Trinity Academy Newcastle Trust

Relational Behavioural Policy

Approved by Resources Board of Trustees – July 2025

Next Review Date – July 2026

Introduction

This policy has been designed to fully integrate the Trust's vision and promote positive ethos around trauma-informed practices into tangible strategies to be used to contain and influence learners presenting behaviour. There is a high expectation of behaviour in all aspects of the school day which places the need of the child at its centre. Using the lens of behaviour being a form of communication, this policy details the how, what, and why of the Trust approach using the trauma-informed framework of Protect, Relate, Regulate and Reflect (P, R, R, R). It has been developed considering both the needs of staff and learners to ensure Trinity Academy Newcastle Multi Academy Trust (TANMAT) can provide an inclusive and enriching education.

Aims

Our Academy 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 pupils a sense of responsibility to themselves, to our school and to the wider community. This is achieved through governors, staff, pupils, parents/carers and working in partnership.

We aim to:

● 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 pupils 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.
● Enable pupils to feel safe in our school.
● 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.

Expectations

As with all establishments, TANMAT has rules, systems and codes of conduct specified by the government and LA (Local Authority) as the legal bodies for education. It is a legal requirement to uphold these and have processes in place to ensure these are met by staff, learners, and visitors. As complexities exist around how best to support those with social emotional and mental health (SEMH) challenges to meet these required rules and expectations, the greater the need for a dynamic approach to enable explicit expectations to be made clear and continually reinforced. At TANMAT, these expectations and aspirations must be consistently and explicitly defined to staff, learners and caregivers in a format that is easily understood.

The following is a list of expectations regarding learners within TANMAT

- To attend school regularly and be willing to learn
- To respect, support, and care for each other
- To be kind, calm and honest with themselves and others
- To be tolerant of others irrespective of race, gender, religion, sexuality, and age
- To listen to others and respect their opinions
- To follow a reasonable request of adults throughout the school day
- To accept and/ or seek the support of adults at times of need
- To learn and understand the consequences of negative actions and behaviours and the impact on others
- To make their views known to adults in appropriate ways
- To engage themselves in learning new skills and knowledge
- To follow all health and safety rules
- To respect the school environment
- To know how to behave positively in school and beyond
- That everyone has social, emotional and mental health and that all have the right to be safe, be respected and treated equally

The following is a list of rights all persons within TANMAT should expect:

- For everyone to feel physically, emotionally, and psychologically safe
- To have the opportunity to assess or deliver a valuable education
- To have the opportunity to undertake their role effectively
- For everyone to be respected and valued
- To express their views, be listened to and consulted
- To learn from mistakes and use them to drive forward positive change
- To access an environment in which you feel accepted and belong

Links to other documents

This policy has been developed in connection with the following:

- Staff mental health policy
- Learner mental health policy
- Safeguarding policy
- Attendance policy
- Anti-bullying policy
- Positive handling policy
- Equal opportunities policy
- KCSIE (2024 updates)
- Behaviour in schools, DfE (Department for Education) 2022 guidance
- Complaint policy
- Equality and diversity policy
- Pastoral support systems policy (Appendix ii)
- Exclusion policy
- Smoking Policy
- Mobile Phone Policy
- Child protection policy for each Academy
- Weapons policy and Practice Guidance
- Drivers behind behaviour (Appendix i)
- Targeted interventions (Appendix iii)

Understanding of distressed behaviour

The main challenges with learners behaviour exist around how similar actions undertaken by learners have different underlying drivers. This section of the policy explains how staff are expected to interpret behaviour based on each individual child.

TANMAT draws on the Neurosequential Model in Education (NME) using a neurodevelopmentally-informed, biologically respectful perspective on human development and functioning to understand learner behaviour and to devise effective responses. Using this model, the behavioural reactions are defined under three different regions of the brain. For a greater explanation of this see Appendix i (Drivers behind behaviour)

Primal behaviours (Brain stem): These are linked to the learner's stress response system and have been developed mainly due to their history of exposure to adverse stress without any regulation or protective factors stress.

Emotional/ attachment behaviour (Limbic system): Presenting behaviours in these areas are more difficult to recognise but can at many times be distinguished as either heightened or reduced emotional reactions to what could be considered minor stimuli.

Identity Behaviour (Neo cortex): A learner may be presenting with behaviours which are linked with the sense of identity they have established from past experiences. These may be considered reasoned actions by the learner and may need a cognitive approach to reprocess.

Although this three-part system could be used to widen understanding of a learner's presentation, much interpretation could still be left to the person's subjective interpretation. Therefore, using these three areas as a base of understanding, a learner's presenting behaviour is framed under the following areas.

- Feeling afraid or unsafe (Safety behaviour)
- Need to manage or control others and relationships (Boundaries behaviour)
- Need to feel related and connected (Belonging behaviours)
- Need for a sense of control and empowerment (Power behaviours)

- Need for independence and autonomy (Seeking behaviours)
- Need to enjoy and be engaged (Pleasure seeking behaviours)
- An attempt to regulate the emotional and sensory environment (Self-regulation behaviour)
- Limited skills or ability with their environment around cognition and language (Ability behaviour)
- Conditioned low-level actions constantly reoccurring (Habitual behaviour)
- Reaction to physical pain or discomfort (Pain-related behaviours)

For a full breakdown of each area, see appendix i (Drivers behind behaviour).

For each level of behaviour recorded an assessment, either informally or formally, will be undertaken of the function and drivers behind the behaviour, allowing for a deeper awareness to be achieved regarding the learner's actions. From this, an individualised and informed approach can be taken to best influence the learner's actions whilst maintaining the interpersonal relational connection. In turn, this will allow TANMAT to support the inclusion of each learner, whilst enabling the level of support needed around each learner to be effectively assessed.

This is fully explained in the pastoral support systems guidance, outlining how to approach, engage and act towards the wide range of presenting behaviour witnessed within TANMAT. See Appendix ii (Pastoral support systems policy).

Interventions would then be applied using varying waves of intensity to support behavioural change, developed using a robust evidence base and selected to meet the emerging need of the learner cohort. See Appendix iii (Targeted interventions).

These interventions would be used to support the inclusion of students within TANMAT. Using our inclusion continuum a sequential process of formulation and intervention programmes would be used to identify each learner's position and level of support needed. In turn, this will provide full transparency around TANMATs actions used to support and their ability to meet learner's needs. For full details around our inclusion continuum please see appendix iv (Inclusion continuum).

Caution

A learner's presentation may not only be a mixture of various drivers, but the underlying needs may alter over time. Constant reflection and reviewing are needed.

External support

If the learner's needs are more than what the Trust can support, external support will be sourced. These may include:

- School health services
- Child mental health services
- Educational psychology services
- Children's social care
- Early help team
- Regional bespoke services

Non-negotiables

These are a set of behaviour which cannot be negotiated due to the Trust's need to protect staff, learners, and its environment.

This list of non-negotiable behaviours provides the limits of the Trust's capacity around a learner's presentation. As part of our trauma informed practice, all efforts must be made to protect staff, students, and caregivers from traumatisation. It is essential that TANMAT protects all those within its community and cannot accept what could be considered deliberate acts of abuse or violence as tolerable.

These behaviours include the following:

- Repeated verbal abuse to learners, staff, and others
- Repeated emotional abuse of learners
- Repeated physical abuse /attack on learners, staff, and others
- Repeated inappropriate/sexual behaviour
- Repeated intentional damage to property including vandalism and computer hacking
- Repeated refusal to follow health and safety rules of the site, including fire regulations

All level 5 behaviours, considered extreme and high risk, could be included, dependent on how they present the same level of risk and danger to the school environment, staff, and learners.

The consistent presentation of level 5 behaviours may escalate the tier of support needed for the inclusion of learners within TANMAT.(See Appendix iv : inclusion continuum)

In these cases, steps must be taken to assess the viability of TANMAT as an acceptable educational provision for the learner. To assess this, the following sets should be taken.

1. The initial action will be taken to protect the provision of its learners and staff. Dependent on a dynamic assessment of the event, this may result in a suspension if it has been considered to be a deliberate act of assault, abuse, bullying or damage.
2. Learners undergo an in-depth review by the academy's senior leadership team examining past and current presentations. From this, the learner's presentation will be reclassified, highlighting factors at play, progress made, propensity for change and remaining options left to explore.
3. Meetings with caregivers and professionals will take place to explain the Trust's formulation of needs and review the Trust's capacity to contain the child's needs.
4. An action plan would then be developed to encompass both the child's needs and Trust expectations, whilst providing transparency around acceptations from the Trust, wider professionals, caregivers, and the learner. This would be monitored regularly to record the learner's progress.

Lack of progress in this plan would result in a review to discuss either redirection of focus, and escalating the tier of support on the inclusion continuum, or if options have been exhausted the Trust's ability to meet needs. Persistent and unchanging presentation of non-negotiable behaviours may result in a permeant exclusion or a change of placement. (See exclusion policy)

For the following Level 5 behaviours, additional steps may be taken to support the wider school population.

Assault

Any assaults will result initially in first aid being provided from within the Trust, with further medical assistance sourced if required. Support would be provided to all parties impacted and any injured party would be provided information, advice, and guidance regarding their legal rights in the situation. The event would be recorded on the incident form and logged on Arbor, with caregiver being informed of the full incident. ASAP. A risk assessment will be put into place around the learner. In some cases, staff may need to inform or will require a police response, see National Police Chiefs Council advice at: when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk)

Sexting

Any reported incidents of sexting will result in the parent/carer being contacted to inform them of the information received. The DSL (Designated Safeguarding Lead) will be informed and a discussion with the CEOP school lead will take place. Depending on the nature of the content a referral to the Police or Children's Social Care will be considered by the school's DSL and Heads of School (HOS). For further advice see, Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

Harmful Sexual Behaviour (HSB)

TANMAT defines Harmful Sexual Behaviour (HSB) using the language of the *DfE (2021) guidance*: "Sexual behaviour expressed by children and young people under the age of 18 that is developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult."

All incidents of HSB will be responded to using the principles of child protection. The Brook Traffic Light Tool may be used to assess age-appropriateness. Staff will consult the DSL and the HOS in all instances. Decisions about police involvement, social care referrals, or risk assessments will follow DfE and NPCC protocols and be documented clearly.

A trauma-informed response will be prioritised for both the alleged victim and the alleged perpetrator, recognising HSB can be both a safeguarding and behaviour issue. The following highlights detail of three such areas:

Sexualised Language

Any incidents of sexualised language will result in a parent/carer phone call to inform of the incident. Learners will be spoken to about the use of this type of language by the pastoral team. If further incidents of sexualised language occur a parent meeting is to be arranged by the Senior Leadership Team (SLT). Children who are subject to Children's Social Care involvement and have an allocated social worker, they will be made aware also of incidents in school where Designated Safeguarding Lead feel this may be necessary.

Up skirting

Any incident of Up skirting will result in parents/carers being informed and a meeting arranged to discuss the incident. This will result in this being logged with 101 as this is a criminal offence. A risk assessment will be put in place around the learners involved and a review of any use of any technology (phones/cameras etc) in school will be reviewed by DSL and SLT. Learners may be subject to a suspension from school.

