



A Trauma Informed School's Relationship and Behaviour Policy

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Policy Statement

At Highgate Hill House School (HHHS) we know that developing and sustaining positive relationships is central to the success of our school. We believe that trusting, honest and caring relationships must exist between all members of the school community and most importantly between adults and learners. Relationships must be authentic. Everyone at HHHS understands that they have a responsibility to support the growth of positive relationships, that constant effort is required to maintain them and that there will be times when relationships rupture but that we all have a duty to help repair these.

Scope and Purpose of the Policy

HHHS's relationships and positive behaviour policy is combined in one because we all know that behaviour is understood as communication and that negative behaviour is as a result of an unmet need.

Our intention is that all staff will be capable of building relationships with learners, and each other that helps everyone work together in a positive and productive way to support the emotional needs of our learners and nurture positive behaviour. The promotion of positive behaviour is the cornerstone of the work of the HHHS team. It is the responsibility of all staff to work together as a team and to promote an atmosphere of respect and consideration. We believe that every learner has the right to learn in a nurturing and supportive environment.

Our approach is informed and underpinned by:

- Behaviour in Schools: Advice for Headteachers and School Staff – GOV.UK (February 2024)

This policy applies to all members of HHHS, including all staff, learners, and visitors, including when on and off-site, activities and trips, lunch times and travel. The same standards of behaviour are expected online as in real life.

This policy is also designed to provide guidance on physical contact (including safe to touch) with learners to enable all staff to provide consistent support to learners who exhibit challenging behaviour. By following this advice, the aim is to minimise risk to the health and safety of all who use the school.

Aims

- To approach relationships based on the teachings of Trauma Informed Schools UK (TISUK), underpinned by educational practices which 'Protect, Relate, Regulate and Reflect'.
- To create a safe and secure environment for learners and staff.
- To promote self-esteem.
- To promote and reinforce positive behaviour.
- To promote effective teaching, learning and achievement.
- To ensure that every member of the school community feels valued and respected.
- To ensure that learners achieve the best they can and become valued members of their communities.
- To ensure high standards of safeguarding and child protection.
- To act in accordance with the Equality Act 2010 and Use of Reasonable Force 2013, Behaviour in schools' advice for headteachers and school staff (2022), Searching, Screening and confiscation advice for schools (2022), and schools' suspensions and exclusions (2023).

We will achieve these aims by:

- Establishing a set of expectations which staff and learners know and understand.
- Establishing relationships that meet learners' emotional needs.

- Using reward and consequence systems consistently.
- Sharing the relationships and positive behaviour policy with all staff, parents, and learners.
- Having a system in place for ensuring that learners never miss out on consequences or rewards.
- Ensure that Senior Leaders are visible and accessible around the school.
- Checking the building is clean and well-maintained to create a positive learning environment.
- Ensuring all learners have emotional support plans.
- Involving learners in creating class and school routines by giving them a voice so that they are a key part in their own development.
- Giving feedback to parents about their child's actions - letting them know about the good days and being transparent about all negative behaviours, to build positive relationships with all key stakeholders in learners' lives.
- Establishing a system of reparation, restoration, and consequences for inappropriate behaviour.
- Raising emotional literacy levels and communication to impact positively on self-regulation and empathy.
- Celebrating positive relationships and behaviour to enhance self-esteem and inspire growth.

Trauma Informed School Relationships

Protect

Our priority is to ensure that learners are safe. In this context that means not only physical safety but also within the relational environment. We aim to reduce the stress for the child by creating a warm and calm environment that is consistent, accepting and optimises social engagement. We endeavour to not place learners in situations that they cannot manage and focus on creating both physical and psychological safety.

We will also:

- Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the car park and classroom and open communication with parents.
- Ensure that there are emotionally available adults/safe faces in school and that children know who they are and where to find them.
- A whole school commitment to a no; shouting, put downs, criticism or shaming (proven to be damaging neurologically and psychologically).
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- Ensure that adults are aware of facial mobilisation and are expected to present as open, warm, and engaged.
- Ensure that all learners will know 3 emotionally available adults or 'safe faces' and these are listed on their individual emotional support plans.
- Ensure that adults are consistent and adjust their expectations around vulnerable learners to meet their needs. They ensure that their interactions are socially engaging and not socially defensive.
- 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 e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to 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.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing

vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well.

