

Trauma Informed and Attachment Aware Behaviour Regulation Policy

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Organisation/School Context

Life Chance Group is committed to transforming the life chances of the young people and families with whom we work, thus benefitting the wider community. Our Mission is to ensure we help every young person we work with achieve their full potential, both academically and personally.

At School for Inspiring Talents, we aspire to being outstanding, so our students can be too – as exemplified in our school motto: *‘Being the Best We Can Be’*. Our young people have suffered Trauma, Adverse Childhood Experiences (ACEs) and exhibit Social, Emotional and Mental Health (SEMH) difficulties, so our educational specialists, Multi-Disciplinary Team (MDT) of therapists and support staff all work together to create an environment that meets the holistic needs of students with difficult and/or complex life stories. We believe young people do not have to be bound by the past but can build a bright future with the right support, based on best practice evidence within the fields of neuroscience, child development and learning/teaching.

Our therapeutic approach extends beyond our students, ensuring a safe and supportive workplace culture to *‘Care, Nurture and Inspire’* all who work with, and for us. This includes a commitment to always promoting and supporting positive mental health and wellbeing. As a company, we maintain a strong moral purpose and consistently strive to break down the barriers faced by young people. In addition to the progress achieved within our school, Life Chance Training, Life Chance Care and the Life Chance Trust all work in unison to ensure our vision, *‘to transform life chances’*, becomes a reality, not only in our local communities, but beyond.

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Glossary of Acronyms

ACEs	Adverse Childhood Experiences
CAMHS	Children and Adolescent Mental Health Services
CCE	Child Criminal Exploitation
CoP	Code of Practice
CPD	Continuing Professional Development
CPI	Crisis Prevention Intervention
CPOMS	Child Protection Online Management System
DfE	Department for Education
DSL	Designated Safeguarding Lead
EHCP	Education, Health, and Care Plan
IPP	Individual Provision Plan

Trauma Informed and Attachment Aware Behaviour Regulation Policy

ISS	Independent School Standards
KCSiE	Keeping Children Safe in Education
LA	Local Authority
MDT	Multi-Disciplinary Team
MRE	Monitoring Review and Evaluation
OSIP	Operational School Improvement Plan
PACE	Playfulness, Acceptance, Curiosity and Empathy
PRRR	Protect, Relate, Reflect, and Regulate
PSHE	Personal, Social, Health and Economic Education
QA	Quality Assurance
RSE	Relationships and Sex Education
RSP	Relational Support Plan
SEMH	Social Emotional Mental Health
SEND	Special Educational Needs and Disabilities
SEPS	Self-Evaluation Position Statement
SfIT	School for Inspiring Talents
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social and Cultural
TRM	Trauma Recovery Model
WINE	Wondering, Imagining, Noticing and Empathy

Statutory / Legislative Basis

This policy is primarily based on the Special Educational Needs and Disabilities (SEND) Code of Practice (CoP) 2015, Schedule 1 of the Education (Independent School Standards) Regulations 2014, the Equality Act 2010, Sections 88-94 of the Education and Inspections Act 2006, Section 175 of the Education Act 2002, and the following guidance from the Department for Education (DfE):

- Behaviour in schools: advice for headteachers and school staff
- Further guidance and resources for supporting behaviour in schools
- School suspensions and permanent exclusions
- Searching, screening and confiscation at school
- School behaviour and attendance: parental responsibility measures
- Use of reasonable force in schools
- Drugs: advice for schools
- Supporting pupils with medical conditions at school
- Mental Health and behaviour in schools

The Trauma Informed and Attachment Aware Behaviour Regulation Policy sits within the **Quality of Education Folio** of Policies which School for Inspiring Talents (SfIT) has adopted. It therefore relates to, supports, and complements other policies in that themed grouping which includes:

- Animals in School
- Personal, Social, Health and Economic Education (PSHE) & Spiritual, Moral, Social and Cultural (SMSC)
- Positive Touch
- Relationships and Sex Education (RSE)
- SEND
- Student Voice

And the additional folio policies:

- Allegations of Abuse Against Staff
- Anti-Bullying
- Child Protection & Safeguarding
- Equalities and Diversity
- E-Safety
- Preventing Extremism & Radicalisation

Statement of Intent

'However much someone has been wounded in relationship, bodies and minds function optimally and most safely through connection' (Louise M Bomber, 2020)

At SfIT we believe that all behaviour is a form of communication and the expression of underlying needs. It is not possible to support a student's behaviour without identifying, understanding, and addressing these needs, breaking down their barriers to learning – not just academically but emotionally and socially.