Sexualised Behaviour

Any incidents of sexualised behaviour will result in the parent/carer being contacted to inform them of the incident. Learners will be supported by the Pastoral Team regarding sexualised behaviours. If further incidents of sexualised behaviours occur a parent/carer meeting is to be arranged by SLT. DSL to be informed and a referral to social care will be considered.

Sharing of nude or nearly nude images or videos

Any incidents that are reported where a learner has shared or received nude or nearly nude/indecent images will be reported to the police via 101 and parents/carers will be contacted regarding the incident. A referral to Children's Social Care will be considered and any allocated social workers will be informed of such incidents.

The following link will also be used to report any images of learners under 18 that have been shared online: https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/remove-nude-image-shared-online

Sexual Harassment

In cases of sexual harassment in school parents/carers will be informed and a meeting will be arranged. Possible referral to Children's Social Care and a possible Police referral depending on the incident. DSLs (Designated Safeguarding Lead) and SLT will liaise and communicate incidents with any external stakeholders involved with the learners involved. If the incident includes young people from another school or college, we will liaise with them to share information.

Sexual Violence

In cases of reported sexual violence, parents/carers and the Police will be contacted regarding the incident. DSLs will be informed, and a referral made to Children's Social Care. Learners may face a suspension and a possible change of provision depending on the incident. All incidents will be reported to the Trust Head of School for Safeguarding & Inclusion.

In ALL cases the victim of these incidents will be offered support by the Pastoral Team and external support will be identified and sought where appropriate.

In ALL cases the perpetrator will be offered support by the Pastoral Team and external support will be identified and sought where appropriate.

Bullying

Bullying is a complex behaviour influenced by numerous factors, including individual, social, and psychological dynamics. While it is difficult to pinpoint the exact clinical reasons behind why someone engages in bullying behaviour, research has identified several potential underlying factors. It is important to note that these factors are not excuses or justifications for bullying, but rather attempts to understand some of the contributing elements. It is considered unacceptable within TANMAT and must be addressed quickly to prevent disturbance to the environment. An incident of bullying must be fully investigated as per the Anit Bullying policy.

Depending on the incident, the perpetrator may face a suspension.

In ALL cases the victim of these incidents will be offered support by the Pastoral Team and external support will be identified and sought where appropriate.

In ALL cases the perpetrator will be offered support by the Pastoral Team and external support based around their drivers and needs. This may include interventions around low self-esteem, lack of empathy, exposure to trauma or abuse, mental health issues, family and environmental factors and social competence, understanding and peer pressure.

A risk assessment may be placed around the perpetrator to mitigate against future occurrences.

Vandalism

Intentional damage to property is not acceptable. The site will investigate to gather evidence and determine the extent of the student's involvement in the incident. This may involve reviewing security footage, interviewing witnesses, or obtaining statements from those involved.

Once clear understanding of the situation is established, student's parents or caregivers will be informed about the incident and the consequences that will be imposed. This may take place as either a call home or in face-to-face meeting to discuss the situation, provide information, and seek their cooperation in addressing the issue.

Appropriate consequences for the student's actions will be applied, including interventions and strategies to address the underlying issues, improve behaviour, and prevent future incidents.

The severity of the consequences will depend on factors such as the extent of the damage caused, any prior disciplinary history, and assessment of the students' drivers, needs and abilities. For continual vandalism to school property, the behaviour will be called as non-negotiable and formal action taken.

Actions will be taken to monitor the areas prone to vandalism, such as restrooms, hallways, or communal areas during high-risk times.

Theft

In the case of theft, a thorough investigation will be taken to gather evidence and establish the student's involvement in the theft incident. This may involve reviewing surveillance footage, interviewing witnesses, or obtaining statements from those involved.

Once clear understanding of the situation is established, student's parents or caregivers will be informed about the incident and the consequences that will be imposed. This may take place as either a call home or in face-to-face meeting to discuss the situation, provide information, and seek their cooperation in addressing the issue. Police involvement will be considered.

Appropriate consequences for the student's actions will be applied, including interventions and strategies to address the underlying issues, improve behaviour, and prevent future incidents.

The severity of the consequences will depend on factors such as the extent of the theft, any prior disciplinary history, and assessment of the students' drivers, needs and abilities. For theft which creates a health and safety issue or is consider a high value item, a suspension or permanent exclusion may be applied.

Violent behaviour

The Trust understand aggression and violence may be an expression of need but do not condone any violent behaviour within its academies.

Firstly, the safety of all individuals must be maintained by immediately intervening to stop the violent behaviour. Staff members have a duty of care to step in to contain violent incidents. This must be recorded as part of the RPI (restrictive physical intervention) process.

First aid must be given to any injured party, with medical services involvement if considered necessary.

The incident, must be documented using the academies Arbor system, including any injuries or damages, and statements gathered from witnesses or those involved.

Steps must be taken to protect the environment, which may involve a suspension or permanent exclusion.

An investigation to determine the root causes and circumstances leading to the violent behaviour will be taken, encompassing interviews with witnesses, reviewing any available video footage, and collecting relevant information to gain a comprehensive understanding of the incident.

An assessment will then be made whether restorative action and reparation can be made, including whether the academy can meet need and safety implications of the learner accessing the school environment.

Appropriate consequences for the student's actions will be applied, including interventions and strategies to address the underlying issues, improve behaviour, and prevent future incidents.

In some cases, staff may need to inform or will require a police response, see National Police Chiefs Council advice at: when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk)

Disregarding of staff instructions

A child refusing a reasonable request from staff in school can result in a breakdown in school expectation.
When dealing with students refusing a reasonable request, the reason for this behaviour must be identified without bias. PACE should be used to aid the students in the expression of their perception, with wider factors considered and should be considered to determine the function of the behaviour.

From this, interventions can be taken to support the underlying needs and drivers to remove defensive barriers to reasonable request.

However, action must be taken to reinforce the importance of following reasonable staff instructions, including communication with parents and caregivers. Consistent and repetitive refusal of reasonable requests with little sign of compliance from the child. will be classed as non-negotiable.

Behaviour out of school

A learner's conduct outside of education can impact on the environment inside of school. Although staff may be permitted to apply consequences towards learners in certain circumstances due to actions occurring outside of school, staff should always strive to act on the underlying drivers behind the behaviour.

Assessment of the action outside of school will be undertaken and resulting actions will be taken to ensure the safety of staff, learners, and the environment.

Each situation needs to have careful consideration from HOS (Head of School) regarding the action to be taken.

Consequences

As a requirement of the Trust to protect its culture and environment for the safety of learners and staff, a range of consequences must be established. These are not to serve as a punishment but to act to maintain the Trust's capacity to uphold the P, R, R, R (framework whilst helping to establish cause-and-effect thinking with the learner population.

Depending on the driver behind the behaviour, logical consequences need to be applied. This is aimed at supporting the learner to develop cause-and-effect thinking, whilst reinforcing the Trust expectation. The application of consequences must be conducted in a way that the learner can clearly understand the link between the behaviour and the resulting action taken. Before any consequences can be applied, the learners must be aware of the effect of not following set expectations and attempts must be made by staff to influence the behaviour using the relational approach.

 The following is a list of consequences which may be applied:

- Requesting the learners leave the classroom for a discussion or pastoral help
- Undirected time to be allocated within the school day to discuss the behaviour/ hold a restorative conversation.
- Withdrawal from some activities due to heightened risk
- Withdrawal from using certain equipment
- Engaging in intervention activities
- Moving class/ timetable
- Suspension
- Permanent exclusion

In the case of applying high-level consequences, a discussion will be made with HOS and the learner's parent /caregiver to provide open and honest expression of the difficulties being faced. It is never the case that a consequence is used as a punitive practice towards a learner, only to allow for discipline to be used as a learning experience. See exclusion policy

Screening, searching and confiscation.

To ensure the safety of all staff and learners, the following items are strictly prohibited in school.

- Knives
- Weapons
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco
- Fireworks
- Pornography
- Mobile phones
- Vapes
- E Scooters

Or any article that a member of staff suspects has been or is likely to be used to commit an offence or to cause personal injury or damage the property of any person.

Under the school's statutory power to make rules on learner behaviour and the duty to manage the safety of staff, learners and visitors, the school imposes a requirement that learners undergo screening. All members of staff have the authority to screen learners.

The screening of learners by a walk-through or hand-held metal detector without their consent is permitted, even if it is not suspected that they are in possession of a weapon.

If a learner refuses to be screened, the school may refuse to allow that learner on the premises to protect the safety of other learners and staff.

If a learner fails to comply with being screened, and the school does not allow the learner onto the premises, the school has not excluded that learner and the learner's absence will be treated as unauthorised. The learner should comply with the screening rules so they can attend school.

Screening without physical contact is not subject to the same conditions as those that apply to the powers to search without consent.

Staff are permitted to remove any prohibited item seen or found because of a search, using RPI if required due to the risk to staff, learners, or property. For further guidance see Searching, screening and confiscation at school - GOV.UK (www.gov.uk)

Behaviour online

TANMAT follows the same expectation and rights to staff and learners online as offline. Learners not following expectations online will undertake the process as physically presenting behaviour using the functional behavioural assessment. (See appendix iii). Online incidents off school premises and outside of school time are in the realm of parental/carer responsibility but may be supported from within TANMAT. See (2022) DfE guidance: Behaviour in schools - GOV.UK (www.gov.uk)

Remote learning behaviour expectations

All staff will reinforce positive behaviour during remote learning sessions, with the same expectations and rights as face-to-face lessons. Learners not following expectations during remote learning will undertake the process as physically presenting behaviour using the functional behavioural assessment. (See appendix iii)

Use of restrictive physical interventions (RPI)

TANMAT apply the use of RPI as a last resort in line with the Trust positive handling policy " to prevent learners from doing (or continuing to do) any of the following:

1. Committing any offence,
2. Causing personal injury to, or damage to the property of, any person (including the learner himself), or
3. Prejudicing the maintenance of good order and discipline at the school or among any learners receiving education at the school, whether during a teaching session or otherwise.
4. Refusal to be searched

Examples of when such action may be reasonable care to prevent injury to people, damage to property or the breakdown of discipline which could result in potential risk.

After each incident of any RPI, restorative work must be undertaken between the learners and staff members involved to facilitate relational repair (see Positive handling policy).

RPI Auditing and Oversight

The Trust commits to auditing all uses of RPI on a **termly basis**, including:

- Number of incidents per site
- Frequency by learner
- Staff involved
- Type and duration of intervention

Where high-frequency incidents occur, post-incident review will include a review of relational strategies, key working arrangements, and safety planning. Where appropriate, families and external professionals will be involved in re-formulating behaviour support plans.

