

**TRINITY ACADEMY NEWCASTLE TRUST**

**Positive Relationship Policy (Behaviour Policy)  
Trinity Solutions Academy and Trinity Post-16  
Solutions Limited**

**Approved by the Board of Trustees – July 2026**

**Next review date – July 2027**

## **Introduction**

This policy sets out how Trinity Academy Newcastle Multi Academy Trust (TANMAT) promotes and sustains positive relationships across all its academies. It is grounded in the belief that behaviour is a form of communication and that every child's actions reflect an underlying need. Our role is to understand, respond to, and positively influence those needs within a relational, trauma-informed framework.

Trinity Solutions Academy and Trinity Post-16 Solutions Limited offers bespoke 16-19 study programmes for young people aged 16-19. We have a long and highly successful track record of delivering bespoke study programmes for vulnerable and disadvantaged young people who have significant barriers to learning. Many have disengaged from education and training and start our programme with very low or no prior achievement. Their significant barriers to learning include: behavioural exclusion from mainstream; persistent non-attendance; parental bereavement; mental health difficulties; pregnancy; drug or alcohol issues; young carers; youth offending.

This Positive Relationship Policy replaces a punitive model of behaviour management with a values-led, restorative approach. It is built on the Trust's core values of being Calm, Kind, and Honest, and is guided by the Protect, Relate, Regulate and Reflect (PRRR) framework. It has been developed to meet the needs of both learners and staff, ensuring TANMAT can provide an inclusive, safe, and enriching education for all.

## **Aims**

Our academies aim to provide a caring, calm, and secure environment in which mutual respect, emotional safety, and positive relationships are actively fostered. We aim to promote a culture where every learner feels valued, understood, and supported to grow.

Our aim at Trinity Solutions Academy is to meet each learner's individual development needs and enable them to progress into employment, apprenticeship or further study.

### **We aim to:**

- Encourage a calm, purposeful, and relational atmosphere that is conducive to good learning.
- Foster positive attitudes towards self and others, recognising and valuing achievements at all levels.
- Enable learners to understand their own behaviour and its impact on others.
- Encourage increasing self-regulation and self-discipline, so each child learns to take responsibility for their choices.
- Provide a consistent, fair, and relational approach to behaviour across all academies.
- Make the boundaries of acceptable behaviour clear, understood, and explained with empathy.
- Enable all learners and staff to feel physically, emotionally, and psychologically safe.
- Provide an engaging, well-planned curriculum alongside the development of social, emotional, and behavioural skills.
- Implement a trauma-informed, relational approach to understanding and influencing behaviour.
- Ensure that consequences are logical, proportionate, and educational — not punitive.

## **Expectations**

TANMAT maintains clear expectations for all members of its community. These expectations are held with warmth and consistency, understanding that learners with SEMH and SEND needs may require additional support to meet them. Expectations are not used as instruments of shame or coercion, but as a shared framework for community life.

The following is a list of expectations for learners within TANMAT:

- To attend school regularly and engage willingly with learning
- 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, or age
- To listen to others and respect their opinions
- To follow a reasonable request from 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 actions and their impact on others
- To make their views known to adults in appropriate ways
- To engage 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, 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 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 they feel accepted and belong

## **Statutory and Policy Framework**

This policy has been developed in connection with the following legislation and national guidance:

- Children and Families Act (2014)
- The Equality Act (2010) – ensuring reasonable adjustments for learners with protected characteristics
- SEND Code of Practice (2015) – particularly Chapters 1, 6, and 7
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2022)
- Searching, Screening and Confiscation: Advice for Schools (DfE, 2022)
- Suspension and Permanent Exclusion: Statutory Guidance (DfE, 2023)
- Restrictive Interventions, Including Use of Reasonable Force, in Schools (DfE, April 2026) — statutory guidance under s.93A of the Education and Inspections Act 2006

- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Mental Health and Behaviour in Schools (DfE, 2018)
- Keeping Children Safe in Education (KCSIE), 2025
- Working Together to Safeguard Children (DfE, 2023)
- Working Together to Improve School Attendance (DfE, August 2024, statutory)