- 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 and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

At HHHS, our understanding of Relate is underpinned by the knowledge that the ability to form meaningful relationships is fundamental to mental health and happiness. We understand that relationships are crucial in promoting the optimal development of the frontal lobes of the brain associated with the executive functions key to emotional regulation, emotional intelligence, planning, problem solving and ultimately learning. There will be learners in our schools who, for many reasons, have not benefited from these positive relational experiences. Research indicates that the brain retains plasticity and repeated, positive, relational experiences can repair and reverse this cycle. Specifically:

- All adults understand the importance of secure attachment.
- All adults interact with each other, with learners and with parents from a position of social engagement not social defence.
- Adults strive to ensure that learners have daily positive relational experiences to help them to become trusting, help-seeking individuals, PACE (Playful, Accepting, Curious and Empathic) is embedded in all interactions.
- Adults ensure that learners have daily positive relational experiences to help them to become trusting, help-seeking individuals.
- Learners and adults are helped to express their emotions and are not shamed or undermined when acknowledging their anxieties.
- Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

We know that leaving learners (and adults) in a state of toxic stress can result in physical ill health as well as making it impossible to engage productively in the activities taking place around them. We have a duty to support learners and adults in school to ensure that they are not left in toxic stress. We know that one of the most powerful ways to do this is to talk to learners and help them to talk about what is bothering them. At HHHS, we are committed to doing this through the relationships we have with learners and each other. Specifically:

- Providing learners, time with an adult who they trust to help them calm down, ready to reflect.
- Teaching learner's strategies to support them in self-regulation.
- Ensuring that interactions are emotionally regulating, playful and enriched.
- Ensuring that we do not engage in socially defensive behaviour with learners, especially when correcting behaviour.
- Adults are aware of each other's needs and support each other through trusting and relational experiences.
- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) 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 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 burnout, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

At HHHS, we believe that learners and adults need to be able to reflect on their feelings to fully understand them and their behaviour. Without the opportunity to do this we are far more likely to act out our feelings. Reflection enables us to make sense of our life, develop language for emotions and have a coherent narrative that makes sense of what we are feeling and what has happened to us. We use Zones of Regulation in school and comic book stories/Widget visuals, to support learners and adults to identify their emotional state and develop a language to communicate feelings. There are times following troubling incidents that learners and adults need to be helped to reflect to make sense of them and if necessary, to repair ruptures in relationships that may have resulted. Such reflection may require time and space away from the troubling incident and can only take place when child is calm and regulated, with a trusted and emotionally available adult who is able to offer non-judgemental support. When boundaries are broken, they need to be repaired and restored. Any consequences for inappropriate behaviour are always accompanied with reflections. Specifically:

- Staff practise good listening with a particular focus on empathy and acceptance of the feeling and not the behaviour.
- Learners will have opportunities to work with trusted adults to make sense of painful experiences through creative therapeutic approaches.
- Behaviour is understood to be a form of communication and adults respond to inappropriate behaviour by asking not what did you do but what has happened to you?
- Restorative conversations may take a variety of forms depending on individual needs and abilities.
- PSHE and RSE is informed by current research and taught through the Jigsaw scheme and Brooks materials for RSE and teaches learners about mental health, emotions, relationships and how to live life well.

Wherever possible the school will adopt a restorative approach when challenging or applying consequences because of negative actions.

Restorative practice is a set of principles and practice that encourages learners to take responsibility for their actions by thinking through the causes and the impact their responses might have on the people around them. Restorative practice involves helping the child think through their actions, its consequences and what they can do to make it better. Restorative practices centre around a set of key questions that help learners think about their actions and understand how they can correct it: The school can work through key questions to aid the restorative approach.

- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

We often use Comic Book Stories Widget visuals to help learners make sense of their views on situations and reflect on their feeling and those of others. We explore these questions and identify

key areas for support and positive change. This will support our learners with developing their understanding of the impact their actions can have on themselves and others.

Roles and Responsibilities

Every adult that works within HHHS, is required to conduct themselves in keeping with this policy. It is the responsibility of all adults in the school to model the behaviours described and ensure that they are supporting the promotion of positive behaviour.

Expectations of Learners

- Treat others with respect and accept differences, especially regarding age, gender, sexual orientation, race, ability, disability, and background, both face to face and remotely via social media and mobile phone.
- To work to the best of their ability.
- Accept responsibility for their actions and choices.
- To allow others to learn and make progress.
- To respect property.
- To sort out disagreements without resorting to verbal or physical aggression.
- To follow staff requests and instructions.
- Child on child sexual abuse and sexual harassment is never acceptable and will not be tolerated.

Encouraging and Managing Good Behaviour

Learners need a framework of acceptable standards and secure boundaries within which they find safety and security. Part of this framework is the rules, which need to be applied with sensitivity and understanding. Learners need to have their voices heard and their opinions respected. Learners and their parents will be informed about the school policies, including the complaints and whistleblowing policies and staff will take responsibility to ensure that they understand and are given opportunities to apply them if appropriate.

Throughout the school year, particular attention is paid to the environment and climate in which the learners learn. School staff are reminded to look at the 'setting conditions' that can have an external effect on behaviour and ensure that the following are in place:

- Positive organisational culture which encourages and supports all the above.
- A calming, low-stim, physical environment.
- Programme related activities that engage, interest, and stimulate learners.
- Treating each child as an individual.
- Positive adult child relationships to ensure that the needs of learners are met, and positive attachments are made.

Consequence System

There will be cases where the normal system of rewards and positive feedback is insufficient to encourage regular appropriate behaviour. In response to this, a hierarchy of strategies exists to discourage or stop unwanted behaviour. These are:

- Use of planned ignoring, where appropriate.
- Use of 'change of face' another member of staff/SLT/Safe Face to support the use of the school's restorative ethos. Verbal warnings and reminders of expectation using appropriate tone of voice, for example, a low, calm, non-threatening tone. Restorative conversations and discussions.
- Temporary withdrawal from the learning environment/working with another support/tutor.
- Completing reflective think sheets to explore thoughts, feelings, and solutions around potential negative actions.

- Use of the safe places to support emotional regulation and reflection time.

Formal consequences are implemented following due consideration of any incident and the learner's age and needs:

Learners do not always behave in a positive manner. We use consequences to help to reflect upon behaviour and learn strategies to avoid such difficulties in the future. We use suspensions and permanent exclusions where necessary. If it becomes apparent that the school is unable to meet the needs of a learner, we will work collaboratively with the placing Local Authority to seek a more appropriate school placement.

The grid in Appendix 1 acts as a guideline for staff when dealing with incidents. It is not prescriptive, as each incident needs to be considered in context. It is a tier approach so that consequences match the seriousness of the incident. The language around the grid is explained to learners.

Restorative Reintegration Conferences

If a learner receives a fixed term suspension, a restorative reintegration conference will be held with a member of staff, the learner, and their parents.

The conference aims to explore the incident and answer the restorative questions as appropriate to the learner's communication skills and adjustments are made to the learner's emotional support plan as needed.

Prohibited Measures of Behaviour Management

The regulations made under the Learners Act 1989 set out prohibited sanctions as follows:

- Corporal punishment.
- Deprivation of food and drink.
- Restriction or refusal of visits/communication with the family, social worker, or any other involved person.
- Requiring a child to wear distinctive or inappropriate clothing.
- Imposition of fines.
- The misuse of or withholding of medication or medical treatment.
- Intentional deprivation of sleep.
- Restriction of a child's liberty.
- Intimate body searches.

It is the responsibility of all staff to report any concerns they have regarding inappropriate or concerning use of behaviour management using the school whistleblowing or complaints policy.