Seclusion and Isolation

The use of seclusion (forced alone time in a locked or contained room) is **prohibited**. Where time-out or reflection time is used, it must be:

- Voluntary (or agreed with caregiver for targeted regulation plans)
- Time-limited and monitored
- Recorded and reviewed with the learner in a supportive debrief

The Governing Board

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

The head teacher

The head teacher is responsible for:

> Reviewing and approving this behaviour policy

> Ensuring that the school environment encourages positive behaviour

- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure actions and consequences are applied consistently to all groups of learners
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer learners both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- Creating a calm and safe environment for learners
- Establishing and maintaining clear boundaries of acceptable learner behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with learners
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular learners
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging learners to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Learner transition

Inducting incoming learners

The school will support incoming learners to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing learners for transition

To ensure behaviour is continually monitored and the right support is in place, information relating to learner behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

The proper use of restraint

The needs of the learners at the school

How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

Complaints

It is not uncommon for learners to make allegations of inappropriate and/or excessive use of force following an incident. The school has a formal Complaints Procedure. Learners should be reminded of the procedure and encouraged to use the appropriate channels. Learners should be given the opportunity during the debriefing process to voice any concerns and hear a first-hand explanation of an adult(s) actions. The complaints policy applies equally to staff. We are an open school and promote transparency in both policy and practice to protect the interests of staff and learners alike. Any staff concerns regarding the welfare of learners should be immediately reported to the Designated Person for Safeguarding. Any safety concerns should be reported to the designated person for Health and Safety. (Also reference school Complaint policy).

Monitoring

Equity and Disproportionality Monitoring

The Trust is committed to reviewing all behaviour-related decisions through an equity lens. Behaviour, exclusion and intervention data will be collected using qualitative and quantitative data and regularly analysed for disproportionality based on:

- Special Educational Needs and Disabilities (SEND)
- Race and ethnicity
- Gender
- Looked After Child (LAC) status
- Free School Meals (FSM)/Pupil Premium status

This data will inform training, policy decisions, and intervention planning. Any patterns indicating systemic inequality will be addressed through targeted staff CPD and adjustments to school systems.The flowing are key areas to explore:

- Behaviour changes in key stages using the trauma framework model
- Arbor reports highlighting key trends and developing issues.
- Evaluations of interventions applied via pastoral, therapeutic practitioners, etc
- Emerging concerns highlight during staff meetings.
- Learner voice to allow consultation around effective practices and areas of development.

Learner support

TANMAT will consider strategies to help the learner to understand how to improve their behaviour and meet the expectations of the school. This could include measures such as:

Supportive conversation regarding their behaviour

Reintegration meetings

Daily contact with a key member of the pastoral team

Timetabled Intervention sessions with a member of the pastoral team

All learners will receive a re-induction of the behaviour expectations at suitable points throughout the year.

Behaviour and Trauma Awareness through the Curriculum

TANMAT embeds emotional literacy, regulation skills and trauma-awareness into the wider curriculum through PSHE, tutor time, and themed days. Learners are supported to:

- Understand the brain-body connection (e.g. stress, the HPA axis)
- Recognise and name feelings
- Learn strategies for emotional regulation
- Understand healthy relationships, boundaries and conflict resolution

The relational behaviour policy is underpinned by a **trauma-aware PSHE curriculum**, aligned to DfE statutory RSE guidance and informed by learner voice.

Parent/ caregiver support

In many cases, working closely with all parents/caregivers is essential to provide a collective approach to influencing behaviour, helping reinforce the approaches used in schools. TANMAT encourage collaborative working with parents/ caregivers.

- Parents/caregivers are encouraged to discuss with relevant staff the level of telephone contact that would best suit their needs in monitoring the progress of their child.
- Class-based staff are expected to contact parents/carers weekly at a minimum.
- Parents/caregivers will be informed as soon as possible in the case of any significant achievement and/or deterioration in their child's behaviour.
- Home visits/ online interactions will be arranged for those parents/carers who for reasons of transport, accessibility and cultural exclusion cannot attend school.
- All efforts are made to ensure that communication, whether in the spoken or written word, or social and cultural barriers are addressed through discussion with parents/carers of their needs and preferences with kindness and empathy.
- Academic reports will be provided for parents/ caregivers on a termly basis;
- Parent/caregiver support will be continually provided by TANMAT via its website and staff.
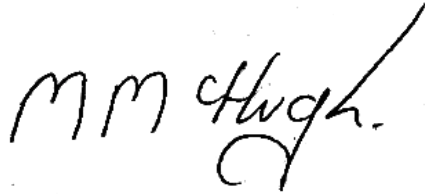
Support Systems for Staff

All staff have access to support to assist their understanding, approach and reflection around learners presenting behaviour. Extensive CPD (Continuing Professional Development) has been delivered extensively around trauma-informed approaches, with continual sessions being delivered to promote awareness. This is detailed in the "Pastoral support" guidance providing direction for staff around responding to difficult situations, this includes the following:

- Trauma-informed strategies for de-escalation to create a calm, safe and supportive environment for all learners and staff
- The protocols for requesting assistance

- The types of support available
- Guidance for staff providing support for level 1, 2 3, 4 and 5 behaviours
- Emergency/ crisis procedures

Signed on behalf of the Board of Trustees:

Michael McHugh (Chairperson of the Board)

Date: July 2025

Appendix i.

Drivers behind behaviour

It has been recognised that one of the main challenges in the creation of a whole Trust trauma-informed approach is the subjective nature of the interpretation of learners presenting behaviours. As a result, there appears to be a lack of collective understanding of the various origins and drivers around presenting behaviour, with an inconsistent approach being used throughout the Trust. The following is a framework for understanding the various types of presenting behaviours using a developmental trauma lens to allow for improved standardisation around interpretation.

Developmental trauma

Trauma is widely categorised into two primary areas

"Big T" Trauma

These are major events which could be regarded as traumatic, impacting both the mind and the body through experiencing emotions, beliefs, and physical sensations. Some people may develop PTSD as a result of this, but this is not always the case.

"Small t" Trauma

These are events which overwhelm a person's ability to cope but are not often seen as traumatic, again resulting in emotions, beliefs, and physical sensations occurring in both the mind and body.

If small t trauma is experienced through abuse and /or neglect from a primary caregiver, this is indicated to result in relational trauma, leading to altered perceptions of the safety and function of close relationships, and consequential development of insecure attachments.

For children who have experienced multiple traumas and have insecure attachment relationships, their development may be impacted by repeated 'relationship' or 'ambient' trauma from birth through infancy. This phenomenon has since been labelled as 'Developmental Trauma.'

The way development trauma impacts a child is different in each case, impacting a wide range of areas. Due to the complexity of this, a holistic interpretation should be applied, using a biopsychosocial formulation of need and a neurosequential approach to intervention.

This can be best explained using the Family Futures trauma Tree (See Fig 1). This framework for developmental trauma is compatible for use with areas of diagnosed comorbidity, examining the underlying need around the challenge faced, removing labels and over focus on symptomatology. Through assessment and understanding of the child using these areas, formulation of need can be developed cognisant of the child's functional abilities.

This assessment would be best facilitated using an analysis of the following four areas:

- The recognised exposure to adverse experience and the subjective experience of the child and their wider family
- The triggers pattern of repeated dysregulation
- The child's persistent pattern of altered attribution and expectations
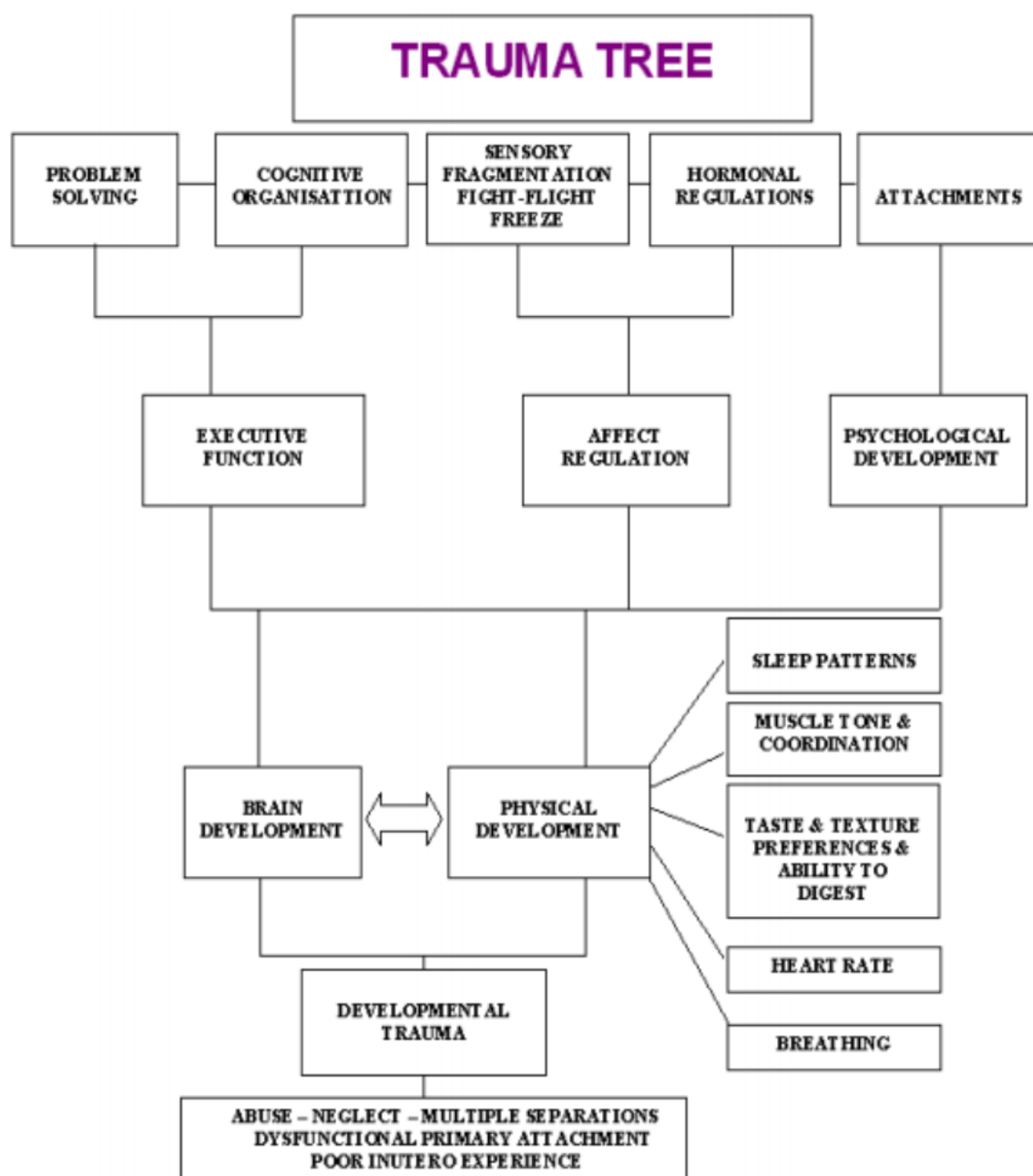- Any functional impairment of the child

TRAUMA TREE

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                              PROBLEM      COGNITIVE      SENSORY          HORMONAL      ATTACHMENTS
                              SOLVING      ORGANISATION   FRAGMENTATION    REGULATIONS
                                                          FIGHT-FLIGHT
                                                          FREEZE

                              EXECUTIVE                   AFFECT                         PSYCHOLOGICAL
                              FUNCTION                    REGULATION                     DEVELOPMENT

                                                                                    SLEEP PATTERNS

                                                                                    MUSCLE TONE &
                                                                                    COORDINATION

                              BRAIN         <==>  PHYSICAL                           TASTE & TEXTURE
                              DEVELOPMENT         DEVELOPMENT                        PREFERENCES &
                                                                                    ABILITY TO
                                                                                    DIGEST

                                                                                    HEART RATE

                              DEVELOPMENTAL                                         BREATHING
                              TRAUMA

                              ABUSE – NEGLECT – MULTIPLE SEPARATIONS
                              DYSFUNCTIONAL PRIMARY ATTACHMENT
                              POOR INUTERO EXPERIENCE
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Fig 1 (https://www.familyfutures.co.uk/2018-family-futures-is-20/trauma-tree/)

Not only would this assist staff to view the child using a different lens, aiding them in their subjective view and interpretation, but it would also allow for approaches used to manage the child's presenting behaviour to be targeted effectively.