## **Links to Other Documents**

This policy should be read alongside the following:

- Caregiver Engagement Policy
- Staff mental health and wellbeing policy
- Learner mental health policy
- Safeguarding and child protection policy
- Attendance policy
- Anti-bullying policy
- Positive handling policy
- Equal opportunities and equality and diversity policy
- KCSIE (2025)
- Complaint policy
- Exclusion policy
- Mobile phone policy
- Weapons policy and practice guidance
- Pastoral support systems policy (Appendix ii)
- Drivers behind behaviour (Appendix i)
- Targeted interventions (Appendix iii)
- Inclusion continuum (Appendix iv)
- Trinity Solutions Learner Agreement
- Acceptable Use Policy

## **Understanding Behaviour as Communication**

The central principle of this policy is that all behaviour communicates a need. TANMAT draws on the Neurosequential Model in Education (NME) and a biopsychosocial understanding of development to interpret the behaviour of learners. Rather than categorising behaviour as simply 'good' or 'bad', staff are supported to ask: what is this behaviour communicating, and what does this learner need?

Presenting behaviours are understood through three interconnected brain regions:

### **Primal Behaviours (Brain Stem):**

These are linked to the learner's stress response system, often developed through exposure to adverse experiences. They include fight, flight, freeze, and flop responses. Staff should prioritise safety and co-regulation before any attempt at reasoning or consequence.

## **Emotional/Attachment Behaviours (Limbic System):**

These present as heightened or reduced emotional reactions, attachment-seeking, or attachment-avoidant behaviour. They reflect the learner's relational history and their expectations of adult relationships. The PACE approach is essential here.

## **Identity Behaviours (Neocortex):**

These reflect the learner's developing sense of self and their conditioned responses to the world. They may appear as deliberate or chosen actions but often arise from deeply held core beliefs shaped by adverse experience. Mentoring, motivational interviewing, and life story work are appropriate approaches.

Underlying drivers of all behaviour are assessed using ten need categories:

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

***Caution: A learner's presentation may reflect a mixture of drivers, and underlying needs may alter over time. Constant reflection and reviewing are essential.***

Within Trinity Solutions Academy, the PRRR framework is supported through specific spaces and roles within the Post-16 provision. Learners have access to a sensory space in Classroom 4, which is used to support emotional regulation and provide a low-stimulation environment when needed. Staff use co-regulation strategies such as calm verbal reassurance, offering time out of lessons, and guided conversations to help learners return to a regulated state. The Inclusive Learning Tutor plays a key role in providing targeted pastoral and emotional support, alongside the DSL and Deputy DSL, who offer additional safeguarding and wellbeing support. These structures enhance the PRRR approach by ensuring learners have both physical spaces and trusted adults to support their regulation and reflection.

## **Behaviour Levels and Responses**

Across the Trust, behaviour is assessed using five levels of intensity. Responses escalate proportionally while maintaining relational connection at all levels.

### **Level 1 – Minimal Risk**

Low-level disruption, off-task behaviour, or minor verbal incidents within the classroom. These should be managed by the Tutor using the PACE approach and non-confrontational de-escalation. At least three reminders incorporating PACE should be given before pastoral is involved. Once regulated, the learner returns to class and a fresh start is offered.

Within Trinity Solutions, Level 1 responses are managed by the class Tutor using a PACE-based, non-confrontational approach. Tutors provide at least three reminders using calm, respectful language such as, *"I can see you're finding this tricky at the moment, how can I help you get back on track?"* (curiosity and empathy) or *"Let's reset and try again so you can get the most out of this session"* (acceptance and encouragement). If low-level disruption continues, the learner may be asked to step outside the classroom, where the Tutor can speak to them privately, reducing audience pressure and supporting de-escalation. Strategies include lowering tone of voice, allowing processing time, and offering a short break or movement opportunity. Once the learner is regulated, they are supported to return to the session with a clear fresh start. As there is no separate pastoral team, the Tutor retains responsibility for follow-up, including a phone call to parents/carers at the end of the day where appropriate, to maintain communication and support consistency between home and the setting.