Bullying

HHHS understand that bullying can make a significant impact in the development of a learner and can also impact further on them in later life. Bullying goes against our own core values of promoting positive relationships and supporting others and we will always look to challenge bullying in whatever form it might take. At HHHS we take a no tolerance approach to bullying.

Emotional Support Plans

Building relationships is a key part of the development of learning and support for learners within the school. By having positive relationships with staff, we can help learners work through any issues that may arise by offering a supportive approach to their individual need.

Safe faces are learner nominated, key members of staff (their Emotionally Available Adults), whom learners feel they have the best relationship with and can support them if they are feeling unhappy, anxious, if they are emotionally challenged or in crisis. Each learner will nominate up to

3 safe faces within the school and can have access to these staff where practicable. We recognise that sometimes this may not be available all the time. We will also record 3 'safe places', a place in the school grounds where the learner feels most safe and where they are more likely to be able to regulate their emotions. Safe activities are also chosen by the learners as activities they may participate in that will support them in regulating their emotions where appropriate.

Emotional Support Plans (ESP), replace a conventional behaviour management plan used in most schools. This document explores and records the specific actions carried out by learners when in an emotionally unregulated state resulting in negative actions.

The aim of this document is to explore the root cause analysis of why any learner has carried out a negative action due to a change in their environment, resulting in them becoming emotionally heightened. If staff support learners to understand why they have performed in a negative way and give them the supportive strategies that both they can carry out and we can support with, we have a greater chance of creating a more emotionally regulated young person.

This document is drawn up in partnership with the learner, and key staff to work cohesively to support/meet all learners emotional and educational needs. Also, to give them the understanding and strategies they have access to daily across all environments within the school. This is a 'Live' document that shall be developed, reviewed, and adapted throughout the learner's time at HHHS.

The emotional support plan gives an overall picture of the learners needs and provides staff with a format to offer help, support, and choices to a learner when they are in need. Choices are like forks in a path, one route leads to aggression and the others lead to other positive pathways, the more forks there are in a path, the more opportunities there are to diffuse a situation. The more choices a member of staff can offer a learner without overloading them, the more opportunities there are to calmly resolve a situation.

Searching of Learners and Confiscation of Inappropriate Items

Principals and the staff they authorise have a statutory power to search a learner or their possessions where they have reasonable grounds to suspect that the learner may have a prohibited item, including:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the learner).
- Tobacco and cigarette papers.
- Smoking equipment including vaping.
- Fireworks.
- Pornographic images.
- Electronic devices, including mobile phones.

Only the Principal has the authority to search learners and may delegate it if necessary. An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or learners.
- Is prohibited, or identified in the paragraph above i.e., the school rules for which a search can be made or is evidence in relation to an offence.

Staff must be the same sex as the learner being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the learner being searched.

Staff can only carry out a search of a learner of the opposite sex to and/or without a witness present, where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Mobile Phones

Due to safeguarding reasons, mobile phones are prohibited to be used on the school site. They need to be out of sight at all times or handed in to the class teacher at the beginning of the day and collected at the end (depending on the class the learner is in). There may be times when learners are found with mobile phones in their possession and/or using their mobile phone. If this occurs, they will be required to hand their phone in to school staff where it will be stored safely until the end of the school day. If a learner refuses to hand in their phone, then they are not complying with the school rules. This will result in parents/carers being contacted and a suspension given for the rest of the day/the next day, as appropriate.

Supportive Use of Physical intervention

We strive to create a safe learning environment, promote positive behaviours, and minimise the risk of incidents that may require consequences. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours –staff are trained in skills to support them, diffuse, and de-escalate potentially challenging situations and promote positive alternatives. Although every effort is made to reduce risk and de-escalate challenging situations, in exceptional circumstances, trained staff may need to use reasonable and proportionate Team Teach handling techniques.

To be judged lawful, reasonable force would need to be in proportion to the consequences it is intended to prevent. The degree of force should be the minimum needed to achieve the desired result. It is always unlawful to use force as a punishment. Physical intervention is a last resort to be used when all other de-escalation strategies have been tried and failed. Reasonable Force may be used in specific circumstances to prevent learner's committing an offence, injuring themselves or others, damaging property and disrupting good order in the classroom.