This would involve applying the neurosequential approach to aid developmental growth and not psychological or relational distress. To do so, presenting behaviours could be categorised into one of three areas and addressed accordingly, using interventions with are best designed to target that area.

PRIMITIVE BRAIN: Trauma and instinct-related behaviours

Regarding developmental trauma, these presenting behaviours may reflect past reactions to stress and adversity demonstrated by the child. This would also include the relational attachment style of the child and the presenting behaviours because of this. The drivers around these presentations are suggested to be around safety and protection, with an overactive biological stress response system resulting in physical reactions to stress, with little to no executive function control. A lack of co-regulation may be a result of little to no relational safety due to an insecure attachment style. Their emotional and physiological awareness may be underdeveloped or altered as a result of their past experiences, requiring support around emotional literacy and self-awareness.

Intervention

These presenting behaviours need to be supported in both the development of biological function and sensory integration. Somatic and sensory integration work should be applied across these areas, aiding the child in grounding themselves and finding their psychological sense of safety. This would also, aid in the development of vestibular, tactile and proprioception abilities, aiding both the improvement in biological function and how these are processed. Furthermore, this will aid the release of stress aiding in nonverbal co-regulations and helping to build safety in relationships. To support this further, relational work should be conducted regularly, without being intrusive, to aid the removal of blocked Trust and help shift the perception of relationships. This secure attachment figure should provide unconditional positive regard, removing the barrier that judgement can have within a relationship.

However, consideration should be given to areas of comorbidity around SEND (Special Educational Needs and Disabilities). Although the interventions may remain the same, expected progress may alter. For those with a sensory integration disorder, it may be more effective to develop a profile of need. This would encompass the child's ability to modulate sensory input, how they perceive and interpret sensory input, and their ability to integrate sensory input whilst exploring how their motors function around bilateral integration and muscle control. From this, a range of universal and targeted interventions could be developed for the child to ease their emotional distress.

LIMBIC BRAIN: Attachment-related behaviour

Once the initial work has been conducted to aid the creation of a positive perception around relationships, attachment-related behaviours can be targeted. Presenting behaviours in these areas are more difficult to recognise but can at many times be distinguished as emotional reactions to minor stimuli. Here are some examples of the behaviours:

- Rejects praise
- Resists guidance of adults
- Overly dependent
- Appears manipulative
- Misinterprets other behaviours
- Finds transitions difficult
- Partakes in risky behaviour
- Appears uncaring

The approach used to support the wide range of these presenting behaviours should be selected using a wider understanding of the child's development. The continuation of

attachment building with key adults should continue, with modelling and the use of PACE (playfulness, acceptance, curiosity, empathy) essential for the creation of a developmental relationship. Modelling will aid the child's development around executive function and psychological development, whilst the use of PACE will allow for affect regulation to be supported without damaging any interpersonal relationship. Guidance around other presenting behaviours should be sourced internally with interventions provided for both directed and undirected time.

In addition to other comorbidities, the child may be experiencing, limited speech language and communication needs may be compounding the emotional distress caused. The child may struggle with a range of difficulties in the following four areas.

Understanding language

The child may have unrecognised difficulties in comprehension monitoring, understanding of vocabulary and the use of figurative language. They may not be able or understand how to state they do not understand, be using words and saying which are unfamiliar to them and may struggle to understand when someone does not say what they mean.

Emotional Literacy

The child may have difficulties naming the emotions they are experiencing, either from the lack of vocabulary, understanding of the feeling or internal ability to regulate. This would include the child's understanding of their own and another affect, as well as improved strategies for processing internal feelings.

(For the child's internal ability to regulate, primitive brain interventions should be applied to aid the child to regain a sense of awareness of the environment and internal control.)

Inference and verbal reasoning

This refers to the child's ability to interpret any intended message which has not been explicitly stated. It can be based on nonverbal cues such as facial expressions and situation understanding. This can result in difficulties understanding others' perspectives and struggling to express their intended meaning when communicating.

Narrative

The child may struggle to apply their communication skills together to express a story-based narrative. Some may find it difficult to for the structure, may miss key elements or struggle with vocabulary and grammatical structure.

Additional to the relational and SEN support provided, informal assessment of these areas should take place to highlight any emerging need. Once identified, a profile of support could be applied, aiding each area whilst supporting their integrational use.

CORTICOL BRAIN: identity-related behaviour

Once children can achieve moments of calm and feel relationally safe, they can be aided in their ability to reflect, helping them to make sense of their early experience and the impact it has had on their feelings, behaviours, and relationships. Before this, they may be presenting with behaviours which are linked with the sense of identity they have established from past experiences. This may include their social identity and persona, with habitual and conditioned behaviours based on their perception of social expectations. Furthermore, their conscious and unconscious actions may be linked to a maladaptive internal set of core beliefs and values based on their internal narrative and lens to the world. These behaviours may appear as a set

of chosen actions the child may be taking to navigate the environment, they are in. Many may perceive a child undertaking these behaviours as a chosen to act in negative ways, however, they may be acting using a template based on their previous experiences and need support to address their dysfunctional view of themselves and others.

To support a child in addressing these presentations, a combination of approaches should be used to aid their understanding of cause and effect through the application of boundaries, support in helping them build and new internal narrative and development of a wider understanding of how they can develop to achieve the outcomes they wish for themselves.

In addition to the provision stated SLC support, life story work would be beneficial to aid the child in the recreation of their internal narrative. Through a detailed understanding of the child's history, their internal working model, how they have developed and the environment they have developed within, a clearer indication of how the child's identity has evolved can be established. With a secure adult, the child could collectively work through their own story in a safe and secure environment, helping make informed sense of who they are.

Boundaries are required both to provide collective safety for all, whilst helping the child develop through a combined approach of conditioning and intrinsically supported regulation. This will aid the child in the internalisation of the understanding, abilities, and motivation to meet perceived valuable social expectations.

A mentoring approach using motivational interviewing will aid the child's awareness of cause and effect, assisting them in being mindful of their actions and how these are impacting their life. These interactions would allow for a collaborative approach where the child can see the value in change, showing greater commitment and drive to make modifications in their thoughts and actions.

Through consideration of the child's presentation using the combined understanding of the neurosequential model, comorbidity with SEND and the interplaying factors highlighted through a biopsychosocial lens, the behaviour could be better interpreted.

A child's systematic presentation of behaviour may be considered in one of these areas or as a combination of interplaying factors. When collectively interpreted along with comorbidity with SEND, and influencing factors highlighted through a biopsychosocial lens, clearly around both the child and the options for support may become apparent using the four categories below.

- Feeling afraid or unsafe (Safety behaviour)
- Need to manage or control others and relationships (Boundaries behaviour)
- Need to feel relatedness and connected (Belonging behaviours)
- Need for a sense of control and empowerment (Power behaviours)
- Need for independence and autonomy (Seeking behaviours)
- Need to enjoy and be engaged (Pleasure seeking behaviours)
- An attempt to regulate the emotional and sensory environment (Self-regulation behaviour)
- Limited skills or ability with their environment around cognition and language (Ability behaviour)
- Conditioned low-level actions constantly reoccurring (Habitual behaviour)
- Reaction to physical pain or discomfort (Pain-related behaviours)

Each area is described in greater detail below:

Safety Behaviour

This is linked to the learner's internal sense of safety, which is uniquely different and dependent on influence from biological, social, and psychological. As a result, the learner's window of tolerance to stress may be reduced and their reaction to stress heightened, leading to extreme emotional reactions to "minor" events, hyperarousal, and hypo arousal. This is most commonly witnessed in a learner demonstrating a very activated reaction which escalates to fight, flight, freeze and flop responses. To fully understand these behaviours, an in-depth understanding of the learner is needed, including past triggers, stressors, and SEN requirements to fully assessed what is making the learners feel unsafe. From this, actions can be taken to support the feelings of safety.

Boundaries behaviour

Resulting also from a feeling of being unsafe, this behaviour is used by some learners to control others' actions to get their needs or wants to be met. Many have learnt from past experiences that certain behaviours can provoke others into action. However, many of these behaviours are maladaptive, developed from past experiences. Furthermore, these behaviours may be linked to relational safety, being used to either push people away or to maintain a secure connection. When considering this behaviour, a firm but nurturing approach is more effective. It is important the learner can maintain their inner safety, whilst understanding the methods used are not healthy and then support the development of new positive strategies. Consideration needs to be taken of the learner's developmental age and vulnerability, working with them to fully understand health methods of expression.

Belonging behaviours

These behaviours are linked to the learner's need to feel connected with and be accepted by members of a group. Many, due to their past experiences in education have felt continual rejection which may have impacted their self-worth. This could lead to learners becoming defensive to building links with school resulting in learners developing peer groups affiliation in which they feel accepted. As a result, the learner may present certain behaviours which maintain their connection to this group, but which may not be coherent with their individual presentation. These behaviours must be challenged without threatening the learner's relational safety with peers. This would include the use of calm, kind, and not corrective interaction in public, combined with a deeper interpersonal conversation during a one-to-one meeting.

Power behaviours

Although occasionally linked to safety in young children, with insecure attachment resulting in the child needing a sense of control to feel safe, the presentation of this behaviour is linked closely to the learner's developing identity. All developing children must have some sense of power within their life; however, a lack of structure and boundaries can result in the development of a perception all elements within life can be controlled. As this presentation can derive from two quite different places, a consideration of the origins of this behaviour should be taken. If an attachment need is present, the learners should be supported in building trust with others using the relational approach discussed later in this policy. For both cases coaching and a cooperative decision should be used to assist the learners to meet expectations and boundaries, aiding them in sharing power and improving their social skills.

Seeking behaviours

All children are born with an inherent ability to explore. Seeking behaviour is a psychological need around needing a level of independence and autonomy within life, aiding the creation of a locus of control and intrinsic motivation. Learners within certain settings may feel a lack of

agency around education, resulting in distress which could be presented as negative behaviour. Furthermore, many may show a need for psychological hunger, seeking out others to meet this need daily. For these learners, mentoring and coaching are needed, in combination with classroom-based interventions and creative teaching, to support this underlying need and provide the sense of ownership they need.

Pleasure seeking behaviours

Children will always show a preference for fun activities over no which they enjoy less. This can be considered as more than just a personal preference and be viewed as a chemically driven behaviour. Feel-good neurotransmitters linked with pleasurable activities cannot only override a desire to learn, but they can also be addictive. This can result in learners engaging in behaviours to seek out these feelings daily. To support this, both a creative curriculum and learning process needs to be used to facilitate engagement whilst aiding participation in learning activities. However, this may include hedonistic/ adolescent risk-taking behaviours if the child has developed an underactive fear core system.