We want our students to engage with, and stay in, education; motivating and inspiring them to become confident individuals, successful learners, and thoughtful citizens, as outlined in our school aims. Our role is to ensure students have the emotional stability and richness to grow; and once ready a supportive therapeutic experience with an accessible curriculum and pathway to success in the future – be that academic or vocational.

This can only be facilitated when students feel psychologically and environmentally safe first. High levels of nurture and empathy, with containment and structure support students to feel safe. Students need clear expectations, predictable routines, and regulated responses to behaviour.

Review of the literature shows that DfE guidance supports this:

'Well-managed schools create cultures where pupils and staff flourish in safety and dignity. It is particularly important that headteachers lead the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life' (DfE, Behaviour in schools, September 2022)

However, to ensure inclusivity students SEND must be taken into consideration and reasonable adjustments made. For students with SEMH and those that have experienced ACE's, trauma and attachment difficulties, the long term mental and physical impacts of this must be considered (please see The Trauma Tree in Appendix 1 for further information). It must be recognised that our unique cohort of students will not always behave as others may. We must ensure students are not placed in situations that they are unable to manage. It is vital that our response to their distress (and often behaviours that challenge) is supportive and focuses on how best to support their ability to relate to the world and each other in a healthier way, rather than adopting a behaviourist approach, employing punitive sanctions that are detrimental and inappropriate to our student's development.

Our school approach reflects a differentiated and developmentally appropriate response to behaviour by recognising that behaviour represents an unmet need, ACE, trauma, attachment difficulty and/or neurocognitive/chemical profile.

'The consistent and fair implementation of the measures outlined in the behaviour policy is central to an effective whole-school approach to behaviour. Consistent implementation helps to create a predictable environment. Some pupils may require additional support to meet a school's behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary' (DfE, Behaviour in schools, September 2022)

Students need personalised responses – consistency does not always mean responding in the same way to each student or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each individual student benefits from a consistent approach, being consistent and fair is not about everyone getting the same (equality), but everyone getting what they need (equity).

Logical responses (see Appendix 2) that can follow certain behaviours should be made explicit, without the need to enforce sanctions that can shame and ostracize students from their peers, school community and family. Punitive approaches and exclusion can re-traumatise students and further embed the behaviours causing concern.

'Faced with a range of challenging behaviours, caregivers tend to deal with their frustration by retaliating in ways that often uncannily repeat the children's early trauma... It is standard practice in many schools to punish children for tantrums, spacing out, or aggressive outburst – all of which are symptoms of traumatic stress. When that happens, the school, instead of offering a safe haven, becomes yet another traumatic trigger' (Van der Kolk, 2015)

Theory and research from neuroscience on ACE's, trauma and attachment advocate the use of relational and restorative approaches rather than those that are behaviourist. These are more effective in supporting the development of internal control and regulation. Many behaviours are not a matter of 'choice' and therefore external control will not be effective in changing behaviour (however there may be times when external control may be needed to limit behaviours and keep students and staff safe).

