



Bowden House School

Behaviour and Relationships Policy

Contents:

Legal framework and statutory guidance

Types of unacceptable behaviour

1. Introduction
 - 1.1 Policy statement
 - 1.2 Aim of policy
 - 1.3 Purpose of policy
2. Principle of trauma – informed support
 - 2.1 Key Principles of Trauma-Informed Support with SEMH Focus
3. Bullying
 - 3.1 Key principles of anti-Bullying approach
 - 3.2 Outcomes of a trauma informed anti bullying policy
4. Emotional and Relational Support Tools
 - 4.1 Proactive and Pre-emptive
 - 4.2 Responsive
5. Working with parents, families and outside agencies
 - 5.2 home visits and parents meetings
 - 5.2 calls home
 - 5.3 involvement in other agencies
6. Expectations
 - 6.1 Expectations of staff
 - 6.2 Expectations of students
 - 6.3 Expectations of parent/carers
7. Safeguarding
8. Training and professional development

Agreed by the schools governing body and minuted at their meeting.

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Legal Framework and Statutory Guidance

This policy has due regard to all relevant legislation and statutory guidance including but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for Headteachers and school staff
- DfE (2024) 'Keeping Children Safe in Education, 2023
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- NMS (2022) for special, residential schools
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and Pupil Referral Units in England including pupil movement

This policy operates in conjunction with the following school policies:

- Pupil/Student Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedure Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Guidance for parents/carers on exclusions
- Child-on-child abuse Policy
- Safeguarding & the Protection of Children Policy
- Drug & Alcohol Policy
- Anti-bullying Policy
- Searching, Screening and Confiscation Policy

Types of Unacceptable Behaviour

For this policy, the school defines different levels of unacceptable behaviour, recognising that such actions may stem from unmet emotional needs or trauma. Our response prioritises safety, understanding the underlying causes, and providing support to students in reflecting on their actions. Our approach focuses on restorative practices and emotional support, ensuring that both the individual involved, and the wider community are given the opportunity to heal.

Serious unacceptable behaviour includes any action that may cause harm to oneself or others, damage property, or negatively impact the school community. This includes, but is not limited to:

- Discrimination – Unequal treatment based on protected characteristics (age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex, sexual orientation).
- Harassment – Unwanted, offensive behaviour affecting an individual's dignity.

- Bullying – Persistent or abusive behaviour that humiliates, intimidates, or demeans.
- Cyberbullying – Intimidation or threats through electronic communication.
- Possession of legal or illegal drugs, alcohol, vaping paraphernalia, or tobacco.
- Possession of banned items.
- Truancy and running away from school.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Verbal abuse – Including swearing, racist remarks, or threatening language.
- Fighting or aggression.
- Extreme actions – Including violence and serious vandalism.

Challenging unacceptable behaviour includes actions that, while not as severe as serious unacceptable behaviour, still have a significant impact on the school environment and the wellbeing of others. This includes:

- Disruptive behaviour
- Defiance and non-compliance
- Socially inappropriate behaviour
- Persistent non-engagement
- Sexually inappropriate behaviour
- Risk-taking behaviour
- Emotional and self-destructive behaviour
- Actions that seriously inhibit the learning of others.

Low-level unacceptable behaviour refers to actions that may disrupt a student's own education or that of others. This includes, but is not limited to:

- Late arrival for a lesson.
- Low-level disruption in class.
- Failure to complete classwork.
- Rudeness.
- Refusing to complete work in make-up time.
- Disruption on school transport.
- Use of mobile phones outside of permitted times.

1. Introduction

1.1 Policy Statement

At Bowden House and Bowden Primary Schools, we are dedicated to fostering a safe, nurturing, and inclusive environment where every student can thrive both academically and personally. Our behaviour and positive relation policy is grounded in a trauma-informed approach, recognising that many of our students have experienced significant adversity.

