



Better Together
LEARNING TRUST

BETTER TOGETHER LEARNING TRUST

Trauma Informed Relationship & Behaviour Policy

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Glossary

The term '**Trust**' refers to all the schools and the central team collectively.

The term '**School**' is used as standard to mean the educational establishment that are adopting this policy.

The term '**Headteacher**' is used to refer to the person with overall day-to-day responsibility of the **school**.

1. Purpose

This policy is designed to promote a positive ethos of good behaviour in which children can work and play well together with other people. There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its centre.

Our trust will support all children including those displaying social, emotional and mental health (SEMH) difficulties, although it is noted the schools are not suitable for students with a primary need of SEMH. We maintain the belief that students' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning.

The aim of trauma informed practice is to create a compassionate organisation that intentionally aims to understand trauma and its impact, while adapting itself to create safe services that people trust and feel empowered in. It seeks to work in collaboration and partnership with all, empowering individuals to make choices for themselves while avoiding re-traumatisation.

2. Aims & Objectives

Our trust aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all students a sense of responsibility to themselves, to our school and to the wider community. This is achieved through governors, staff, students, and parents/carers working in partnership.

We aim to:

- Enable students to feel safe in our school.
- Encourage a calm, purposeful and happy atmosphere conducive to good learning.
- Foster positive attitudes towards themselves and others which recognises and values achievements at all levels.
- Enable students to recognise and appreciate appropriate behaviour.
- Encourage increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices.
- Provide a consistent approach to behaviour management across the school.
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.
- Implement mental health and trauma-informed approach to behaviour in our school.

This Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and students to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice¹.

1. Consistent trauma-informed approach to behaviour management
2. Strong school leadership
3. Behaviour strategies & the teaching of good behaviour
4. Classroom management
5. Rewards and consequences
6. Staff development and support
7. Pupil support systems
8. Liaison with parents/carers and other agencies
9. Managing pupil transition
10. Organisation and facilities

Our school is invested in supporting the very best possible relational health between:

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies

To this end our school is committed to educational practices which follow the principles of trauma informed practices:

- **Safety:** Staff and students feel physically and psychologically safe.
- **Trust:** Building trust and transparency is prioritised for all.
- **Collaboration:** Sharing power and decision making.
- **Empowerment, Voice and Choice:** Individual's strengths and experiences are recognised and built upon. Staff and students feel empowered and are given a platform for their voice

3. Consistency & Leadership

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the students who attend our school. The policy should also promote regular attendance, a good work ethic, self-discipline and respect for others. To help us achieve our aims we will:

- Provide a clear set of rules, rewards and consequences through consultation with staff, children, parent/carers.
- Publicise the above so that everyone is clear about what is expected and approaches to behaviour management are consistent across the school.
- Ensure that there are consistent nurturing practices across the school.

¹ Learning behaviour – the Report of Practitioners' Group on School Behaviour and Discipline (2005)

- Ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of students and staff is a priority.
- Ensure that children understand the meaning of inappropriate and unsafe behaviour and bullying and know how the school will deal with it.

Our Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs (SEN). The policy also operates within agreed legal guidelines as follows:

- ✓ Education Act 1996
- ✓ School Standards and Framework Act 1998
- ✓ Education Act 2002
- ✓ Education and Inspections Act 2006
- ✓ School Information (England) Regulations 2008
- ✓ Equality Act 2010
- ✓ Education Act 2011

4. Behaviour Strategies and the Teaching of Good Behaviour

It is recognised that good behaviour needs to be modelled and taught. The development of positive pupil/staff relationships along with effective teaching which recognises individual needs encourages children to behave in appropriate and less challenging ways.

Staff use a range of strategies which allow students to learn how to manage their emotions more effectively without disrupting the learning of others. These strategies may include:

- Time alone in another part of the classroom
- Time out of class with a known adult supporting
- Behaviour Specialist, Pastoral Support Worker or Teaching Assistant intervention
- Use of a calm/sensory box
- Use of time away
- Use of a quiet room
- Fidget toys
- Physical activity

In order to model appropriate behaviour in the playground, teaching and support staff will play games and encourage the students to interact appropriately with their peers. Staff will supervise children during lunch and breaks at all times and a rota for this is in place. This establishes strong relationships between students and staff, providing secure attachments and key adult figures.

5. Classroom Management

We encourage good behaviour through communication of high expectations, clear policies and an ethos which fosters discipline and mutual respect between staff and students. Expectations and routines are explicitly taught to the children to ensure consistency of approach. In our school, all students are expected to follow our values:

- Respect:
 - Respect themselves, others and property
 - Listen to and follow instructions
- Resilience:
 - Try to overcome challenges
- Kindness:
 - Be kind, fair and polite
- Integrity:
 - Behave safely
 - Ignore distractions
- Honesty:
 - Be honest

These expectations are clearly displayed in every classroom and around the school in communal spaces. Staff reinforce these displays by drawing attention to them daily as part of their classroom management strategies.