Guiding Principles

- i.) **Behaviour is a form of communication and expression of underlying needs.** As outlined in the SEND CoP, 2015.
- ii.) **Taking a non-judgemental, curious, and empathic attitude towards behaviour.** Viewing students with challenging behaviour as vulnerable rather than troublesome, with the right to appropriate support. It is important to avoid viewing or labelling students whose behaviour is externalised, as less vulnerable than those who internalise their emotional distress. It is essential for all staff to be aware of the tendency to make judgements around behaviour (e.g., mad/bad) and to see all behaviour as an indicator of emotions, responding in an empathic and caring manner.
- iii.) **Connect before we correct, developing relationships first.** The Life Chance key values to Care, Nurture and Inspire along with our whole school ethos promotes this. It relies upon a positive school culture and climate that fosters connection, inclusion, respect, and value for all. 'The more, healthy relationships a child has, the more likely he will recover from trauma and thrive. Relationships are the agents of change and the most powerful...is human love' (Perry, 2006)
- iv.) **Regulated adults ensure regulated responses.** It is our duty as staff to ensure that we are aware of our own window of tolerance and can be calm, regulated, and compassionate in situations where students are not.

- v.) **Co-regulation often occurs before self-regulation (dependence before independence).** Co-regulation allows staff to facilitate students' emotional regulation by providing external support. These experiences act as scaffolds for students to develop their own ability to deal with emotional distress.
- vi.) **Maintaining clear expectations and predictable routines (e.g., following our schools 'relentless routines' – see Appendix 3).** A relational approach does not mean having a lack of expectations or routines. For students to feel safe, their learning environment needs to be high in both nurture and structure. These must be in place and modelled appropriately. Natural and logical rewards and responses (see Appendix 2) that can follow certain behaviours should be made explicit. There is no need to enforce 'sanctions' or be punitive in ways that can shame, which limits learning about behaviour and relationships and can potentially retraumatise students.
- vii.) **Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).** This is underpinned by our school Aims, Learning Principles and Dispositions, as well as our PSHE curriculum. It is also supported by the work of our teaching team and MDT in ensuring students understand the graduated approach our practice takes and why.
- viii.) **Not all behaviours are a matter of 'choice'** and not all factors linked to the behaviour of the student are within their control. Therefore, the language of choice e.g., 'good choice/bad choice' is not always helpful. Using the language of 'expected' rather than 'acceptable' behaviour is also in line with our commitment to avoid shaming and supports the needs of all our pupils, some of whom are on the Autistic Spectrum.
- ix.) **Behaviour must always be viewed systematically and within the context of important relationships.**
- x.) **Encouraging parental engagement and involvement is crucial when addressing and planning support for the needs of our students.** Home school communication is a two-way process, and must be proactive and positive, rather than reactionary and punitive. Communication that emphasises similarities between home and school rather than the differences, helps us to create a partnership and rebuild parents and carers viewpoints from experiences of prior schooling, which may not always have been as encouraging.

It is key that relationships are developed with our parents and carers in the same consistent and secure way as our students. Therefore, the student's key attachment team will always be responsible for this in the first instance and whenever possible – offering openness, trust, and effective communication, exploring support for our students SEMH in a neutral and holistic manner.

- xi.) **The Trauma Recovery Model (TRM) alongside the use of Crisis Prevention Intervention (CPI) Training expectations and scripting helps to inform our responses when students are in distress.**
- xii.) **Therapeutic rapport is key. It is integral that staff resolve conflict using everyday restorative interactions and discussions.** It is essential that staff support students to repair harm using facilitated restorative encounters and 'calm space conversations' encouraging change by ensuring that all involved:
- Learn from the situation
 - Understand where agreements have been broken or expectations have not been met
 - Understand the impact of their actions and associated responses where appropriate
 - Have their needs identified and supported and are enabled to repair and restore relationships
 - Are not made to say sorry – this can be shame inducing and reinforces a student's negative sense of self, and belief that they are unworthy, inadequate, or bad. This is a 'power over' approach rather than a 'power with' approach.

It is important to note, that not all students will be able to engage with 'calm space conversations', and reparation (as highlighted by the TRM). In this situation, this will need to be a work in progress, as the student may not feel ready and safe enough to trust the adults or the process at that time.

Therefore, we have a designated Safety Intervention Lead on each school site. Their role is to ensure restorative interactions and discussions can take place at the right time for students and to oversee this, ensuring good practice and continual development so that learning is applied in an assess, do, review approach.