We believe that a consistent, supportive, and understanding approach to student development is essential for their success. By acknowledging and addressing additional educational needs and the impact of trauma, we aim to empower students with the emotional resilience, self-regulation, and confidence they need to reach their full potential. Our policy reflects our commitment to creating an environment where all students feel valued, understood, and equipped to succeed.

1.2 Aim of the Policy

Our goal is to equip students with the skills and understanding needed to succeed academically and confidently navigate the world and the workplace. We aim to foster resilience, enable students to build positive relationships, and empower them to make meaningful contributions. Through nurturing care, clear expectations, and holistic support, we are committed to guiding each student toward becoming a capable, resilient, and compassionate individual, prepared for life beyond school.

To this end we are dedicated to:

- **Building Confidence, Responsibility, and Mutual Respect:** Supporting students in developing self-awareness, accountability, and positive relationships rooted in trust and respect.
- **Promoting Equity and Inclusion:** Providing every student with equal opportunities and fair treatment, honouring diverse backgrounds and individual circumstances.
- **Celebrating and Encouraging Positive Actions:** Acknowledging and reinforcing student growth and achievements through meaningful praise and encouragement
- **Supporting Constructive Growth:** Addressing challenges with empathy and guidance, using appropriate interventions to foster self-reflection and development.
- **Creating a Supportive and Inclusive Space:** Ensuring the school environment is nurturing, respectful, and free from disruption, violence, discrimination, bullying, and harassment.
- **Building Collaborative Partnerships with Families:** Engaging with families to create a unified, supportive approach to student wellbeing, fostering open, honest, and compassionate communication to ensure the best outcomes for each student.
- **Cultivating Trust and Understanding with Students:** Building strong, supportive relationships to enable early intervention and foster mutual respect between staff and students.
- **Empowering Students in Decision-Making:** Involving students in shaping school practices to foster a sense of safety, accountability, and ownership, while providing the tools and support they need to grow, heal, and confidently navigate their own development.

- **Promoting a Culture of Recognition and Support:** Creating an environment where all students feel valued, empowered, and confident in their ability to achieve their potential.
- **supporting Students to Reflect, Repair, and Restore:** Helping students explore and process their emotions, while guiding them to understand how their actions may affect others. Providing compassionate support as they engage in open, non-judgmental discussions about repairing relationships and making meaningful amends, fostering growth and connection.
- **Nurturing Cultural Capital:** Helping students build the skills, knowledge, and habits they need to thrive by embracing diverse cultural experiences throughout the school, fostering an inclusive environment that prepares them for success in life.
- **We not Me:** Fostering a trauma-informed environment that promotes empathy by acknowledging each student's unique experiences, encouraging teamwork through safe and trusting relationships, developing leadership skills with a focus on empowerment and resilience, and building a supportive community where everyone feels valued, heard, and connected.

1.3 Purpose of the Policy

Any behavioural needs are met with appropriate and compassionate interventions, grounded in a trauma-informed approach that recognises the impact of adverse experiences on a young person's development. The school prioritises emotional and physical safety, builds trusting relationships, and fosters a supportive environment. Tailored support is provided to address underlying needs, with a focus on personal growth and long-term emotional and relational development.

2. Principles of Trauma-Informed Support

At Bowden House and Bowden Primary, our trauma-informed approach recognises the profound and lasting impact of trauma and adverse childhood experiences (ACEs) on individuals, particularly on their social, emotional, and mental health (SEMH). We are committed to providing a safe, supportive, and inclusive environment where students, many of whom have faced significant adversity, can heal, thrive, and reach their full potential. This approach is central to our mission of nurturing the whole child and fostering a positive, caring school community. Principles also apply to supporting behaviour that may have other origins such as neurodevelopmental conditions (e.g. ADHD or autism), attachment disruptions, sensory processing differences or environmental stressors such as instability at home or unmet basic needs.

Trauma often manifests in students through difficulties with SEMH, affecting their ability to regulate emotions, form relationships, and manage stress — which can, in turn, influence behaviour. Our staff are trained to recognise that behaviour which may appear challenging is often a communication of unmet emotional needs or a response to past trauma. We prioritise SEMH support and adopt a compassionate approach to understanding and addressing the underlying causes of behaviour.