Positive Contact with Learners

There may be times when it is appropriate to have positive physical contact:

- Comfort.
- Curricular reasons (e.g., physical education).
- Gentle guidance.
- To give first aid (see final section in document).
- When a learner is being congratulated or praised.

If a member of staff is not sure of the above or is uncertain then no contact should take place unless there is an urgent need to avert immediate danger to the learner or another person or where staff may be deemed negligent if they fail to intervene.

Parental Involvement

Parents can play a significant role in making sure that the school principles of behaviour and policy are upheld cohesively. Parents are encouraged to support the school and work in partnership to get the very best outcomes for their child. Parents will be invited into the school termly to discuss learner progress with staff. Parents are provided with regular updates and termly reports as a summary of learner's behaviour and engagement within the school.

Reporting and Recording

Negative behaviours are recorded on our school management information system. All behaviours and the response are recorded on the system including bullying, racist or homophobic incidents. Physical interventions are also recorded on the system. If an injury has occurred these are also recorded separately in an accident log and recorded on a spreadsheet. Staff record behaviours on the day they occur, on the MIS. Any serious incidents are discussed and debriefed with SLT on the day of the incident. If the incident involved physical intervention, this must be reported to the principal on the same day and as soon as safely possible. Behaviour data is reported monthly to relevant stakeholders.

Linked Documents:

- Safeguarding and Child Protection Policy
- Whistleblowing Policy
- Complaints Policy
- Safe Care Plans
- Learner Risk Assessments
- Acceptable Use of Technology Policy
- Emotional Support Plans

Appendix 1

Positive Behaviour		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Being kind / caring to others</p> <p>Following instructions</p> <p>Requesting help when need it</p> <p>Completing classwork</p> <p>Achieving targets / learning objectives</p> <p>Respect for self, others and equipment</p> </div> <div style="width: 45%;"> <p>Positive engagement in lesson / activity</p> <p>Positive school day / school week</p> <p>Positive school term / school year</p> <p>Positive attendance record</p> <p>Using agreed strategies in ESP</p> </div> </div>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Postcard home</p> <p>Class initiatives (e.g. raffle tickets, group prize)</p> <p>Positive calls home</p> <p>SLT email home/phone call/postcard</p> </div> <div style="width: 45%;"> <p>Reward/treats for class</p> <p>End of Term Rewards</p> <p>Certificates</p> <p>Prizes in Class</p> </div> </div>		
Level One Behaviour	Level Two Behaviour	Level Three Behaviour
<ul style="list-style-type: none"> · General swearing / verbal aggression · Refusal to follow instructions · Lack of participation · Being unkind to others / name calling · Chewing gum · Deliberately trying annoy others · Late to school 	<ul style="list-style-type: none"> · Repeated level one behaviour · Walking out of class without signalling need · Directed swearing/verbal abuse/ making threats · Minor damage to property/throwing of items · Being disrespectful to staff or other learners · Persistent non-compliance/not following instructions · Classroom disruption · Refusal to work · Causing an unsafe environment for others 	<ul style="list-style-type: none"> · Repeated level two behaviour · Serious damage to property · Bullying - Discriminatory comments (*9 protected characteristics) · Intimidating and threatening behaviour · Physically hurting someone/assault · Possession of controlled substances or weapons · Disruption on transport · Incitement · Inappropriate use of social media · Absconding/ absent without authorisation · Endangering life of others ·
<ul style="list-style-type: none"> · Verbal warning · Use of an agreed strategy · Ask for a movement break · Take 5 minutes · Behaviours logged and monitored 	<ul style="list-style-type: none"> A with Level 1, plus Restorative justice with key adults to support Implement support mechanisms Phone call home/ Parent/Carers to attend meeting Short term suspension Supervision meeting with Principal 	<ul style="list-style-type: none"> · As with Level 2, plus · School placement at risk · Parent/carers charged for damage or replacements · Police advised if needed · Short term suspension(1-2 days) · Long term suspension (over 48 hours - 3-5 days) · End of placement - permanent exclusion