## **Level 2 – Low Risk**

Refusal of a reasonable request, leaving the classroom without permission, or persistent low-level disruption. PACE is used to facilitate curiosity about the function of the behaviour. The learner is supported by a key adult or pastoral colleague. A brief reflection period may be offered. Transparency is maintained with home. Lack of progress will trigger a formal Functional Behavioural Assessment (FBA).

Within Trinity Solutions, Level 2 behaviours are managed by the class Tutor. When a learner refuses a reasonable request, leaves the classroom, or demonstrates persistent low-level disruption, the Tutor will address the learner privately outside the classroom using a PACE-based approach. This may include language such as, *"I can see something's not quite right at the moment; what's going on for you?"* (curiosity and empathy) or *"Let's take a moment to reset so you can get back on track for your next session"* (acceptance and support). If needed, the learner is informed that they will not return to that lesson and will instead re-join their next timetabled session, allowing time to regulate. This period acts as an informal reflection opportunity rather than a designated reflection space. The Tutor remains the key adult and ensures follow-up through a phone call home to parents/carers, maintaining transparency. Where behaviours persist, this may lead to further monitoring and consideration of a Functional Behavioural Assessment (FBA).

## **Level 3 and 4 – Moderate to High Risk**

Behaviours that escalate to crisis level and may compromise the physical or emotional safety of individuals or groups. Pastoral colleagues are called immediately. PACE is used initially to contain the situation. The learner is supported through co-regulation before any discussion takes place. A formal FBA will follow recurring events. For persistent presentation without progress, these behaviours may be escalated to non-negotiable status.

Within Trinity Solutions, Senior Leadership (SLT) intervention is required. A member of the SLT is called immediately to support de-escalation and ensure the safety of the learner and others. If the behaviour cannot be successfully de-escalated, parents/carers are contacted and informed of the incident. The learner is then sent home pending a behaviour meeting with parents/carers and academy staff. In serious cases, and in line with our Learner Agreement, this may result in the learner's withdrawal from the programme.

## **Level 5 – Extreme Risk and Non-Negotiables**

These behaviours are harmful and cannot be accommodated due to the Trust's duty to protect staff, learners, and its environment. They include:

### **Non-Negotiables**

***These are a set of behaviours 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, learners, 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 steps will be taken:

- The initial action will be taken to protect the provision, its learners and staff. Dependent on a dynamic assessment of the event, this may result in a withdrawal from the programme if it has been considered to be a deliberate act of assault, abuse, bullying, or damage.
- Learners will 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.
- 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.
- An action plan will then be developed to encompass both the child's needs and Trust expectations, whilst providing transparency around expectations from the Trust, wider professionals, caregivers, and the learner. This will be monitored regularly to record the learner's progress.

Lack of progress in this plan will result in a review to discuss either redirection of focus and escalation of the tier of support on the inclusion continuum, or — if options have been exhausted — the Trust's ability to meet need. Persistent and unchanging presentation of non-negotiable behaviours may result in a withdrawal from the programme in line with the Learner Agreement. .

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

## **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 PRRR 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, 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 learner leave the classroom for a discussion
- Withdrawal from lessons due to heightened risk
- Withdrawal from using certain equipment
- Sent home for the remainder of the school day following parental contact
- Withdrawal from the programme

In the case of applying high-level consequences, a discussion will be made with the Head of School 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 the Learner agreement.

## **Specific Incident Protocols**

The following details the Trust's response to specific categories of serious incident. For full detail, staff should refer to the linked policies and statutory guidance.

### **Assault**

Any assaults will result initially in first aid being provided from within the Trust, with further medical assistance sourced if required. Support will be provided to all parties impacted and any injured party will be provided information, advice, and guidance regarding their legal rights in the situation. The event will be recorded on the incident form and logged on Arbor, with caregivers being informed of the full incident as soon as possible. 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, in line with National Police Chiefs Council advice.

### **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 Head of School.

### **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 Head of School 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.

### **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/carer 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 will also be made aware of incidents in school where the Designated Safeguarding Lead feels this may be necessary.

### **Upskirting**

Any incident of upskirting 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 technology (phones/cameras etc.) in school will be undertaken by the 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 behaviour occur, a parent/carer meeting is to be arranged by SLT. The DSL will 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.