2.1 Key Principles of Trauma-Informed Support with SEMH Focus:

- **Safety and Trust** - Providing a predictable, secure, and nurturing environment is essential for students with SEMH needs. Students who have experienced trauma often struggle with trust and may feel unsafe in new or inconsistent settings. At Bowden, all staff consistently apply school policies, using agreed routines and

language to create a sense of safety and predictability. This consistency reduces anxiety and builds the trust students need to feel secure.

- **SEMH Support and Emotional Regulation** - Students with SEMH difficulties often face challenges in regulating their emotions, leading to heightened stress responses or emotional outbursts. We support students in managing their emotions before they escalate by using tools such as the *Zones of Regulation*. This framework helps students identify their emotional states and equips them with strategies to self-regulate. Staff provide proactive, calming interventions, ensuring students have the space and support to process their emotions in healthy ways.
- **Consistency** (where possible) - Consistency in routines and expectations is crucial for students with trauma and SEMH challenges, as unpredictability can trigger anxiety and emotional distress. Maintaining a structured and predictable environment helps students feel more secure and better able to focus on their emotional and academic development.
- **Positive Framing and Reinforcement** - Students with SEMH needs respond well to positive reinforcement. Our trauma-informed approach emphasises recognising and rewarding positive actions and strengths rather than focusing on negative behaviours. We “catch students doing the right thing” and use positive framing to build self-esteem, confidence, and motivation, creating a supportive and encouraging learning environment.
- **Empathy and Understanding of SEMH Needs** - Challenging behaviour is often a reflection of underlying SEMH difficulties and trauma. Our approach emphasises empathy and curiosity, encouraging staff to look beyond behaviour and ask, “*What is this behaviour telling us?*” We recognise that these behaviours are a form of communication. Rather than using punitive measures, we respond with understanding, addressing the root causes of emotional distress and providing tailored support to meet students’ SEMH needs.
- **Connection, Relationship and Attachment** - Trauma can disrupt a student’s ability to form healthy relationships. Building strong, positive connections between staff and students is essential to overcoming these challenges. Our trauma-informed approach prioritises relationship-building to create trust and ensure students feel understood, supported, and valued. Positive relationships are key to promoting emotional security and personal growth.
- **Restorative Approach** - When emotional or physical harm occurs, we use restorative practices to help students reflect on the impact of their actions, rebuild relationships, and foster accountability. This approach encourages emotional reflection and responsibility in a supportive, non-punitive environment. Restorative practices also help repair relationships that may have been affected by trauma.
- **Empowerment, Voice, and SEMH** - Students with SEMH needs are given opportunities to express themselves and participate in decisions that affect them, helping to restore a sense of control and agency over their own lives. This empowerment fosters self-confidence and personal responsibility, encouraging students to take an active role in managing their emotional well-being and growth.
- **Ongoing Professional Development in SEMH and Trauma** - To ensure staff are equipped to support students with SEMH needs effectively, we engage in ongoing professional development focused on trauma and its long-term effects on emotional, social, and behavioural health. This training ensures staff can apply the most effective strategies to support students’ academic and emotional development.

Through this trauma-informed and SEMH-focused approach, we aim to create an environment where students feel safe, supported, and empowered to succeed both academically and personally. Recognising that challenging behaviour often reflects deeper

emotional needs, we approach every student with empathy and provide tailored support through their Education, Health & Care Plan (EHCP) to meet their specific SEMH requirements. This holistic support is key to nurturing the whole child and building a resilient, positive school community.

3. Bullying

At Bowden House and Bowden Primary Schools, all staff acknowledge that bullying can have a profound emotional impact, particularly on students who have experienced trauma. Our anti-bullying approach is firmly rooted in trauma-informed principles, prioritising empathy, safety, and the emotional wellbeing of every student. We are committed to fostering an environment where all students feel supported, heard, and protected, both in the school and residential settings.