Everyone within our school has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind. Physical and verbal aggression, and bullying is unacceptable and will be challenged and managed. We believe that bullying is repeated, unacceptable behaviour (verbal, emotional and physical) that causes any member of the school community to feel uncomfortable, threatened or distressed. Bullying can make those being bullied feel powerless to defend themselves.

All instances of bullying should be reported immediately to a member of SLT and then recorded on the school system. All reported incidents of bullying whether they are observed by staff or reported by a pupil or parent/carer will be dealt with rapidly and from the premise that bullying is unacceptable.

Parents/carers will always be informed if their child has been physically aggressive towards other students or staff, or if they have been the perpetrator or victim of bullying behaviour (see Anti-Bullying Policy).

Staff will use physical restraint of a pupil if their behaviour is placing themselves or others safety at risk and will do so only as a very last resort. All staff will be trained in restraint by an approved provider. A log of training will be kept and maintained to ensure training is current. Physical interventions will be recorded, reviewed by senior staff and shared with parent/carers usually via a telephone call.

In extreme cases staff have the right to ask for Police Intervention.

6. Rewards & Consequences

We regularly celebrate the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos. We celebrate these successes in many ways including:

- House points for showing the school's values, which are collected and exchange for prizes
- Weekly awards
- Values awards

Although our school aims to focus on positives at all times, there are unfortunately occasions when some students may display unacceptable or inappropriate behaviour. All of our staff will undergo regular

Trauma Informed training and external factors will be shared promptly with relevant staff. All of our staff understand that presented behaviour are often an outcome or a response to past traumatic events and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour. Unacceptable behaviours must be recorded, these include, but are not limited to:

- Rudeness
- Non-compliance and disruption
- Swearing
- Aggression or threats, verbal or physical
- Prejudice behaviour
- Inappropriate items in school
- Damage

We want students to take responsibility for their behaviour and will encourage students to do this through restorative justice approaches which enable students to reflect upon their behaviour and to make amends. This process does not, however, replace consequences. In our school we know that consistent management of behaviour is essential for students to understand what is expected of them and to avoid mixed messages. It is vital that students learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

The consequences of not keeping to the expectations are clearly taught to the students. The consequences are short, clear and progressive. Students are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice. Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported.

Consequences across our school may include but are not exclusive to the following list and may vary depending on the situation and circumstances surrounding the event:

- Verbal expectation reminder
- Time out
- Removal of others or the student
- Completion of work out of lesson time
- Internal exclusion
- Suspension

Internal exclusions are given with the agreement of the Senior Leadership Team and recorded appropriately. A fixed term suspension is the decision of the Headteacher following an investigation. Internal exclusions and fixed term suspensions are usually consequences of behaviours which have caused significant health and safety risks or have had a significant impact upon the safety and learning of others.

Consequences should always be reinforced by telephone calls, letters and/or meetings with parent/carers and recorded on our school's system. Exclusions will be shared with parent and any supporting agencies.

7. Confiscation of inappropriate items:

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Weapons, knives and extreme or child pornography must always be handed over to the Police, otherwise it is for the headteacher to decide if, and when to return a confiscated item.

8. Searching a student

- Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

- An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

Assess whether there is an urgent need for a search

Assess whether not doing the search would put other students or staff at risk

Consider whether the search would pose a safeguarding risk to the student

Explain to the student why they are being searched

Explain to the student what a search entails – e.g. I will ask you to turn out your pockets

and remove your scarf

Explain how and where the search will be carried out

Give the student the opportunity to ask questions

Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified on page 2/3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a student's outer clothing, pockets, possessions, or drawer. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Drawer
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed on page 2/3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items as listed, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item.

A member of staff will tell the parents as soon as is reasonably practicable:

- What happened

- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

9. Behaviour outside school premises

As a school we have statutory powers under Section 89(5) of the Education and Inspection Act 2006 to regulate the behaviour of students when off the school premises.

A student can receive a school consequence for poor behaviour while not on the school premises, under the following circumstances:

- Taking part in any school organised or school related activity.
- Travelling to and from the school.
- When they are identifiable as a student of the school.
- Their behaviour could have repercussions for the orderly running of the school.
- They pose a threat to another student or a member of the public.
- Their behaviour could adversely affect the reputation of the school.

After a thorough investigation of any serious incident it may be necessary to exclude a student either internally or externally.

In acting reasonably to regulate pupil behaviour when off the school site, staff will consider the following principles:

- The severity of the behaviour.
- Where the behaviour took place.
- The extent to which our school's reputation has been affected.
- The extent to which the behaviour would have an impact on the orderly running of our school.
- The extent to which the behaviour might pose a threat to another pupil or staff member (e.g. bullying behaviour, threatening behaviour, extortion).

10. Online Misbehaviour

The school can issue sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Cyber bullying - where parents or children are treated inappropriately using phones, internet, email or social networking by a child at school, they are advised to report using the CEOP's website, contact the Police or both.