### **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 and SLT will liaise and communicate incidents with any external stakeholders involved with the learners. 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 and Inclusion.

In ALL cases the victim of these incidents will be offered support by the DSL/Deputy/Inclusive Learning Tutor and external support will be identified and sought where appropriate.

In ALL cases the perpetrator will be offered support by the DSL/Deputy/Inclusive Learning Tutor 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. 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 Anti-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 DSL/Deputy/Inclusive Learning Tutor and external support will be identified and sought where appropriate.

In ALL cases the perpetrator will be offered support by the DSL/Deputy/Inclusive Learning Tutor 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.

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 learner's involvement in the incident. This may involve reviewing security footage, interviewing witnesses, or obtaining statements from those involved.

Once a clear understanding of the situation is established, the learner'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 a face-to-face meeting.

Appropriate consequences for the learner'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 learner's drivers, needs, and abilities. For continual vandalism to school property, the behaviour will be classed as non-negotiable and formal action taken.

Actions will be taken to monitor 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 undertaken to gather evidence and establish the learners involvement. This may involve reviewing surveillance footage, interviewing witnesses, or obtaining statements from those involved.

Once a clear understanding of the situation is established, the learners 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 a face-to-face meeting. Police involvement will be considered.

Appropriate consequences for the learner'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 learner's drivers, needs, and abilities. For theft which creates a health and safety issue or involves a high-value item, a suspension or permanent exclusion may be applied.

## **Violent Behaviour**

The Trust understands aggression and violence may be an expression of need but does 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 academy's 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 undertaken, 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 as to whether restorative action and reparation can be made, including whether the academy can meet need and the safety implications of the learner accessing the school environment.

Appropriate consequences for the learner'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: When to Call the Police — Guidance for Schools and Colleges (npcc.police.uk).

### **Disregarding Staff Instructions**

A child refusing a reasonable request from staff in school can result in a breakdown in school expectation.

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

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

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 will be classed as non-negotiable.

### **Behaviour out of School**

A learner's conduct outside of education can impact on the environment inside 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 requires careful consideration from the Head of School regarding the action to be taken.

### **Behaviour Online**

TANMAT holds the same expectations and rights for online behaviour as for in-person behaviour. Learners not following expectations online will follow the same functional behavioural assessment process as for physically presenting behaviour. 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.

### **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 follow the same functional behavioural assessment process as for physically presenting behaviour.

### **Absconding**

Many learners manage their frustrations and anger via the flight mechanism and flee the source of their negative stress. If any learner leaves the school site without permission, it is the responsibility of the supervising member of staff to ensure that appropriate action has been

taken. The Head of School/ Assistant Head must be informed immediately. Caregivers will be contacted by phone. The police will be called for learners deemed to be at serious risk to themselves or others. The DSL must also be informed of all absconding incidents.

### **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 (where contrary to school policy)
- 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 handheld 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. Refusal to be screened will result in the learner's absence being treated as unauthorised. For further guidance see Searching, Screening and Confiscation (DfE, 2022).

### **Restrictive Physical Interventions (RPI) and Statutory Recording**

TANMAT applies the use of RPI as a last resort in line with the Trust's Positive Handling Policy and the statutory guidance Restrictive Interventions, Including Use of Reasonable Force, in Schools (DfE, April 2026). After each incident of any RPI, restorative work must be undertaken between the learners and staff members involved to facilitate relational repair.

### **Statutory Recording and Reporting**

TANMAT is subject to statutory duties under section 93A of the Education and Inspections Act 2006, as supported by the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, effective from April 2026. Following any incident involving the use of a restrictive intervention, caregivers must be informed as soon as possible and usually within the same day, preferably by phone.

A full written record must be completed promptly. This must include, as a minimum: the names of the learner and staff directly involved; relevant needs and circumstances of the learner including SEND status; the time, date, location, and approximate duration; a brief account of the incident including triggers, de-escalation strategies used, type and degree of force applied,

and any physical injuries sustained; a brief account of why use of force was assessed as necessary; and any post-incident support provided.