We maintain a zero-tolerance policy towards any form of bullying, meaning all incidents are taken seriously and addressed promptly, with clear consequences and support for those affected. We recognise the additional challenges that residential students may face while away from home. We understand that feelings of vulnerability or isolation can be intensified if bullying occurs, and we are dedicated to ensuring the safety and emotional security of all students.

Additionally, we are sensitive to the fact that in a residential setting, students may not always have physical distance from those involved in the bullying. Students may share both classroom and living spaces with the individual targeting them. In such cases, we place the wellbeing of the student as the top priority. A Mentor, Keyworker, or any trusted member of staff will always be available to provide support, ensuring the student feels safe, has appropriate space from the individual involved, and that our procedures are promptly and effectively implemented to prevent any further incidents of bullying.

Our approach extends beyond addressing bullying itself; it is also focused on providing students with the emotional support and tools necessary to recover and build resilience. The safety, wellbeing, and sense of belonging of every student remain paramount at Bowden House and Bowden Primary Schools.

3.1 Key Principles of Our Anti-Bullying Approach:

- **Definition of Bullying** - Bullying is defined as behaviour that happens **Several Times On Purpose (STOP)** and is intended to scare, hurt, or upset another person. A clear understanding of what constitutes bullying helps students and staff identify it accurately and take appropriate action. This definition reinforces that bullying is repetitive and deliberate, ensuring that all instances are taken seriously and addressed promptly.
- **Student Voice** - We empower students to speak up about their experiences, ensuring that their voices are central to identifying and addressing bullying. An open-door policy allows students to express concerns through various channels such as mentor/keyworker discussions, comment boxes, or anonymous reporting mechanisms. Student voice is critical in creating a safe environment where everyone feels heard and supported.
- **Safe Spaces and Time to Process** - Students who experience bullying have access to safe spaces where they can take time to process their emotions and move out of

crisis before any formal interventions are made. These spaces allow students to unpack their experiences in a calm environment, promoting emotional regulation and reflection.

- **Restorative Approach and Repatriation** - When bullying occurs, we follow a restorative approach focused on repairing relationships and understanding the root causes of the behaviour. Both the victim and the perpetrator are given time and space to reflect before engaging in any repatriation process, across both educational and residential settings. The goal is to restore relationships in a way that is emotionally safe and constructive for both parties.
- **Consistent Response Across Education and Residential** - Consistency in responses is vital to maintaining a trauma-informed environment. All staff—whether in education or residential settings—follow a shared approach to addressing bullying, ensuring clear communication and effective management across the school.
- **"We Not Me" Culture** - We promote a "We Not Me" culture, encouraging students to think about the impact of their actions on others. Building social skills, empathy, and collaboration helps prevent bullying and fosters a sense of community where students look out for each other.
- **Staff Responsibility** - All staff are trained to recognise bullying, provide immediate support, and follow established procedures to ensure timely and consistent responses. Staff take the time to explore the underlying issues with students, helping them understand the consequences of their actions, and providing the necessary support to both victims and perpetrators.
- **Clear Reporting Procedures** - We provide clear guidelines on how, when, and to whom bullying should be reported. Incidents are documented and escalated appropriately, ensuring that all parties—students, staff, and parents—are kept informed in a timely and sensitive manner.
- **Post-Intervention Support** - After addressing a bullying incident, both the victim and the perpetrator receive post-intervention support. This includes mentoring, keyworker sessions, and follow-up actions to ensure emotional recovery, ongoing support, and the prevention of further incidents.
- **Specific Language and Banter** - Students are educated on the difference between playful banter and harmful language. Harmful or derogatory language, including discriminatory comments, is addressed immediately, with staff providing education on the emotional impact of such words.
- **Educative Input and Empathy** - Our approach incorporates educational components on empathy, emotional intelligence, and the effects of bullying. Through this, students learn the importance of understanding others' emotions and the long-term effects of bullying behaviour.
- **Bullying Deterrents and Clear Consequences** - While we prioritise restorative approaches, we also have clear policies and consequences for bullying incidents. Based on the severity of the situation, a range of responses may be applied, ensuring students understand the consequences of their actions while being given the opportunity to reflect and grow.
- **Anti-Bullying Group and Feedback** - We actively involve students in anti-bullying initiatives, including an anti-bullying group that provides feedback and helps raise awareness throughout the school community. This group fosters a proactive approach to preventing bullying and supports students in playing an active role in creating a respectful, inclusive school environment.
- **Building Social Skills** - Beyond addressing incidents, we emphasise building social skills in students, such as conflict resolution, emotional regulation, and respectful