- xiii.) **A graduated approach.** Our policy must be differentiated according to students SEMH and SEND needs, as are all areas of the curriculum. We ensure that our relationships with and the knowledge of each child ensures that all students can learn from and grow within the structures we have in place at a level they can access. Therefore, every student has their own Relational Support Plan (RSP) and Risk Assessment, formulated by accurately assessing and understanding the student's needs, referring to their Education Health and Care Plans (EHCPs), minutes from their Annual Reviews, specialist reports and recommendations and action plans etc – this is part of our universal provision offering.

Students who are identified as in crisis, or particularly vulnerable will need very specific tailored approaches to their individual high level of needs, experiences, strengths, or difficulties at that given time. These will always be planned in conjunction with parents and carers and relevant agencies, being shared sensitively:

- a.) **All students** will need to feel safe and calm to learn. Our school Aims, Learning Principles and Dispositions support this. Much of what will help students feel safe and calm enough to learn is based around inclusive, high quality, specialist teaching.
- b.) **Some students** will need support beyond our high-quality specialist teaching and relationships to feel safe and calm enough to access learning, this may be through targeted or specialist support from our MDT or other agencies.
- c.) **A few students** will need increasingly individualised intervention programmes to help them feel safe and calm enough to access learning or the school site(s). This may be when students require 1:1 support throughout the school day, the school day is adjusted to meet their needs in the short-term, or a combination of class based learning and alternative provision may be planned for.

Policy in Daily Practice

The relational approach we take with students is cyclical. An infographic of this can be viewed in Appendix 4. It depends upon developing relationships first, responding and calming and then repairing and restoring (therapeutic rapport).

How we develop relationships with students:

Although all staff build relationships with students, at Sfit we have a more personalised approach to developing relationships with our young people that takes into consideration individuals past experiences and needs (found within students Trauma Profiles). 'Key attachment teams' are made up of consistent staff who will support students to develop a felt sense of safety over an extended period.

The 'key attachment team' and wider school team can support our students by following our guiding principles as well as:

- Being mindful and reflecting on the quality of our relationships with each other as well as with students
- Accepting supervision and support when needed as a class team and individually
- Reflecting and planning the "scaffolding" we put in place to support students to learn self-regulation skills
- To invest time and allow safe spaces and opportunities for both staff and students to practice these skills and make mistakes from which they can learn, develop, and grow.

How we respond to and calm students:

The expected behaviour of students stems from our school Learning Principles:

- *Being Ready, Respectful & Safe*
- *Having Fun, Being Challenged & Inspired*
- *Being The Best That We Can Be*

To help students achieve these, they are reintroduced and reinforced annually. At intervals throughout the year (often weekly/daily) students are given the chance to reflect on what the Learning Principles look like

in practice in classrooms and the wider school environment. This is made explicit through working walls and display as well as talking about what these will 'look like' and 'sound like' as well as what students need to 'be like' to fulfil them.

Expectations on school visits and at out of school activities remain the same as those in school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out. Additional support staff can be requested, and the school will endeavour to work in partnership with a student's parents/carers and on occasions may request them to accompany their young person on a visit.

In line with our belief in the inherent goodness of all people set out in our Attachment and Relationships Policy, taking the foundational belief of 'redeemability' as our cornerstone from the TRM, which we use to inform and underpin our pedagogical approach – every opportunity must be taken to praise expected behaviour with specific labelling for modelling purposes e.g. *'Well done x. When you shared your resources, you were being kind'*. Staff may wish to set specific daily or session goals to encourage students and meet their developmental needs and Individual Provision Plan (IPP) targets.

Developing strong relationships with our students comes first, however, the consistent modelling of expectations along with knowing what motivates individual students and using this as positive reinforcements will always be our preferred method of behaviour management. However, when this is not effective, and we see students continuing to engage in behaviour that fall outside of the school Learning Principles or that which is expected, techniques within the CPI model can be used (see Appendix 5). This model explores the adults' response in terms of 'being and doing' with the intention of providing a clear framework in line with current knowledge and understanding of a therapeutic response. For example, it incorporates elements related to Playfulness, Acceptance, Curiosity and Empathy (PACE) and research from those such as Louise Bombèr and Dan Hughes.