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

11. Suspected Criminal Behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher / Deputy will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

12. Zero-Tolerance Approach To Sexual Harassment And Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

13. Staff Development & Support

The induction of new staff includes an introduction to our Relationships and Behaviour Policy and Trauma Informed Practices. Staff briefings enable relevant information about students to be shared. Staff have opportunities to discuss difficulties within an open and non-judgemental framework. This may include

informal and private conversations with colleagues, staff debriefing, formal mentoring, supervision, annual appraisal and staff meetings.

Regular and on-going training is provided to ensure all staff are skilled professionals and are able to manage challenging behaviour in a consistent and professional manner. All staff are expected to complete and stay up to date with de-escalation and physical intervention training to meet the following objectives:

1. Recognising the importance of and using de-escalation techniques and working as a team when managing challenging behaviours.
2. Applying an understanding of the legal implications of positive handling.
3. Using a gradual and graded response to managing challenging behaviours and the use of positive handling as a last resort option.
4. By applying an increased awareness of the need for documentation for the recording and reporting of incidents.
5. Using active listening skills and participating in a process of debriefing, repair and reflection.

14. Pupil support systems

Students are expected to adhere to the agreed school expectations and strive to meet and reflect on their Individual Behaviour Management Plans (IBMPs). IBMPs will take account of previous trauma and have a focused on positive strategies. They are always able to request a meeting with a member of staff that they feel comfortable with, and more general concerns or suggestions can be voiced through social times such as shared play, personal development time and registration.

The school has pastoral support staff that offer a range of support beyond the classroom, including emotional Literacy, bereavement, and relationships.

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

15. Monitoring And Evaluating School Behaviour

The schools will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic
- The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

Incident Report Sheets, together with a computer recording system enable us to monitor individual student behaviour, identifying specific incidents and triggers. Specific incidents will be reported at staff meetings where specific student management strategies will be discussed.

16 Liaison with parent/carers and other agencies

Parental support for our Trauma Informed Relationships and Behaviour Policy, and the encouragement of their child to adhere to it, is an important part of making positive changes in their child's attitudes and behaviour.

Parents/carers are encouraged to contact our school whenever they need to with any concerns they may have and are encouraged to be proactive in sharing and solving problems as they arise.

17 Standards And Expectations

All students have a responsibility to:

- Be respectful, courteous and helpful to others. Bullying or racial harassment will not be tolerated.
- Behave in an orderly, responsible manner. Everyone has a right to learn. Respect this right.
- Ensure the expectations are adhered to at all times.
- Be punctual and attend school every day.
- Respect and care for the school environment and the property of others.
- Ensure a high standard of dress is adhered to at all times. Students must wear the correct school uniform.
- Use a restorative approach.

All staff have a responsibility to:

- Use a Restorative and Trauma Informed approach.
- Establish a relationship with students and parents.
- Demonstrate a high level of care and respect for students.
- Ensure the expectations are adhered to at all times.
- Respond promptly and personally in matters which affect the quality of teaching and learning and the personal development of the students.
- Issue consequences and rewards fairly and appropriately.
- Ensure a high standard of dress is adhered to at all times
- Be punctual.
- Implementing the Trauma informed behaviour and relationship policy consistently
- Communicating the Trust's expectations, routines, values and standards through teaching behaviour and in every interaction with students

- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Challenging students to meet the school's expectations

Parents and carers have a responsibility to:

Parents and carers, where possible, should:

- Get to know the Trust's relationship policy and reinforce it at home where appropriate
- Support their child in adhering to the Trust's relationship and behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The schools will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

18 Managing pupil transition

Changing school is often a time of increased anxiety for students and may result in behaviours escalating. We aim to support pupil and parents/carers wherever possible to ease the transition of both coming into and leaving our school.

19 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

20 Organisation and facilities

Teachers establish strong routines both in their classrooms and across our school which help greatly to establish the smooth running of the school.

Due to individual needs of the students there may be times when a pupil may not be managing within a group and require a period of reflection or calm down time. This may be done using a quiet space or recovery room. In these situations, children are monitored at all times by an adult and used for no longer

than is necessary. This time should be used as constructively as possible, and children are supported in getting back into class.

21 Links to other policies

This policy does not stand alone and should be read in conjunction with the staff Code of Conduct and the following school policies:

- Child protection & Safeguarding
- Anti-Bullying
- E-safety & Acceptable Use
- SEND
- Positive Handling Policy
- PSHE
- Equality, Diversity & Cohesion
- Attendance
- Off-Site Visits & Outdoor Education
- Health and Safety
- Suspension and exclusion policy

22 Responsibilities

It is the responsibility of all staff to incorporate, reinforce and model these expectations in their everyday work, their teaching of lessons and their interactions with students.

It is the responsibility of the Headteacher and the Senior Leadership Team to lead, support and monitor the consistent implementation of this policy.

The Headteacher and the Senior Leadership team are expected to monitor the implementation of the policy ensuring equality for all and that the school's defining principles are upheld.

This policy is subject to annual review by the Trust Board.