communication. By fostering these skills, students are better equipped to engage positively with their peers and resolve conflicts constructively.

- **Reporting and Record-Keeping** - Consistency and transparency in managing bullying are essential. Detailed record-keeping ensures that incidents are properly tracked, managed, and followed up, with clear documentation of actions taken and progress made. This record-keeping helps prevent repeat incidents and informs future responses.
- **Parental Involvement** - We engage parents early and with compassion, informing them of bullying incidents in a timely and clear manner. Parents are included in the process of supporting their child, whether they are the victim or perpetrator, ensuring that the entire family is involved in the healing and growth process.

3.2 Desired Outcomes of an Anti-Bullying Approach

- **Empowered and Supported Students:** Students are equipped with tools to voice their concerns and trust that their experiences will be handled with empathy.
- **Restorative and Reflective Outcomes:** Both victims and perpetrators engage in restorative conversations that foster understanding, accountability, and healing.
- **Unified Community Response:** Staff, students, and parents work together to address bullying through clear, consistent, and transparent processes, creating a safe and supportive school community.
- **Emotional Recovery:** Post-intervention support ensures that all students involved in bullying incidents receive the necessary emotional care and guidance to recover and thrive.
- **Preventative Culture:** With an emphasis on empathy, social skills, and emotional intelligence, the school fosters a culture where bullying is less likely to occur, and students learn to manage conflicts in a healthy, constructive way.

4. Emotional and Relational Support Tools

Bowden House School utilises a variety of trauma-informed support strategies aimed at fostering emotional wellbeing, growth, and resilience. These strategies are categorised into Pre-emptive, and Responsive approaches, ensuring a holistic approach to nurturing positive development and addressing emotional and behavioural challenges with care and understanding.

4.1 Proactive and Pre-emptive

- **Bike Ride and Physical Activities** – Engaging students in regular physical activities, such as bike rides, to promote mental wellbeing, team building, and positive social interactions.
- **Student Voice, Committees, and groups** – We actively promote student voice through regular group discussions and structured initiatives such as the Student Council, Food Committee, Anti-Bullying Committee, and Residential Group meetings. These platforms empower students to share their views, contribute to decision-making, and take shared responsibility for improving the school environment. Such involvement fosters a sense of belonging, inclusion, and a supportive community culture.
- **End-of-Term Celebration Assemblies and Whole School Events** – We regularly hold celebration assemblies and whole school events to recognise students'

achievements and progress, reinforcing positive engagement, personal growth, and sustained effort. These gatherings also promote shared success, emotional connection, and a strong sense of community within a supportive environment.