CPI Anxiety and Defensive Behaviours (blue & amber zones):

When students are experiencing strong emotions, to support them to calm, learn to self-regulate and settle to learning, adults in school will use the relational skills detailed below along with strategies within their personal RSP. SfiT builds, communicates, and records each student's RSP by:

- Creating the RSP with all team members including relevant members of the Senior Leadership Team (SLT) and MDT
- Ensuring student voice is a key part of the RSP
- Sharing and involving parents/carers in the process of developing the RSP where possible
- Drawing from all available documentation regarding the students' needs and complex life histories
- Recording all incidents that occur on Child Protection Online Management System (CPOMS)*
- Tracking of CPOMS by the Safety Intervention Lead
- Meeting as a team around the student whenever there is an increase in incidents (crisis support)
- Revisiting and updating the RSP with the team around the student in this case, or at least termly

*As a school we measure and systematically record behaviour because it helps us to identify student needs. All staff record behaviour daily using CPOMS. This information (in line with our Attachment and Relationships policy) is not shared with students but acts to support systematic curiosity about behaviour

patterns to inform intervention or to assess a higher level of need when reviewing support. This data is shared with parents/carers at annual reviews or whenever requested.

If we can meet each student at their individual point of need and learning, it is more likely that unhelpful behaviour or behaviour that challenges expectations will decrease or stop. To do this we need to:

- Have communication systems in place (e.g., Widgit symbols etc) and readily available when the student is presenting as dysregulated. This is their “voice” and should be always accessible, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods
- Have appropriate resources and strategies ready and available to support the student, being mindful of their RSP, that may allow them to de-escalate and return to a state of regulation
- Use a ‘power with’ rather than a ‘power over’ approach
- Protect, relate, reflect, and regulate (PRRR)

ANXIETY		
Student responses <i>(What you might see/hear)</i>	How to be	What to do
Anxiety	Supportive	Relate and Respond
<ul style="list-style-type: none"> ▪ Tapping ▪ Fidgeting ▪ Pacing 	<ul style="list-style-type: none"> ▪ Attune, validate and be curious ▪ Calm physical state and rationally detached ▪ Be aware of verbal, paraverbal and non-verbal communication ▪ Avoid being anxious yourself, as anxiety fuels anxiety 	<ul style="list-style-type: none"> ▪ Use of wondering, imagining, noticing - followed by empathy (WINE) ▪ Follow individual RSP strategies. For example, offer movement breaks, adult support, change of space, quiet/time out before re-starting task etc <p style="text-align: center;">Potential scripting</p> <p style="text-align: center;"><i>'I wonder if you are feeling unnoticed and if you are trying to get my attention. Remember we have our special time in ten minutes – can you hold it until then?'</i></p> <ul style="list-style-type: none"> ▪ Avoid jumping to a directive approach as this will often escalate into defensive behaviours ▪ Avoid using too much language

DEFENSIVE		
Student responses <i>(What you might see/hear)</i>	How to be	What to do
Defensive	Directive	Relate, Respond and Redirect
<ul style="list-style-type: none"> ▪ Verbal and emotional outbursts (e.g., shouting, kicking, turning tables, flipping chairs, throwing cushions, ripping work) ▪ Refusal ▪ Questioning (challenging and seeking information) 	<ul style="list-style-type: none"> ▪ Gently establish boundaries ▪ Be respectful ▪ Be reasonable <p>Avoid:</p> <ul style="list-style-type: none"> ▪ Being too forceful ▪ Closed body language 	<ul style="list-style-type: none"> ▪ Limit setting: <ul style="list-style-type: none"> ➢ Interrupt and redirect ➢ ‘When and then’ or ‘if and then’ ➢ Failsafe choice offered ▪ Use simple and reduced language ▪ Phrase limits in a positive way ▪ Gently re-redirect to a safe space