### **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, time-limited, monitored, and followed by a supportive debrief. The Board of Trustees is required to make data on all restrictive interventions available to Ofsted during inspection. Trust Inclusion and Safeguarding leads will review this data termly, monitoring for disproportionality in relation to SEND and other protected characteristics.

### **Caregiver Partnership**

Working closely with all parents/caregivers is essential to provide a collective approach to influencing behaviour and reinforcing the approaches used in school. TANMAT encourages and actively facilitates 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.
- Parents/caregivers will be informed as soon as possible in the case of any significant achievement and/or deterioration in their child's behaviour.
- 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, addresses cultural and social barriers, and is conducted 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.

Within Trinity Solutions, Parent Engagement Events are held once per term, providing opportunities for parents/carers to meet staff, discuss progress and contribute to their child's support planning. In addition, coffee mornings are held half-termly to encourage informal communication, strengthen relationships and provide parents/carers with opportunities to access information, guidance and support. A celebration event is also held at the end of each term to recognise learner achievements and share successes with families.

At the beginning of each academic year, parents/carers receive a Parent Information Pack, which includes key academy information and the contact details of the designated Key Contact for their child. This ensures families know who to approach with any concerns, queries or requests for support.

The academy maintains regular communication with parents/carers regarding attendance, behaviour, progress and wellbeing, and seeks to involve families in decision-making where additional support or interventions are required. Where appropriate, meetings may be arranged to discuss individual learner needs and agree collaborative strategies to support positive outcomes.

The Arbor Parent Portal is used to support ongoing communication and provide parents/carers with access to relevant information relating to their child's education, attendance and academy communications.

## **Roles and Responsibilities**

### **The Board of Trustees**

The Board of Trustees is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. The Board will review data on restrictive interventions termly and monitor for disproportionality across SEND and other protected characteristics.

### **The Headteacher**

The headteacher is responsible for: reviewing and approving this policy; ensuring that the school environment encourages positive behaviour; ensuring that staff deal effectively with distressed behaviour; monitoring how staff implement this policy to ensure actions and consequences are applied consistently; 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 relational culture; offering appropriate training in behaviour management and the impact of SEND and mental health needs on behaviour; ensuring this policy works alongside the safeguarding policy; and ensuring that behaviour data is regularly reviewed for equity and disproportionality.

### **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 in a relational, non-shaming way

## **Learner Transition**

### **Inducting Incoming Learners**

The school will support incoming learners to meet positive relationship expectations by offering an induction process to familiarise them with the PRRR framework and the wider school culture.

### **Preparing Outgoing Learners for Transition**

To ensure behaviour support is continuous, information relating to learner behaviour and needs may be transferred to relevant staff at the start of the term or year, or to receiving provisions at the appropriate point.

## **Training**

As part of their induction, all staff receive training on:

- The PRRR framework and trauma-informed relational practice
- The proper and lawful use of restrictive physical intervention
- The needs of the specific learner cohort at each academy
- How SEND and mental health needs can influence behaviour
- The functional behavioural assessment process
- Restorative approaches and relational repair

Behaviour management and relational practice will also form part of ongoing continuing professional development.

## **Monitoring and Equity**

The Trust is committed to reviewing all behaviour-related decisions through an equity lens. Behaviour, exclusion, and intervention data will be regularly analysed for disproportionality based on: Special Educational Needs and Disabilities (SEND); race and ethnicity; gender; Looked After Child (LAC) status; and 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. Learner voice will be gathered termly to inform the approach.

Behaviour data is collected and recorded through the academy's agreed systems and is analysed on a half-termly basis by academy leaders. Reviews consider the frequency, type and severity of behaviour incidents, alongside patterns relating to individual learners, groups of learners, locations, times of day and any emerging themes.

A summary of behaviour data and key findings is produced half-termly and reported to the School Improvement Team, Board of Governors, and Trust Board. Reports include relevant analysis, identified trends, actions taken and the impact of interventions, enabling leaders and governors to provide appropriate challenge, support and oversight of behaviour outcomes across the academy.