Self-regulation behaviour

Another element of seeking is the desire a child may have for sensory stimulus. Due to a possible sensory processing difficulty, many learners may have a sensory diet which is not being met. This will result in presenting behaviour being used to seek out this stimulus. Furthermore, some may use the sensory element to self-soothe any emotional distress they may be feeling or remove themselves from the environment which they may feel is overly sensory. These learners, they should be supported in their sensory integration needs. Support should be sourced from a sensory integration practitioner or speech and language therapist.

Ability behaviour

A perceived lack of competency around someone's abilities can result in internal distress expressed as negative behaviour. It may trigger feelings of being unsafe, create emotional distress or become a threat to their identity. This may also lead to internalised feelings which could lead to poor mental health and well-being. To support this, clear understanding is needed by all staff interacting with learners regarding their cognitive abilities. This not only includes academic skills needed to access education but their abilities regarding higher brain function.

Habitual behaviour

These are unhealthy actions taken by someone who has been conditioned through their previous interactions by various types of reinforcement. They exist in all of us and may be acted out unconsciously and with full awareness. They may be a result of a lack of awareness around and inconsistent underpinning boundaries and expectations. To change habitual behaviours learners, need to be supported in replacing these with positive behaviours, allowing the outcome to remain the same but using socially acceptable methods. It is effective to use existing positive behaviours to link in with, whilst only focusing on one area at a time to aid clear focus. Furthermore, the learners should be helped in visualising the new actions by imagining them taking place.

Pain related behaviours

Discomfort and pain can impact how someone presents themselves on a day-to-day basis. It can distract attention away from areas of focus and reduce their window of tolerance causing extreme reactions to stress. Awareness of both psychological and physical pain in learners needs to be considered as a driver around an activated presenting behaviour. Curiosity about

the learner's basic needs being met, safeguarding and physical health should be the first consideration. From this, a deeper understanding of the cause of the pain should be explored to enable the right support to be applied.

In addition, this is suggested to increase the sense of safety (neuroception) felt by learners who made deem relationships unsafe. This approach would be consistently used when challenging a wide range of challenging behaviour, reinforcing the expectations and rules of the Trust.

Appendix ii.

Pastoral Support System

TANMAT base its pastoral approaches on the core beliefs of being calm kind and honest. It is expected that on a daily basis, these core beliefs are embodied within all daily interactions with learners, colleagues, and parents/caregivers alike. These core values are facilitated via the application of trauma-informed practices, embedding expectations, processes, and practices throughout the full Trust community. It is the aim of these practices that we can support learners to become confident, competent, and kind in all aspects of their later life.

TANMAT has developed the following pastoral support system from a strong theoretical and empirical evidence base to support learners presenting behaviour in many ways depending on their perceived function at the time of expression. This approach aims to create an environment where the following can occur.

- To attend school regularly and be willing to learn
- To respect, support, and care for each other
- To be kind, calm and honest with themselves and others
- To be tolerant of others irrespective of race, gender, religion, sexuality, and age
- To listen to others and respect their opinions
- To follow a reasonable request of adults throughout the school day
- To accept and/ or seek the support of adults s at times of needs
- To learn and understand the consequences of negative actions and behaviours
- To make their views known to adults in appropriate ways
- To engage themselves in learning new skills and knowledge
- To follow all health and safety rules
- To respect the school environment

This guidance aims to provide clarity of roles and responsibilities to enable a consistent and universal approach to supporting learners, using the trauma-informed framework of Protect, Relate, Regulate and Reflect.

This guidance has been developed in relation to the following policies.

- Safeguarding policy
- Positive handling policy
- Relational behavioural policy

TANMAT use a pastoral team combined with teaching and support staff to provide a wrap-around support network to meet the additional needs of learners with social, emotional, and mental health needs, whilst upholding the rights of all persons at TANMAT.

The following is a list of rights all persons within TANMAT should expect:

- For everyone to feel physically, emotionally, and psychologically safe
- To have the opportunity to access or deliver a valuable education
- To have the opportunity to undertake their role effectively
- For everyone to be respected and valued
- To express their views, be listened to and consulted

- To learn from mistakes and use them to drive forward positive change
- To access an environment in which you feel accepted and belong

All staff should have a collective understanding of the lens used to perceive presenting behaviour at TANMAT.

- All behaviour is a form of communication – which must be interpreted, supported, and influenced differently
- Behaviour concerns at whatever level, are the responsibility of everyone
- The importance of vigilant observation to better appreciate learner behaviour triggers
- All staff should be aware of the specific support needs of a high-risk learner cohort
- Teamwork is essential to consistent care and supervision
- Communication between adults is essential if a supportive ethos and working climate are to be achieved
- All adults are responsible for what they say and do – to ensure that our actions do not act as additional triggers to escalate the behaviour
- Non-verbal communication has the potential to convey negative messages to learners
- Personal space protocols should be observed at all times
- To see a change in our learner's behaviour we must concentrate on our behaviour and actions
- Positive relationships with learners are key to influencing the learner's behaviour
- Emotional control and objectivity always in front of learners are essential elements to the forming and maintaining of adult/learner relationships
- The importance of 'fresh starts' and moving on from an incident
- All interventions should be geared toward engendering the learner's best interest at the time, helping them build greater relationships with themselves, others, and the curriculum's behaviour for learning
- The importance of transparency within all our communication and recording systems and procedures
- The acknowledgement of the need for support in managing learner behaviour and asking for help – should be viewed as a sign of strength
- Aspects of behaviour management/de-escalation ought to be regularly discussed and evaluated via staff meetings
- Learner 'in crises' scenarios ought to be practised/rehearsed – to include the learner population as necessary
- Once a behaviour has occurred it is no longer unpredictable, aiding the responses used
- Monitoring behaviour is imperative to responding effectively to patterns and trends

Although the behavioural presentation may appear similar, the underlying drivers behind the learner's expression may alter widely. Therefore, it is impossible to allocate a singular predetermined response. Curiosity must be used to explore the function behind the behaviour to enable the viable course of actions to be taken which will deliver the greatest impact. Basing approaches on either crisis, emotional or identity-based behaviours, underlying drivers of need have been broken down into the 10 following areas.

- Feeling afraid or unsafe (Safety behaviour)
- Need to manage or control others and relationships (Boundaries behaviour)
- Need to feel related and connected (Belonging behaviours)

- Need for a sense of control and empowerment (Power behaviours)
- Need for independence and autonomy (Seeking behaviours)
- Need to enjoy and be engaged (Pleasure seeking behaviours)
- An attempt to regulate the emotional and sensory environment (Self-regulation behaviour)
- Limited skills or ability with their environment around cognition and language (Ability behaviour)
- Conditioned low-level actions constantly reoccurring (Habitual behaviour)
- Reaction to physical pain or discomfort (Pain-related behaviours)

Staff, throughout all interactions with learners, should remain calm and curious, being responsive using an understanding of the underlying drivers to achieve the best outcome possible. After events staff should reflect, both on the events themselves and how their presentation aided a positive outcome. This may at times be undertaken with other staff, using collective reflections to improve practice. The success of all pastoral systems necessitates a commitment to critical reflection and open dialogue between all staff, both informally and formally in staff group forums. In such a climate we will be better able to achieve the best outcomes for our learners whilst preserving good working relationships. We aim to provide a consistent, supportive, and well-supervised environment where children can feel safe and secure and reach their full potential through positive relationships and interactions using both universal and targeted interventions.

Universally

Our universal approach aims to allow for a responsive not reactive approach, allowing for calm interactions to take place to prevent the heightening of learners whilst providing the opportunity for challenge and consequence to be applied.

Protect

Culture

The first fundamental element is in the creation of safety. Universally, the values of calm, kindness and honesty are expected to be reinforced consistently by staff, through modelling of their interactions, presentation, and conduct. Staff are expected to stay mindful of both their verbal and nonverbal methods of communication, including body language, tone of voice and facial cues. This is to support the low arousal approach, preventing defensive or triggered responses from learners. The only exception to this would be in the case of a dangerous situation in which clear firm instruction would need to be made by staff for the learner's safety.

Another element involves the physical environment within the school, which should be well organised and created mindful of stimuli which may be reflective of their past experiences.

All staff within a leadership position are expected to set the tone within their provision of the expectation of the Trust. These members of staff will visibly model the ethos and vision, ensuring consistency of approach is applied across the Trust.

Overall, these areas provide a coherent culture of expectation and values across each provision within the Trust, ensuring the learners within Trinity can feel psychologically, physically, and socially safe.

Property

The Trust takes immense pride in the appearance of its academies, wanting to provide the best for its learners. The reasons for property damage are considered carefully but taken very

seriously. Each time Trust property is damaged, an assessment is needed to determine the drivers behind the learner's actions using the 10 drivers.

Drop-down days/ Emerging themes

As the challenging behaviour faced by staff within the Trust alters frequently, the Trust applies a range of focused themes and drop-down days to positively influence learners behaviour. These may include anti-bullying themes, exam stress and career days. Overall, these drives in specific areas can support change in a wide range of primal, emotional, and indent-driven behaviours.

SEN

All practices within the Trust are developed in line with the SEND code of practice. Areas of need from the learner's EHCP (Education, Health, and Care Plan) are incorporated into the directed and undirected time to aid the child's journey through the school day.

No Shaming delivery of praise

Recognising achievement in one learner must not lead to the shaming of another. Therefore, the use of praise is carefully applied, helping to reinforce positive actions and to create an intrinsic drive within learners. Learners are not public compared to each other regarding factors which could induce shame.

Enrichment

To create a sense of social engagement and belonging within the Trust, enrichment activities are used to build a sense of connectedness and engagement within the learner community.

Relate/ Regulate/ Reflect

The Trust uses a range of strategies to build interpersonal relationships with learners, helping them move from blocked trust to trust and providing them with a relational safety which they may have lacked previously in education. From this, staff should use co-regulation strategies to aid the learners in containing their emotions and lead them in reflection on the event to influence behavioural change.

Through using the PACE approach, staff use every interaction as an intervention to build a strong interpersonal connection whilst still maintaining professional boundaries. Over time, staff can be seen as safe and consistent, whilst still showing strength and containment.

Staff are expected to be seen as relationally safe with a consistent and confident presentation throughout the school day. However, there may be times when staff are overwhelmed and unable to contain how they present. During these times, support should be sourced from peers and leadership to assist in the recovery of a socially engaged state. If staff are consistently struggling with the containment of their own emotions, a discussion is to be had with the parenting teams regarding the support and actions needed.

Whilst all staff are expected to be emotionally available, learners may wish to identify key staff as their key adults. Each learner should have three key adults within each academy to ensure the consistent application of safety and to aid in the repair of relational ruptures.

Staff must ensure they model positive behavioural expectations during all stages of the relationship with learners. They will remain mindful of becoming influenced by learners and reflect consistently on whether they are presenting a positive message.

Measuring behaviour

Across the Trust, behaviour is measured using 5 levels.

- Level 1 (low-level behaviours)
- Level 2 (out of class, reasonable request refusal)
- Level 3+4 (challenging behaviour)
- Level 5 (unacceptable behaviour)

Following is a breakdown of the approaches used for each behavioural level

For level 1 behaviours, PACE is used to non-confrontational influence learners presenting behaviour.