<ul style="list-style-type: none"> Intimidation 	<p>(Be mindful of physical proximity)</p> <ul style="list-style-type: none"> Aggression in tone. 	<ul style="list-style-type: none"> Answer questions factually <p>Potential scripting</p> <p><i>'When you've completed the next two calculations then we can take a break'</i></p> <p>Instead of: <i>'Get those questions done or you can't have your break'</i></p> <p><i>'I'm noticing it is getting too much in here would you like to go to your safe space?'</i></p> <p><i>'I can see you are feeling X and you need to (kick) – let's... (take a football outside)'</i></p> <p><i>'I can see you aren't ready for maths right now, however; it does need to be done. Do you want to do it with me in another room or leave and do it with me at x time'</i></p> <p>Avoid:</p> <ul style="list-style-type: none"> Too much language Punitive language, threats, or sanctions <i>'If you don't finish that maths, you are staying in at break'.</i> Using language beyond simple keywords or sentences that directly relate to the limit setting Defensive responses to challenging questions e.g., <i>'I'm the adult I'm in charge'</i> (power/threat framework) Saying <i>'I've just told you x'</i> – they may need repetition.
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How We Manage Risk Situations:

While all efforts are made to ensure that students' dysregulation is managed to avoid escalation towards risk behaviours, there are times when this cannot be successfully achieved. This may be due to unforeseen external factors or unknown internal triggers. At Sfit our priority is to ensure the safety and wellbeing of everyone involved through proactive planning involving (as noted earlier within this policy):

Students

- Consistent and clear expectations
- 'Relentless' routines
- School Learning Principles (and Dispositions) regularly revisited and discussed using scenarios
- RSP's and Risk Assessments for all students
- Careful management of communal times and spaces

- Application of de-escalation techniques (CPI)

Staff

- Training in CPI techniques on an annual basis with regular updates and refreshers throughout the year
- On-site, qualified CPI trainers who support our staff needs
- A specific role dedicated to the development of practice around response - Safety Intervention Lead
- Access to therapeutic support through regular reflective practice sessions and supervision
- Staff teams to support each other
- Access to safe spaces for personal tension reduction
- Daily briefing and de-briefing time and an opportunity to reflect and discuss the day's events together

CPI Risk Behaviours (red zone):

Below details how adults will support students in crisis situations to maintain safety and ensure that all students can learn.

RISK BEHAVIOUR		
Student responses <i>(What you might see/hear)</i>	How to be	What to do
<p>Risk Behaviours</p> <ul style="list-style-type: none"> ▪ When serious risk of harm to themselves or others (student is unable to respond to any other strategies – 'red mist'). 	<ul style="list-style-type: none"> ▪ Regulated - check in with your own emotional state and swap out with another regulated adult if required. 	<ul style="list-style-type: none"> ▪ Follow instruction from individual RSPs to ensure no accidental triggers ▪ Seek help from additional team members ▪ Minimise or stop language ▪ Only use transport and holds that you have been trained in, only if necessary ▪ Seek help from Safety Intervention Lead ▪ Seek help from a member of the SLT at any point that a situation has escalated beyond control ▪ Call parents/carers under the direction of SLT ▪ Call the police under the direction of SLT <i>(Following 'When to call the police' flow diagram – see Appendix 6)</i>

How we repair and restore:

At Sfit we encourage teams to reflect daily on what may be the underlying issues that drive or trigger behaviours in pupils, and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way. This can be very difficult, especially if a pupil is aggressive or targeting others in a focused way. It is important that we continue to draw on a range of expertise within school and beyond e.g., MDT, Educational Psychologists and Children and Adolescent Mental Health Services (CAMHS) etc when feeling 'stuck'. It is also important to remember that for students suffering from ACE's and trauma, learning to recognise their triggers, understand their emotions and self-regulate may well take years of high-level support.

It is important therefore, that staff teams develop their own emotional resilience through professional assistance. This may be offered as peer to peer, group, or individual support and/or supervision (as noted previously within this policy). For this to be effective, all adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to on-going professional development – our commitment to coaching and mentoring, reflective practice, peer support to improve practice, professional competence, and responsibility of our roles and responsibilities.