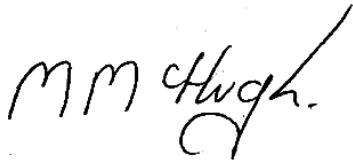
Where data identifies emerging concerns or significant changes in behaviour patterns, academy leaders will implement targeted actions and monitor progress through subsequent review cycles.

## **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 adult actions. The complaints policy applies equally to staff. We are an open school and promote transparency in both policy and practice. Any staff concerns regarding the welfare of learners should be immediately reported to the Designated Person for Safeguarding.

**Signed on behalf of the Board:**

A handwritten signature in black ink, appearing to read 'M McHugh', written over a horizontal line.

**Michael McHugh (Chairperson of the Board)**

**Date: July 2026**

## **Appendix: Signpost to Wider Theoretical Frameworks**

This appendix provides a brief signpost to the key theoretical frameworks that underpin the Positive Relationship Policy. These are not summarised in full here; rather, readers are directed to the recommended texts and resources for deeper engagement. Schools and practitioners are encouraged to use these frameworks as a shared theoretical language across staff teams.

### **Polyvagal Theory — Stephen Porges**

Polyvagal Theory describes how the autonomic nervous system governs social engagement, defensive responses, and physiological states. It provides the neurobiological basis for understanding why regulation must precede relationship and reasoning. When learners are in a ‘dorsal vagal’ or ‘sympathetic’ state, the capacity for connection and learning is significantly reduced. The PRRR framework’s emphasis on Protect and Regulate draws directly from this theory.

*Key text: Porges, S. W. (2011). The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-Regulation. W. W. Norton.*

### **The Neurosequential Model in Education (NME) — Bruce Perry**

The NME draws on developmental neuroscience to explain how adverse childhood experiences disrupt the sequential development of the brain. Behaviour is understood through the lens of which brain region is driving it: brain stem (primal/survival), limbic (relational/emotional), or cortical (reflective/identity). This model informs the three-level behavioural framework and the ten driver categories described in this policy.

*Key text: Perry, B. D., & Szalavitz, M. (2006). The Boy Who Was Raised as a Dog. Basic Books. See also: Perry, B. D. (2009). Examining child maltreatment through a neurodevelopmental lens. Journal of Loss and Trauma, 14(4), 240–255.*

### **PACE — Dan Hughes**

PACE (Playfulness, Acceptance, Curiosity, Empathy) is an attachment-informed relational stance developed by Dan Hughes within Dyadic Developmental Psychotherapy (DDP). It describes the quality of adult presence that enables children who have experienced relational trauma to feel safe enough to engage. PACE is not a technique but an attitude that permeates all adult-learner interactions within the PRRR framework, particularly at the Relate stage.

*Key text: Hughes, D. A. (2009). Attachment-Focused Parenting. W. W. Norton. Hughes, D. A., & Baylin, J. (2012). Brain-Based Parenting. W. W. Norton.*

### **Attachment Theory — John Bowlby and Mary Ainsworth**

Attachment theory provides the foundational understanding of how early relational experiences shape internal working models — the templates through which children anticipate and interpret relationships. Many learners in SEMH settings present with insecure, disorganised, or disrupted attachment patterns that manifest as approach-avoidance behaviour, hyper-vigilance, or aggression towards trusted adults. An understanding of attachment is essential for interpreting the relational drivers of behaviour.

*Key text: Bowlby, J. (1988). A Secure Base: Parent-Child Attachment and Healthy Human Development. Basic Books. Geddes, H. (2006). Attachment in the Classroom. Worth Publishing.*

### **The Dynamic Maturational Model of Attachment and Adaptation (DMM) — Patricia Crittenden**

The DMM extends classical attachment theory by framing all attachment patterns — including those previously labelled disorganised — as adaptive and self-protective strategies developed in response to threat. This reframe is particularly relevant in SEMH settings, where learners most challenging presentations can be understood as sophisticated survival strategies rather than wilful defiance. The DMM informs the driver-based approach to functional behavioural assessment in this policy.