Level 1 Behaviours Directed time

These should be dealt with purely by the teaching staff within the room. PACE should be used to approach the situation and teachers are expected to use a range of non-shaming behavioural management tools specific to the learner to influence the behaviour.

If these persist and the situation is escalating, teacher staff provide the learner with a clear awareness of the behaviour. This will take the form of separate reminders (at least 3) of the incorrect use of the behaviour incorporating PACE, the last resulting in asking for a quiet discussion outside of the room.

After the discussion outside of the room, the learner will be allowed back into the room to continue their work. If the same behaviour continues, the learner would be asked to leave the class, with pastoral being used as a friendly face if necessary to prevent escalation.

Once the underlying driver behind the behaviour is assessed, wave 1 interventions may be explored to support the reduction of these presenting behaviours.

Depending on the learner/s concerned it may be appropriate to make a colleague aware of anticipated escalation as per as learner's risk assessment.

Level 1 behaviour: Minimal Risk

These should be dealt with by all staff within the school. PACE will be used to approach the situation and staff are expected to use a range of behavioural management tools specific to the learner to influence the behaviour. To support these behaviours, wave 1 intervention, mostly parenting chats, will be explored to support the reduction of these presenting behaviours.

Level 2 : Low Risk

For level 2 behaviours PACE is used to facilitate curiosity.

Out of class is whether a learner leaves the classroom due to behavioural issues or is invited to leave by staff or members of the pastoral team. Some learners will have identified risk assessments which will require class-based staff to inform the pastoral team as soon as they leave a classroom.

When dealing with learners out of class, the reason for this behaviour must be identified without bias. PACE should be used to aid the learners in the expression of their perception, with wider factors considered and should be used before (refusal to engage), during (walking out of class) and after (restorative catch-up) an out-of-class to determine the function of the behaviour.

When dealing with learners refusing a reasonable request, the reason for this behaviour must be identified without bias. PACE should be used to aid the learners in the expression of their perception, with wider factors considered and should be considered to determine the function of the behaviour.

From this, an informed decision can be made regarding moving forward, whether it be an adaptation, intervention, change or reinforcement of expectations.

Depending on the drive of the behaviour, the learners may benefit from the following dependent on the context:

- A 'empathic discussion from a key adult with whom the learner established a relationship
- Coaching or mentoring from pastoral/ key staff
- A brief period of 'reflection" away from the class
- A 'fresh start at the commencement of the next timetabled lesson

Transparency should be maintained with home, including the actions taken to support the learners and the implications if out of class continues. Actions to be monitored for progress and reviewed. Lack of progress to improve out of class will result in a wider review by SLT (Senior Leadership Team) and the status of the concern moved to become non-negotiable. From this, a formal Functional Behavioural Assessment (FBA) should be conducted to highlight the purpose of the behaviour and resulting actions.

Level 3 and Level 4: Moderate to high risk

For level 3-4 behaviours, PACE is initially used to prevent de-escalation and then adapted to fit the underlying driver behind the presenting behaviour.

Behaviours that escalate to levels 3 and 4 are considered high-level and may compromise both the physical and emotional well-being of individuals or groups. This may constitute a learner going into a "Crisis", with class-based staff expected to request assistance from Pastoral colleagues and/or their nearest support staff. Staff may decide to remove other learner's away from the environment to safeguard and/or protect them whilst support from another colleague is coming.

Initially, the situation should be contained, with PACE used tactilely to prevent the situation from becoming heightened and facilitate relational connection. The drivers behind the behaviour should be explored and accurately assessed. Once the learner is regulated, a discussion should be held to assess the activating event. From this, the learner's feelings can be considered and validated, including their perceived outcomes which may be maladaptive, allowing for the process of correction to take place, reinforcing the Trust expectations. This may involve allowing for reparations to be made and allowing for restorative conversations to take place if necessary. This discussion may take place either initially or later depending on staff judgement of the situation, however, it must be undertaken if behaviour is to be influenced.

For reoccurring events of the same nature, a formal Functional Behavioural Assessment (FBA) should be conducted to highlight the purpose of the behaviour. This may result in higher wave interventions being applied or highlight Trinity as being limited/ unable to meet their need. For the persistent presentation of these behaviours without any positive change, they may need further investigation or be classed as non-negotiable.

Emergencies

Many Levels 3-4 behaviours may constitute an emergency. It is expected that staff act promptly to requests for support from colleagues in such situations. Such emergency assistance may be required to:

- Prevent learner/s from injuring their peers and/or themselves;
- Prevent a learner/s from injuring an adult;
- Prevent learner/s from placing themselves and/or others in extreme danger;
- To prevent a learner/s from causing severe damage to property;
- To circumvent more vulnerable learners from absconding.
- Colleagues should be made aware of your need for assistance via any or all the following methods:
- The making of a public announcement requesting support or telephoning for assistance.
- Calling out to colleagues in closest proximity;
- Sending a learner to seek assistance.

Level 5 Extreme Risk

These are classed as harmful and non-negotiables and cannot be accepted due to the Trust's need to protect staff, learners, and its environment. This area also includes

- Repeated verbal abuse to learners, staff, and others
- Repeated emotional abuse of learners
- Repeated physical abuse /attack on learners, staff, and others
- Repeated inappropriate/sexual behaviour
- Repeated deliberate damage to property including vandalism and computer hacking
- Repeated refusal to follow health and safety rules of the site, including fire regulations

In these cases, the following steps must be taken:

- Initial action needs to be taken to protect the provision, its staff and. Dependent on a dynamic assessment of the event, this may result in a suspension or permanent exclusion.
- Learner to undergo an in-depth review by SLT/ pastoral examining past and current presentations creating a new or reviewed formal functional behavioural assessment. From this, current progress external and the propensity for change will be considered, whilst highlighting remaining options.
- Meetings with parents/caregivers and professionals will take place to explain the formulation of needs and review the Trust's capacity to contain the child's needs.
- An action plan would then be developed to encompass both the child's needs and Trust expectations, whilst providing transparency around acceptations from the Trust, wider professionals, parents/caregivers, and the learner involvement and resulting consequences if the plan is not successful.
- Monitoring will take place regularly to record the learner's progress.

The use of PACE in consideration of the learner's ability to function.

The calm, kind and honest approach is not only a key element of our vision but fundamental to success with our learners. PACE gives a framework for using this and therefore the use of

PACE should be our default setting whenever we are interacting with learners, caregivers, and each other. However, the use of PACE should be altered depending on the situation which is being presented. It should be used to contain the behaviour until an assessment of its function can be made.

For level 1 behaviours, PACE is used to non-confrontational influence learners presenting behaviour.

For level 2 behaviours PACE is used to facilitate curiosity.

For levels 3-4 PACE is initially used to prevent de-escalation and then adapted to fit the underlying driver behind the presenting behaviour.

For level 5 PACE is to be used after the event for relational repair and exploration, however, the situation needs to be approached calmly and responsively, with plain language and personal control.

The following are suggested actions to be taken in consideration of the learner's ability to function.

Primal/Crisis behaviour

During times of crisis, a learner will be supported via methods aimed at returning their internal sense of safety. Physical containment may be needed in the form of RPI and should be used to protect the learner, their peers, themselves, and the environment. However, this should only be used for the minimum amount of time possible and released as soon as possible.

Calm tone and wording will be used, avoiding sayings which may trigger or escalate the situation such as "*calm down*," "*no*" and "*stop that*". Ensure the word safe is used consistently during the interaction, with a dialogue which focuses on the needs of the learner. EG "*I'm here for you when you need me*"," *your safe now"," What do you need*" and "*I'm here to help you.*"

Apply PACE, starting with curiosity using sayings such as "*Can you help me understand what happened there*" to aid the learner in explaining how they perceive the situation. This will be met by staff initially with unconditional regard and validation, with any attempt to challenge the behaviour likely to result in an increased escalation of the crisis. Staff will use empathic listening to validate the learner's feelings whilst formulating an understanding of which drivers may have been in effect.

Once the learner is in a place of social engagement, plans for actions, interventions and reparations can be agreed upon.

Emotional driven

The interactions with the learners should start using the non-threatening element of PACE. The learners would then, if in a social situation, be encouraged to leave the area and have a discussion with either their key adult or pastoral. During this time, the PACE approach will be used in a cycle of curiosity, acceptance, and empathy, with playfulness added at certain times, allowing the mode to stay comfortable. Empathic listening is to be used to provide validation of feelings and to gain insight into which drivers may be at play.

Identity driven

The interactions should start with an open and friendly tone, with a more serious but non-threatening nature. This is to not trigger the learner into dysregulation but to show strength and leadership over the expectation of the environment. If possible, the learner would be

encouraged to leave any social group and have a discussion with a key adult/ pastoral. However, if they refuse, they will be approached when alone to have the discussion later that day. The PACE approach would be used in this situation to remove any defensive nature the learner may have and allow the staff member to have the greatest influence.

Risk Assessment & Referral

It is acknowledged that the nature of learner behaviour can be changeable and varies significantly from each child. What is observed and/or reported as a Level 1 situation in one moment can rapidly deteriorate into a Level 3 situation in an instant. Where such speedy escalations of behaviour can be foreseen then it is incumbent upon class-based staff to ensure that this is discussed with the pastoral team, a response strategy agreed and incorporated into the learner's risk assessment advice. It is important to remember that once an extreme behaviour/response has manifested it can no longer be considered unpredictable and should hereafter be recorded, anticipated and planned for.

On some occasions and in the interests of nurturing and/or consolidating positive working relationships with learner staff may desire to persevere and manage Level 1 behaviours in class. It is however in their best interests to make a pastoral colleague aware of the circumstances and intention should the situation rapidly deteriorate. Class-based staff have the challenging task, via their 'on-the-spot' risk and functional assessments, of balancing competing demands. They must endeavour to both, circumvent the risk of inappropriate behaviours escalating to a more serious level whilst at the same time asserting and maintaining their moral authority and conveying and retaining a sense of ownership and influence on both individual learners and the group.

Absconding

Many learners manage their frustrations and anger via the 'flight mechanism' and flee the source of their negative stress. Should any learner leave a designated area without staff permission then all staff are expected to respond appropriately. Absenting from a designated area is often the build-up to more serious behaviour such as absconding or at least the provocation of peers in class groups elsewhere.

If any young person leaves the premises without permission, then it is the responsibility of the supervising member of staff to ensure that appropriate action has been taken. The pastoral lead and Head of School must be informed if available. If not available, then the most senior available staff member must be informed. A decision will then be made by the senior site member as to an appropriate line of action. The action taken would be based on the risk assessment of each young person and their needs. Where a learner leaves the school site without authorisation, a phone call will be made to parents/carers to inform them they have left the school site, and the Police will be contacted. For all young people that are deemed to be of serious risk to themselves or others while absent from the academy premises, a telephone call will be made to the police first to support safeguarding all learners. This risk will be assessed by senior site members in collaboration with the parents/carers.

Where an incident of absconding occurs, the Designated Safeguarding Lead must also be informed and contacted.

Monitor

All staff are expected to respond with a sense of urgency to a learner leaving a designated area. Responses will vary according to many variables, not least, the information and strategies agreed upon in learner's risk assessment advice. In all situations, however, staff

are expected to communicate a learner/s absence immediately to a pastoral colleague. In the interim and wherever possible staff should maintain an awareness of the learner/s location until it is safe to assume that the situation has been effectively handed over to a colleague.