- **Epraise and Rewards** – Immediate informal rewards to recognise positive contributions and reinforce emotional growth, resilience, and progress in the face of challenges. Alongside this, our digital platform, Epraise, is used to systematically track and celebrate students' achievements in both emotional development and academic progress, helping to build confidence and motivation over time.
- **Privilege Status** – Residential students earn privileges, such as extended bedtimes or comforts like a cup of tea in bed, recognising their positive contributions and reinforcing emotional regulation.
- **Golden Time** – Reward-based free time, allowing students to engage in activities they enjoy because of meeting expectations, reinforcing self-regulation and personal choice.
- **Monitoring Cards** – Used to support students in developing positive behaviours by tracking and reinforcing progress. Monitoring cards help students recognise their achievements and encourage self-regulation, promoting a sense of accomplishment and emotional growth.
- **Wider Recognition** – Acknowledging personal growth and progress during mentor sessions, providing personalised encouragement that promotes emotional wellbeing. Staff actively seek opportunities to praise and recognise success through phone calls home and regular celebration of both large and small achievements to build self-esteem, emotional resilience, and positive behaviour.
- **Star of the Week** – Weekly recognition of students who have demonstrated improvement, effort, or positive contributions, promoting a sense of accomplishment and personal growth.
- **Broad Engaging Curriculum** – Offering work experience, educational trips, and practical activities that support personal growth, emotional development, and essential life skills, helping students prepare for further education, employment, and life beyond school.
- **SEMH Tracking** – Monitoring and recording students' social, emotional, and mental health development over time, enabling staff to identify patterns, celebrate progress, and provide targeted support throughout their school journey.
- **We Not Me** – A recognition system that emphasises teamwork, collective achievement, and emotional connection, fostering a culture of respect, empathy, and collaboration.
- **1:1 and Other Interventions** – Personalised emotional support sessions with mentors or learning support staff, addressing specific emotional or behavioural challenges to develop positive coping strategies.
- **CAMHS (Child and Adolescent Mental Health Services) Support** – Specialist mental health support for students with complex needs, offering non-confrontational guidance to support emotional stability and wellbeing.
- **Change of Face** – In situations where a particular staff member's presence may be contributing to stress, another staff member steps in to create a calm, supportive environment, fostering safety and security.
- **ELSA (Emotional Literacy Support Assistant) Support** – Targeted emotional and social support for students, providing early interventions to help manage emotional regulation and prevent escalation.
- **Flexibility** – Providing flexibility in the school timetable and groupings to meet individual student needs, promoting engagement and reducing anxiety through tailored support, adjusted routines, and responsive adaptations to teaching and learning environments.

- **Individualised Risk Assessments and ILPs** – Developing personalised risk assessments and Individual Learning Plans (ILPs) for students with known SEMH needs, identifying triggers and strategies to prevent emotional or behavioural issues and support academic and emotional progress.
- **Safe Space** – Designated areas where students can retreat when feeling overwhelmed, providing a space for self-regulation and emotional recovery.
- **Staff Modelling** – Training staff to model calm, emotionally regulated responses during challenging situations, demonstrating positive behaviour and emotional management.
- **Time Out** – Offering students time and space to calm down and regain emotional control before re-engaging in lessons or activities.
- **Transition Support** – Providing additional support during transitions (e.g., between lessons or after holidays) to help students adjust and feel emotionally secure.
- **Visual Timetables** – Using visual aids and structured schedules to help students understand the sequence of their day, reducing anxiety and promoting a sense of control.
- **Zones of Regulation** – A framework that helps students identify and manage their emotions, promoting self-awareness, emotional regulation, and resilience.
- **Strategic Relationships and Mentoring** – Individualised support through strong, consistent relationships with key staff, including dedicated mentors or keyworkers. These trusted adults provide regular check-ins, individual guidance, and emotional support, helping students feel safe, understood, and valued. This personalised approach enables students to navigate social, emotional, and academic challenges, while promoting resilience, belonging, and long-term personal growth.

