of all our children, families and staff. TPP (Trauma Perceptive Practice) approach uses the values of Compassion, Kindness, Hope, Connection and Belonging to support children. TPP is the Essex approach to understanding behaviour and supporting emotional wellbeing this is embedded into our day to day functioning as a school, our policies and our learning powers.

*Stay Focused ~Persist, Progress and Be Proud ~Believe in Yourself ~ Learn As A Team ~Challenge Yourself ~*

Ghyllrove Primary School is a child centred environment where we focus on nurturing the whole child to develop their skills to become well rounded citizens and life-long learners as well as promoting academic achievement. Our behaviour policy centres on high expectations and positive behaviour management. We enable children to develop skills of self-regulation and to make positive choices about their behaviour through using ‘Staying on Green approach’ to support ‘Green behaviours’. Those pupils going beyond Green, showing continued self-directed positive behaviours that benefit themselves and support others are rewarded.

Our children feel safe and valued for who they are. We encourage a Growth Mindset where children are free to take risks and make mistakes is part of the learning process. We celebrate children’s achievements and foster a sense of pride and belonging through Celebration assemblies where good work or behaviour linking to the school learning powers and TPP values are acknowledged and rewarded each week along with those children who have ‘Stayed on Green’ .

We offer a range of specific support and interventions for children and families that focus on well-being. These include:

**Safe spaces**:

* As a school we aim to support a wide variety of children and strive to meet all their needs.
* Sensory toolkits
* Sensory room
* Staff room
* Family room

**Working closely with the Family and Support Services to provide**:

* Family support in the home
* Parent workshops
* Access to a dedicated Family Support Worker
* Counselling for identified children and families
* Young Carers support for children who have caring responsibilities for members of their families
* Zones of Regulation intervention
* Dedicated pastoral team ( Blue Room )
* SEMH partnership provision with specialist staff
* BCCS Charity

**Staff Professional Development and Wellbeing:**

As a school, we value the contribution of every member of staff and work to ensure:

* That talents and skills are nurtured and built upon
* Staff are thanked and praised for their hard work and contribution to our school
* That we consider work-life balance in all decision making and ensure that school policies are mindful of staff workload
* That staff are consulted on school development and decision-making to have a positive contribution to the school
* That we work to support the Mental Health of all staff by investing in and signposting staff and through staff supervision .
* Developing the professional knowledge of staff around behaviour management, Trauma Perceptive Practice and Mental Health so that they can conduct their roles within school effectively.

**In order to do this our school is committed to:**

**Protecting our children, families and staff**

• Increased ‘safety cues’ in all aspects of the school day; ‘meet and greet’ at the classroom door and an open door policy for informal discussions with parents/ carers;

• Staff trained in ‘TPP’ with Assistant Head as a lead in TPP

• Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze);

• A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically);

• Staff ‘interactively repair’ occasions when they themselves move into defensiveness;

• Pedagogic interventions that help staff to get to know children better on an individual basis, enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life;

• Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found;

• School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress.

• Provision of a clear, confidential and non-shaming system of self-referral for children’s help/talk time.

• The nurturing of staff in such a way that they feel truly valued and emotionally-regulated enough to be able to interact throughout the school day with positive social engagement rather than defensiveness.

**Relating to our children, families and staff**

• Staff trained in Trauma Perceptive Practice

• We have a whole-school commitment to enabling children to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger or self-blame;

• Relational opportunities for Vulnerable children with emotionally available adults to enable them to make the shift from ‘blocked trust’ (not feeling psychologically safe with anyone) to trust, and from self-help to ‘help seeking’.

**Regulating with our children, families and staff**

• Interventions specifically designed to reduce stress in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life;

• Evidence-based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions;

• The emotional well-being and regulating of staff is treated as a priority to prevent burnt-out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

**Reflecting with our school community**

• Staff training and development in the art of good listening, dialogue, empathy and understanding .

• Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general;

• PSHE curriculum (Personal, Social and Health Education) which is informed by current research (psychology and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationship health: family, parenting, and tools for how to ‘do life well’. Curricular content enables children to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds now and in the future;

• Staff development and training to help children move from ‘behaving’ their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences, through empathic conversation in order to address children’s negative self-referencing and help them develop positive, coherent narratives about their lives;

• A behaviour policy based not on punishment, sanctions and isolation, but one that models enquiry, resolution and interactive repair.

Reviewed March 2025