Where learners are disposed to absenting, or more seriously absconding this information should be recorded in their risk assessment advice alongside the triggers and preferred responses. Individualised support and counselling for such learners can be delivered via tutorials. The availability of the pastoral and various 'safe places' around the Academy, where learners may direct themselves, should be regularly reinforced to all learners. Should a learner/s abscond then agreed Trust procedures will be implemented immediately.

Communication

Class-based staff are expected to clearly communicate the following information to adults and are invited to assist them with learner behaviour to aid the determination of the underlying driver for behaviour:

- A summary of the antecedents and presenting behaviours;
- An indication of their preferred supportive intervention for the learner – namely a 'movement break, 'time-in' of a 'fresh start;'
- The level of involvement they would prefer to have – (class group commitments and operational demand on pastoral allowing);
- The likelihood of any additional reparation and/or consequences be anticipated.

It is recognised that for the following reasons it may not be possible or pertinent to share information about learner behaviour at the point of handover to pastoral staff:

- Recounting events in the presence of an emotionally stressed learner can serve to further escalate behaviour;
- Adults, exasperated by learner behaviour may be prone to emotionally charged responses which may similarly escalate behaviour and impair adult/learner relationships;
- The immediate supervision needs of the remaining group may dictate that they are given priority.

In such circumstances, however, it is expected that, as soon as is appropriate, the required information is shared with Pastoral staff so the process of a functional assessment can take place. It ought to be recognised by class-based staff that when they hand over the care and supervision of a learner to pastoral colleagues, they temporarily transfer responsibility.

Major Incidents and Non-Negotiables

Behaviour considered by class-based staff to be most serious will necessitate the following:

Pastoral colleagues informed immediately as possible;

Parents/carers to be informed immediately as is possible;

Completion of 'behaviour incident logs onto Arbor' where all Level 5 Incidents must be discussed with the Pastoral lead on-site and submitted within 24 hours.

Consideration of the time afforded to both learners and staff to recompose themselves – especially following incidents in which restrictive physical intervention strategies have been employed.

Consideration is given to the necessity for the learner to spend additional time away from his/her class group to reflect, above and beyond the timescales within this guidance. Such time facilitates the emotional healing process for all concerned.

Some incidents will be responded to with greater import and urgency such as incidents wherein:

- A learner/s has absconded, and the police are notified
- All incidents of assault against staff that are reported as such;
- Any incident which entails the use of restrictive physical intervention;
- Any incident wherein the police are invited to be involved;
- Any incident which results in a learner/s being suspended.
- Any incident where serious injury has occurred.
- There is a safeguarding concern.

Debriefing & Counsel (Functional behavioural assessment)

Any challenging behaviour that may occur can often be a result of a communication breakdown. All staff involved in supporting children daily should always aim to understand what function the behaviour serves and support and encourage the individual in more socially acceptable ways of expressing their need for help and support. Either informally or officially, a functional behavioural assessment should be conducted after witnessing any presenting behaviour which does not meet the Trust expectations. The functional assessment will take the form of the following:

- Description of presenting behaviour
- Setting
- Intensity
- Duration
- Antecedent(s)
- Concurrent/ linking event
- Results of presenting behaviour

From this, the driver behind the behaviour can be considered using one of the ten drivers stated and appropriate interventions can be taken.

Pastoral approach from a Suspension

Should a child's presentation within school be such that it may require suspension, the following process must be followed.

After the incident:

- The pastoral key member should collect all the information around the incident, including all events leading up to this. To ensure an accurate assessment of the suspension is made without bias.
- Pastoral key member completes a functional behavioural assessment around the driver behind the behaviour.
- (SLT (Senior Leadership Team) would need to undertake these if the concerns around the child's presentation were becoming more serious).

This would highlight the area which requires the focus of interventions moving forward.

- An action plan of pastoral interventions to be developed ready for the reintegration meeting. This should include any missed aspects of part F of the child's EHCP and include phased support monitoring by pastoral and key interventions provided by both the pastoral team and school staff.
- If other concerns exist, a risk assessment may be needed to be in place to ensure the safe return of the student (HOS).
- If a part time timetable is required permission must be obtained from the Head of School and discussed with the Local Authority/Virtual School, agreed, and timetabled before the meeting.

Reintegration meeting

- The completed functional behavioural assessment and proposed reintegration action plan must be complete prior to the reintegration meeting.
- The meeting must be conducted as a restorative measure, with the focus of the school, caregivers, and child working together.
- The meeting needs to be conducted without a power dynamic of them and us, we are working collectively to support the child.
- The details of the functional behavioural assessment to be shared at this meeting, including the suggested interventions and proposed timetable.
- If this is a repeated suspension, records of past interventions and their impact should be shared, with a discussion around the Tier level of support which is being put into place. (If the child is moving into Tier 3, additional funding will need to be discussed with LA first by the Head of School.)
- Actions to be agreed and details of the meeting recorded on Arbor.

Reintegration

- The pastoral key member must ensure the plan is followed and students are supported as per agreement.
- Pastoral key members are responsible for monitoring their own caseload;

(however due to capacity there may be instances where other members need to support).

- A meeting each morning with pastoral key member to help regulate the students and set goals for the week in line with the plan, recorded on Arbor.
- Students should be monitored throughout the day to ensure they feel supported.
- End of day catch up with students if needed and phone calls home made to discuss the progress of interventions and recorded on Arbor.
- All interventions are to be recorded on Arbor as ADHOC interventions, with any activities completed uploaded as evidence. This includes entry and exit questionnaires.

If successful, the plan would be reviewed, and the level of support reduced accordingly. If not successful, a functional behavioural assessment would be redone with the updated information gathered from the intervention and a new plan developed and timetabled and shared at a further meeting with parents/caregivers.

The use of pastoral coaching and mentoring should be used as part of all reintegration, to support the child back into the classroom. These sessions should be used to assist the child in setting future goals, monitor their own emotional state and understand themselves better.

These sessions could be used to reinforce excellent work produced, positive decisions made and to measure the sets of success each child makes.

Interventions to be taken

All interventions should target highlighted areas of need from the child's functional behavioural assessment. These may be in 3 waves of intensity must be set up with the following considerations:

- SPACE: What space will be used for the intervention?
- NUMBER OF STUDENTS: How many students will be able to access the intervention? Would these sessions run as group sessions or be purely on a one-to-one basis?
- TIME: How are these interventions to run? Are these to be drop-in/one-off sessions or should these be continuous?
- STAFFING: How would best staff these interventions? What support and training do they need to facilitate these?
- REFERRAL: What would be the referral system in? How would staff refer a child in to prevent it leading to an exclusion?
- ASSESSMENT: What would be the assessment of impact for this intervention and how would it be measured?
- BASELINING AND NEEDS: How would a baseline be set? What initial assessment would be used to establish this?
- CURRICULUM OFFER: What is covered in the intervention? What knowledge, skills or abilities would it provide which would support the child back into the classroom?
- SUPPORT: What would need to be done to support the child back into the classroom? See below.

The following is an example of some wave 1 interventions which may be applied dependent on the function of the behaviour. Wave 2 and 3 interventions may include require a stronger theoretical and empirical evidence base. These will be developed with the support of the Trust Principal advisor for mental health and trauma.

Parenting chat

This response represents the least intrusive of our more formal sanctions. As it suggests, the learner is invited to engage in a 'learning conversation' about their presenting behaviour with a member of the pastoral team or a 'significant other' outside of class. In many instances, the likelihood is that the learner may return to class within a short space of time. The learner experiences the minimum of disruption to the educational process and returns to class refocused – aware however that any repeat or escalation of behaviour may result in more serious consequences. A pastoral colleague may decide and/or be requested to remain in class for a brief period to support a learner's settling.

Restoration time

For learners who have either consistently used or developed positive emotional management strategies, restoration time can be used to allow for a reduction in stress levels and regain a state of social engagement.

The difficulties the learner is experiencing would not be responsive to the arrival of a 'friendly face' and/or 'pep-talk. Learners are required to take some time and space out of class to recompose, owing to levels, of stress, anger, or frustration, before returning to class. Normally, 'chill-out' time is provided for between 5 and 10 minutes unless some additional time is requested by the learner. Before a return to class, the learners will be debriefed and

counselled, in most instances, by a member of the pastoral team, owing to timescales and teaching commitments of class-based staff.

Sensory spaces

There are several 'safe spaces/pastoral spaces' in school to support young people in managing their behaviour. These spaces are specifically designed to create an environment where learners can go in times of heightened anxiety or distress.

'Fresh-Start'

This provides a symbolic opportunity for the learner to begin afresh at the start of a new session. The learner is invited to withdraw from a class for the remainder of a session, irrespective of the time remaining. The learner will have access to debriefing and counselling as above. Where the anticipated time out of class exceeds 20 minutes then it is expected that the learner will have access to appropriate work-related activities. Completion of work-related activities whilst out of class provides a significant means through which learners can begin to make reparation. Activity provision may take various forms:

- 'Work packs' – a collection of varied and levelled work accessible to the learner outside of class;
- Work specific to the lesson being missed – provided directly by class-based staff;
- Relevant educational resources – levelled programs for learners to complete on their own.

Non-Engagement

On some occasions, learner engagement and compliance are not immediately forthcoming. In such circumstances, learners will remain under the supervision of pastoral until such a time as they demonstrate preparedness to enter into dialogue and discussion about how their situation can be improved. Anticipated return times to class will invariably be exceeded owing to initial non-engagement. At such times it is anticipated that class-based and Pastoral staff will maintain contact.

Reparation/Consequence

At this juncture, the pastoral staff will facilitate the opportunities for making reparation, where behaviours merit reparation beyond that which has proceeded. This may include for example:

The issuing of apologies – a positive, reparative discussion with the staff involved.

Helping to 'restore' and 'make right' any physical disruption to rooms/classrooms.

Repairing any property damage.

Restorative meeting regarding the event and clear outcomes/expectations agreed.

Restorative Practice and Repair

TANMAT believes that meaningful behavioural change arises through understanding, reflection, and relationship repair. Wherever possible, incidents of conflict, dysregulation or harm will be followed by **restorative conversations**, facilitated by trusted adults. These conversations aim to:

- Understand what happened
- Explore the impact on others

- Rebuild trust and repair harm
- Agree positive steps forward

Restorative work is not punitive, but supportive. It complements consequences and helps ensure they are understood within a relational, not transactional, framework.

Restorative Meeting 1

In most instances, the pastoral will facilitate a meeting between relevant learners, for whom relationships are a difficulty and present an obstacle to a learner returning successfully to class. Where desired and when operationally conducive - class- based staff may attend such mediation meetings and/or facilitate them.

Restorative Meeting 2

On some occasions, the actions of class-based staff are cited by learner/s as reasons for their unwillingness to return to class. In response, the pastoral will facilitate a meeting between relevant learners and staff as soon as is practical to do so.

Assessment & Closure (Out of class)

After an incident of leaving and being requested to leave a classroom, the readiness to return to class is assessed by pastoral staff, following the facilitation of supportive interventions. Where the situation affords, pastoral may accompany the learner to class, communicating details which have been explored, and providing a summary of any pertinent information to class-based staff.