*Key text: Crittenden, P. M. (2008). Raising Parents: Attachment, Parenting and Child Safety. Willan Publishing.*

### **Window of Tolerance — Daniel Siegel**

The window of tolerance describes the zone of physiological and emotional arousal within which a person can function effectively — engaging, learning, and relating without being overwhelmed or shut down. Behaviour outside this window — whether hyperaroused (fight/flight) or hypoaroused (freeze/flop) — signals that co-regulation support is needed. This concept underpins the Regulate stage of the PRRR framework and guides how staff respond to dysregulated learners.

*Key text: Siegel, D. J. (1999). The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are. Guilford Press. Siegel, D. J. (2010). Mindsight. Bantam Books.*

### **Trauma-Informed Practice — Karen Treisman**

Treisman's work integrates attachment, neuroscience, and narrative approaches to provide an accessible, strengths-based framework for trauma-informed practice in schools and care settings. Her concept of the 'story body' and the importance of safety, relationship, and meaning-making map directly onto the PRRR framework. Her work also extends trauma-informed practice to staff wellbeing and the risk of vicarious trauma, which is embedded in the Trust's approach to staff support.

*Key text: Treisman, K. (2017). Working with Relational and Developmental Trauma in Children and Adolescents. Routledge. Treisman, K. (2021). A Treasure Box for Creating Trauma-Informed Organizations. Jessica Kingsley Publishers.*

### **Schema Therapy and Core Beliefs — Jeffrey Young**

Schema therapy describes how early maladaptive schemas — deeply held core beliefs about self, others, and the world — develop in response to unmet emotional needs in childhood. These schemas drive the identity-level behaviours described in this policy at the neocortical level. Understanding a learner's schema profile helps practitioners go beyond surface behaviour to the underlying belief driving it, informing mentoring, life story work, and longer-term relational intervention.

*Key text: Young, J. E., Klosko, J. S., & Weishaar, M. E. (2003). Schema Therapy: A Practitioner's Guide. Guilford Press.*

## **The Power Threat Meaning Framework — Lucy Johnstone and Mary Boyle**

The Power Threat Meaning Framework (PTMF) is a non-diagnostic alternative to psychiatric classification that asks: What has happened to you? What threats did that pose? What did you do to survive? and What does this mean about you, others, and the world? It provides a language for understanding distress and behaviour without pathologising learners, and supports the functional assessment approach taken in this policy. The PTMF is particularly valuable when working with learners whose presentations are complex, and where traditional diagnostic frameworks may be insufficient or harmful.

*Key text: Johnstone, L., & Boyle, M. (2018). The Power Threat Meaning Framework. British Psychological Society.*

## **Adverse Childhood Experiences (ACEs) — Felitti, Anda and colleagues**

The original ACE study (Felitti et al., 1998) established a robust evidence base linking adverse childhood experiences — including abuse, neglect, and household dysfunction — to long-term physical, psychological, and social outcomes. This evidence base provides the rationale for trauma-informed practice in education. Understanding ACEs helps staff contextualise behaviour without blame, and supports the case for preventative and relational approaches over punitive ones.

*Key text: Felitti, V. J., et al. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. American Journal of Preventive Medicine, 14(4), 245–258. See also: Hughes, K., et al. (2017). The effect of multiple adverse childhood experiences on health: a systematic review and meta-analysis. The Lancet Public Health, 2(8), e356–e366.*

## **Restorative Practice — Ted Wachtel and the International Institute for Restorative Practices**

Restorative practice provides a structured relational approach to repairing harm, rebuilding trust, and re-establishing community following incidents. It moves beyond consequence-focused responses to ask: who has been affected, what do they need, and how can harm be repaired? The restorative conversation is the primary tool of the Reflect stage of the PRRR framework. Schools implementing restorative practice fully often see reductions in exclusions and improvements in relational climate.

*Key text: Wachtel, T. (2013). Dreaming of a New Reality: How Restorative Practices Reduce Crime and Violence, Improve Relationships and Strengthen Civil Society. The Piper's Press. Hopkins, B. (2004). Just Schools. Jessica Kingsley Publishers.*

Further reading and CPD resources relating to all of the above frameworks are available through the Trust's professional development programme and via Black Sheep Education ([blacksheepeducation.co.uk](http://blacksheepeducation.co.uk)).