4.2 Responsive

- **Behaviour Reflection Sessions** – Opportunities for students reflect on their behaviour, understand the impact of their actions, and develop strategies to make positive changes.
- **Communication Style** – Staff maintain a calm, confident, and supportive communication style during conflict situations, consciously applying the PACE approach (Playfulness, Acceptance, Curiosity, and Empathy) through their body language, tone of voice, and choice of words. This helps to de-escalate heightened emotions, model emotional regulation, and restore a sense of safety and stability.
- **Fixed-Term Exclusion** – A temporary exclusion from school as a consequence for serious incidents, used only when other strategies have been exhausted or when safety is compromised.
- **Involvement with Outside Agencies** – Engaging external professionals, such as CAMHS or educational psychologists, to provide specialised support and guidance for complex emotional or behavioural needs.
- **Internal Exclusion** – A temporary removal from social interactions to give students time to reflect and emotionally process, while still engaging in their education.
- **Loss of Activities** – Temporarily withdrawing privileges or activities as part of a reflective process, with an emphasis on learning and repairing harm.
- **Make-Up Time** – Encouraging students to take responsibility for their actions by making up missed work or time lost, reinforcing personal accountability and growth.
- **Mentor Support** – Providing students with access to a key staff member or mentor who can guide them through challenges and reinforce positive coping strategies.

- **Negotiation and Objectivity** – Using negotiation techniques and setting clear boundaries while offering choices to allow students a dignified way out of difficult situations, promoting emotional growth.
- **Parental/Carer Involvement** – Engaging parents or carers in discussions about the student's behaviour to create a consistent support network between home and school.
- **Team Teach (Last Resort)** – Physical intervention is only used when all other strategies have failed, and safety is at immediate risk. Staff are trained to apply safe, trauma-sensitive techniques that prioritise the student's wellbeing (see Positive Handling Policy).
- **Planned Ignoring** – In specific cases, ignoring attention-seeking behaviours that do not harm others, helping to reduce their occurrence without escalation.
- **Positive Reinforcement After Resolution** – Following up with students after incidents have been resolved to recognise improvements and reinforce positive behaviour.
- **Report and Monitoring Cards** – Monitoring and tracking emotional and behavioural progress through regular reports and individualised monitoring cards, promoting growth and facilitating continuous support.
- **Restorative Approaches** – Structured, empathetic conversations that encourage students to reflect on their actions, understand their emotional impact on others, and work towards restoring relationships.
- **Success Reminder** – Reminding students of previous successes in managing similar challenges to help build confidence and encourage emotional resilience.
- **Support from Educational Psychologists** – Accessing input from educational psychologists to assess underlying issues and recommend targeted interventions.
- **Time Out** – Providing a safe, supervised break from the learning environment for students to self-regulate and process emotions, with re-engagement once they are calm and ready.
- **Use of Humour** – Appropriate use of humour to defuse tension and prevent conflict, ensuring that it is sensitive to each student's emotional state.
- **Withdrawal** – Safely removing students from distressing situations to a supervised, calming space where they can regain emotional control before returning to normal activities.

5. Working with Parents, families and outside agencies

5.1 Home Visits and Parent Meetings

Regular communication with families, including home visits and parent meetings, is a core part of the school's trauma-informed approach. These engagements build a supportive partnership between school and home.

5.2 Calls Home

Staff regularly communicate with parents to reinforce positive behaviour and address concerns early, ensuring a proactive approach.

5.3 Involvement with Other Agencies

Collaborating with external agencies, such as ELSA and CAMHS, ensures a comprehensive and coordinated approach to addressing students' emotional and behavioural needs. Additionally, mentoring sessions with a football coach provide an opportunity to develop

positive relationships, build confidence, and promote emotional wellbeing through structured physical activity.

6. Expectations

The roles of staff, students, and parents are shaped by mutual respect, open communication, and a commitment to personal and collective growth. Below are the expectations for each group:

6.1 Expectations of Staff

- **Develop Positive Relationships** – Staff prioritise developing strong, trusting relationships with students, parents, and external professionals, recognising that trust is central to a trauma-informed approach. Working in partnership ensures emotional and academic needs are understood and addressed through shared, transparent strategies tailored to each individual.
- **Consistency and Mindfulness** – Maintaining a consistent, trauma-informed approach through steady and predictable interactions, while remaining mindful of individual needs. Staff apply core principles reliably but adapt their responses flexibly to reflect the context and emotional state of each student.
- **Respect** – Staff are expected to model mutual, showing understanding and empathy towards students, parents, and colleagues, fostering a safe and respectful environment for all.
- **Open and Honest Communication** – Maintaining clear, open, and honest communication with students, parents, and fellow staff members, ensuring transparency in all interactions and decisions.
- **Personalised Toolbox of Approaches** – Developing and utilising a personalised set of strategies for each student, addressing their individual emotional and social needs while being both holistic and specific.
- **Range of Strategies** – Staff are expected to deploy a range of strategies tailored to each student's emotional and behavioural needs, ensuring responses are dynamic and impactful.
- **Reflection** – Staff should regularly reflect on their own practice, using a trauma-informed lens to adapt and improve their interactions and strategies.
- **Restorative Approaches** – Implementing restorative, reflective practices in behaviour management, encouraging students to reflect on their actions and repair harm where possible.
- **Trauma-Informed Awareness** – Staff are trained to respond to challenges with empathy, curiosity, and understanding, approaching behaviour as communication and seeking to understand the underlying causes. This ensures responses are appropriate, non-judgemental, and tailored to the individual needs of each student..

6.2 Expectations of Students

- **Develop Positive Relationships** – Students are encouraged to build positive relationships with staff and peers, contributing to a collaborative and supportive community.
- **Engagement in Collaborative Strategies** – Students will work with staff to explore personalised strategies that help them regulate emotions, manage challenges, and succeed academically.

- **Respect** – Students are expected to show respect for staff, peers, and parents, fostering a culture of kindness and understanding within the school and residential environments, We not Me.
- **Reflect and Restore** – When conflicts arise, students are encouraged to engage in restorative practices, reflecting on their actions and working towards repairing any harm done.
- **Show Respect for Learning and Living Spaces** – Students are expected to care for their learning and living spaces, promoting a shared sense of responsibility and pride in their environment.

6.3 Expectations of Families

- **Collaborative Relationships** – Working together with staff to build strong relationships that support the holistic needs of their child, ensuring that the school environment is an extension of home support.
- **Consistency and Reflection** – Families are encouraged to support the consistency of trauma-informed practices at home and reflect on their child's progress, sharing insights with the school to support a unified approach.
- **Dynamic and Reflective Approach** – Families will work with school to support and contribute to the use of dynamic, individualised strategies that evolve as the child grows, ensuring their child's emotional and academic needs are met both at home and in school.
- **Mutual Respect** – Families are expected to engage with staff and students respectfully, fostering a supportive home-school partnership.
- **Open and Effective Communication** – Families are encouraged to maintain open and honest communication with the school, sharing concerns and working collaboratively on strategies to support their child. To ensure they remain fully informed, families have access to VIEW, SEMH tracking information, and regular progress reports, fostering transparency and a shared understanding of each student's needs and development.
- **Shared Development of Strategies** – Families are expected to actively participate in the shared and transparent development of strategies for their child, contributing to personalised plans that are appropriate and effective.
- **Trauma-Informed Engagement** – Understanding that a trauma-informed approach requires empathy, patience, and flexibility, families will collaborate with the school to implement appropriate strategies that meet their child's unique needs.

7. Safeguarding

The behaviour and relationship policy is closely linked with the school's safeguarding protocols. Behaviour incidents that raise safeguarding concerns are handled according to the school's **Child Protection and Safeguarding Policy**. Staff are trained to recognise when behaviour may be a sign of abuse or neglect and follow the appropriate reporting procedures.

8. Training and Professional Development

Ongoing professional development ensures that staff are equipped to implement trauma-informed approaches. Training includes but not limited to:

- **Trauma-Informed Practice**
- **Behaviour Management and De-escalation Techniques**
- **Restorative Approaches**
- **Safeguarding**
- **Attachment awareness**
- **SEN strategies**
- **Team Teach**
- **Sharing good practice**
- **Reflective practice**
- **Peer observations**
- **Debrief and review**

Regular refreshers and updates ensure that staff remain knowledgeable about current practices and legal obligations.