The learner's return to class will be determined by many variables and decided by class teachers;

- The severity and nature of the behaviour that precipitated the request for support in the first instance;
- The issues raised by the learner during debriefing, counsel, and subsequent time absent from class
- The level of involvement requested by the class-based staff and the balancing of the needs of the main group with the time necessary to facilitate a closure briefing.

If the class teacher refuses entry, their decision should be respected, although they will be asked by SLT for reasons around this to be explained. The learner's return to class should be appropriately and positively acknowledged by class-based staff and they are made to feel welcome. Where reparation by the way of apologies and class-based action, is still outstanding, then learners are provided immediate or later opportunities and support to fulfil this. Depending on the preceding behaviour class group acceptance and expected conduct may need discussing ahead of the learner returning to class.

The outcomes we work toward on all occasions are educational outcome as opposed to an outcome that is merely punitive and devoid of learning objectives. The dialogue used by the pastoral is to re-establish positive relationships and promote inclusivity back to the classroom. At all stages of the process above adults need to be mindful of how they communicate with learners. Staff should always 'set the climate' for engagement back in the classroom.

All adults must safeguard against unnecessarily prolonging the time a learner is absent from class. Unnecessarily lengthy periods absent from class may compound matters for all concerned by:

- Communicating a sense of not being valued nor welcome to return;
- Learners may become indignant at waiting for longer times than previously requested and agreed,
- Learners have a greater chance of being exposed to the influences of disgruntled and aggrieved peers who may access the support provided during the additional time they wait.

NB: It may be necessary, owing to operational requirements and demands on the pastoral, to advance a learner's return to class ahead of the agreed time and without formal closure. Such occasions will be communicated and dealt with as tactfully and professionally as possible.

Pilot Interventions

The Trust will apply a range of pilot interventions throughout the year, which have been approved by the CEO and school improvement team. These will be evidence based and evaluated before being universally applied.

Monitoring & Evaluation

The use of any consequences will be monitored by the pastoral. Recorded incident type and frequency will be recorded and monitored by the Arbor MIS (Management Information System) database. All behaviour-based data will provide to the SLT and Head of Sites, via termly reports, and pertinent information regarding re-behaviour patterns and trends across Academy specific to sites, subject departments, class groups and individuals. The data will provide therefore an informed indication of the support needs of sites, the groups they comprise and both individual learners and staff.

Successful, sustained reintegration into the classroom requires learning about students from time in the pastoral interventions which should be implemented in classrooms and around school, by all staff. It is essential these interventions are used so the child can learn from us whilst we can learn about the child. Details around emerging needs for students through Zones of Regulation plans and learner profiles should be share with all staff in a timely manner

Staff Induction and Support

All staff employed by the Trust will receive a pastoral induction and will have continual support during the academic year. The support comes in the form of CPD sessions in pastoral leadership and, where appropriate, individual support plans to enhance and promote behaviour leadership. It is the responsibility of the Pastoral Lead, under the supervision of the Assistant Head of the School, to implement, monitor and create bespoke individual support plans. The support plans will be implemented with full inclusion of the respective staff members' thoughts and views.

On review of the recent HM Government Reducing the Need for Restraint and Restrictive Intervention (27 June 2019), our policy follows the guidance on best practice. We at TANMAT follow a clear pathway of support to our learners who may find themselves facing challenges through help scripts, changes of face and different supportive environments to help ensure that the need for any Restrictive Physical Intervention is a last resort.

Other strategies used which are reflected in the guidance to support our learners help create a positive, supportive environment from classroom staff to pastoral to the leadership team. The use of Pastoral Pen Portraits is shared with staff to offer support strategies to the learner

and the 1-2-1 intervention carried out by the pastoral team looks to shape and modify behaviours whilst supporting them through difficult moments. The development of new learning environments in all school sites looks to provide a different learning/calming environment in school when moments inside the classroom become difficult for the learners. This provides a safe space for learners to access and speak to the pastoral team on how they can 'turn around' any negative and challenging behaviour. Learners are encouraged to be 'in the right place, at the right time, doing the right thing.'

Notes

1. Too great a readiness elicits the support and physical presence of pastoral colleagues, or indeed a perceived reliance upon others to maintain discipline from outside the classroom may have far-reaching consequences for class-based staff in the longer term. It may inadvertently contribute to a learner's perception of some adults as having limited authority and/or cause them to believe that some adults are not prepared to invest time and effort to work toward a resolution themselves. Ultimately, it may become more difficult for some adults to earn respect and embed a positive relationship with learners. Subsequently, the forming of good relationships with individuals and/or groups is compromised which as it the potential for achievement and attainment.

2. Emotional objectivity is hard for all adults to maintain when confronted with unreasonable, often abusive, and occasionally threatening behaviour. Irrespective of what is occurring or has proceeded, we as adults need to work hard to keep our emotions professional to regulate and monitor our communication/responses. We are responsible for all that we say and do in our work with learners. Emotional leakage and emotionally charged responses may exacerbate behaviour in class; inflame it to the point of leaving class. Similarly, it can sabotage efforts to debrief and undermine successful reintegration back into class. Research reminds us of the need to be particularly vigilant of the potential for both our tone of voice and our body to betray our feelings and convey conflicting and negative messages.
   - 7% are the words we use;
   - 38% is our tone of voice;
   - 55% is our body language.

'Discipline is what is communicated, modelled, and promoted to a child by a calm and assertive adult. Punishment is communicated emotively and negatively and inadvertently fosters animosity and disrespect.'

3. The Trust endeavours to provide support for all learners to help them achieve academically, socially, and personally. Pastoral systems of support also include input from the Form Tutors, Teaching staff, TLSPs, Parenting Leads, Designated Safeguarding Leads and external stakeholders involved with supporting our Learner's across. A robust, multi-disciplinary support network is paramount to the success of all learners across the Trust.

Recording Systems for Monitoring

All incidents of the behaviour of logged on the school's MIS Arbor. This helps support the pastoral when reviewing a learner's behaviours and can identify patterns/trends in their behaviour. Arbor will also provide the information required to assist the Pastoral Team to recognise any further areas of need, further support, and improvement.

Covid- 19 Update

Due to Covid-19, we as a Trust have a duty of care to all learners and staff to create and maintain a safe working environment. We have a risk assessment in place with appropriate control measures to meet the needs of all learners and staff. Learners must always adhere to Covid-19 safety expectations.

Appendix iii

Targeted interventions

TANMAT understands that all students' diverse SEMH and SEND needs cannot be supported fully through universal interventions. With that in mind, each Academy can apply a range of different therapeutic interventions. Using the skills of staff on each site, these interventions can be used to aid in both the reprocessing of social, emotional, and mental health challenges, whilst supporting the symptoms of more clinical need.

The range of internal targeted interventions for each site will be selected from the following:

Wave 1

- Parenting chats
- Discrete personalised approach for sensory, academic and SEN needs
- Key emotional available adult
- Movement breaks
- Mindfulness
- Co-regulation time

Wave 2

- Eco therapy
- Mentoring
- Skills to Learn program
- Therapeutic Boxing
- Rebound therapy
- Sensory integration
- Bibliotherapy
- Drawing and talking attachment intervention
- Lego therapy
- Attachment play
- Psychoeducation around anger, anxiety, and depression

Wave 3

- Counselling
- External support
- Alternative provision

Many wave 1 interventions are an extension of universal approaches and provide discrete targeted support for needs. For waves 2 and 3, interventions are more purposefully designed and are supported via a strong evidence base which has been developed to highlight the theoretical basis of the approach.

Access to these targeted interventions is available through the Trust's internal referral process. Either through a staff referral or considered as part of the internal triage system, students are recognised as needing additional support. From this referral, a formulation of need can be developed to consider the best course of action needed, allowing a range of external and internal interventions can be put into place.

Each internal intervention will have set areas to target, along with suggested duration and impact measures for a clear evaluation of the student's progress.

Appendix iv

Inclusion continuum.

TANMAT, as a specialist provision, aims to offer both universal and tailored support for a wide range of difficulties that children may face. This inclusive continuum provides transparency about the level of support available for each learner, addressing their academic, social, emotional, and mental health (SEMH), as well as safeguarding needs. Structured into three tiers, this system ensures that everyone involved in the learner's development understands the support provided by the Trust. It also facilitates the measurement of progress or the identification of escalating concerns.

Working in conjunction with various intervention programs at TANMAT, learner's historical and emerging needs will allow for categorising the of needs into one three tiers to define the intensity of support the Trust considers necessary.

The goal is for learners to reduce their level of need to a Tier 1 level during their time at TANMAT. However, in some cases, the level of need may remain complex due to ongoing environmental factors and clinical issues that require intervention beyond the Trust's capacity. The Trust will strive to make all reasonable adjustments and allowances within its control, though this might result in the need for a change of placement. Moving into Tier 3 may require additional funding to provide the level of support required.

The position of each learner on this continuum will be shared with caregivers and all professional involved to allow for transparency regarding the learner's movement in these areas.

The Inclusion Continuum

Learning

Tier 3

Students with high levels of educational need beyond schools normal capacity	Accessing personalised catch up sessions around core skills
	Accessing interventions around complex Communication and Interaction/ Cognition and Learning needs
	Provided with bespoke learning offer

Provision map/ EHCP review/ Additional funding

Tier 2

Students with levels of educational needs beyond EHCP targets / universal classroom practices	Accessing additional catch up sessions around core skills
	Accessing interventions around executive function skills
	Accessing addition group support in classroom around scaffolding of learning

Cognitive, literacy and numeracy assessment

Tier 1

Students with levels of educational needs stated in EHCP	Accessing all elements of the school
	Making sustained progress around base line assessments
	EHCP target are being met within the universal contact of the school environment

SEMH

Tier 3

Students with SEMH resulting preventing access to school environment	Accessing external support for SEMH
	Provided with bespoke learning offer
	Accessing additional funded support from staff including personalised staff ratio

Provision map/ EHCP review/ Additional funding

Tier 2

Students with SEMH challenges needing targeted interventions	Accessing wave 1 interventions around classroom barriers and previously unrecognised SEMH needs.
	Accessing wave 2 pastoral interventions
	Accessing wave level 3 interventions

Functional behavioural assessment/ parental review/ internal referral/

Tier 1

Students with level of SEMH which can be supported via universal interventions	Accessing trusting relationships with staff to support their personal development
	Making progress with SEMH tracker
	EHCP target are being met within the universal context of the school environment

Safeguarding

Tier 3

Students with safeguarding needs which area posing a serious cause for concern.	Student present with large concerns around bullying, extremism and radicalisation which posing a significant a risk to others.
	Have very low attendance in education with concerns around engagement in education.
	Presenting with serious safeguarding concerns around home, community and family life which present a heightened risk.

CP/CIN

Tier 2

Students with emerging safeguarding needs which can be supported.	Student present with concerns around bullying, extremism and radicalisation which pose a risk to others
	Have low/ reduced attendance in education with concerns around engagement in education.
	Presenting with safeguarding concerns around home, community and family life which present a risk.

CP/ Review risk assessment/ Positive handling plan

Tier 1

Students with little to no safeguarding needs.	Student present with no concerns around bullying, extremism and radicalisation
	Have good attendance in education with no concerns
	Presenting with little to no safeguarding concerns around home, community and family life