Here are some of the ways in which staff may facilitate 'calm space conversations' that repair and restore:

- Linking to Zones of Regulation
- Use of 'comic strip conversations'/ social stories
- Alternatives to 'sorry' – and the meaning of this
- Students debrief and group time to support understanding and empathy of other students needs
- Attachment play
- Reactive support provided by MDT
- Access to therapeutic sessions
- Peer mediation
- CPOMS reflection
- Staff check ins – 'How are you feeling about today?' *

**This list is not exhaustive*

For students with attachment insecurities, the repairing of relationships will be vital. Restorative conversations are an essential element of supporting students understanding of healthy relationships. They support a move from the managing of problem behaviour to the nurturing and repair of relationships. Rather than focusing on rule violations, problems, blame and punishment, restorative approaches focus on how relationships are affected, problem solving, responsibility, change and repair.

Wherever possible, but certainly after unkind or unsafe behaviour has been shown, a restorative conversation should take place. Restorative conversations are a gentle teaching moment for some about what it means to belong at Sfit and for those who are able, a reflective moment. It is essential that the student is regulated and calm before this happens and as such may need to take place sometime after the incident. When supporting this learning process in the aftermath of a challenging event, children will need the security of our relationships to access the learning needed to repair harm and be supported to change.

'Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences', (D Siegel & T. Bryson, The Whole-Brain Child, 2012)

Using a restorative framework for maintaining expectations and working with behaviours which challenge involves working with the student to consider the following:

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been affected by this?

- What do you need, and what needs to happen now, so that the harm can be repaired?

Searching and Confiscation at School:

It is critical that we keep all our students and staff safe at school. Therefore, if information has been received and/or there is a well-founded belief that a student may have a prohibited item (as listed in Appendix 7) the school may need to search the student and/or their possessions (a search may be conducted off school premises where the student is in the lawful responsibility of the school). The Principal (who is also the Designated Safeguarding Lead, DSL) will always oversee the processes associated with the practice of searching to ensure our school has a culture of safe, proportionate, and appropriate searching which safeguards the welfare of our students and staff (however, they will not always be personally involved when a physical search takes place).

All school staff can search a student or their possessions with consent from the student (ensuring the student understands the reason for the search and how it will be conducted so that their agreement is informed). However, at Sfit this would only ever be completed by a member of the student's key attachment team with another member of staff present. Any search would be completed as sensitively and relationally as possible, giving due consideration to the developmental needs and trauma history of the student and the likelihood that any such action may be triggering or potentially retraumatizing. Sensitive and reasonable adjustments will always be made when required. The school will NEVER conduct intimate searches; and only outer clothing (an item of clothing that is not worn wholly next to the skin or over a garment being worn as underwear) will ever be requested to be removed. Staff members will always involve the Principal/DSL without delay if a search has revealed a safeguarding risk. Should evidence be found that a student is at risk of harm a referral will be made to children's social care services immediately as set out in Keeping Children Safe in Education (KCSiE).

It is important to remember that being in possession of a prohibited item – especially weapons, illegal drugs, or stolen items – may mean that a student is involved in or at risk of being involved in anti-social or criminal behaviour, including gang involvement or Child Criminal Exploitation (CCE). Therefore, a search can play a vital role in helping to identify student's vulnerabilities, needs and help get them further support needed.

Only the Principal or a member of SLT may conduct a without consent search of a student and/or their possessions.

Parents/carers will always be informed of any search conducted and the outcome of that search as soon as is practicable. The school will keep records of all searches carried out within CPOMS, including the results of the search and any follow up action taken.

Whether or not items have been found because of a search, students will always be given support and after-care. If an item is found, it may be a police matter. However, school staff will continue to support student(s) in all situations to prevent feelings of relational loss and abandonment.

Confiscation will occur when a staff member has reasonable grounds to suspect the item:

- Poses a risk to staff or students
- Is prohibited
- Is evidence in relation to an offence

At SfiT we do not confiscate, retain, or dispose of students' property as a sanction for behaviour that does not meet our expectations, as this does not fit with our school ethos or relational approach.

Suspension and Permanent Exclusions:

Due to our unique cohort of students, it is essential that all staff understand attachment theory and its impact on students' emotional development and learning; this understandably influences the whole school approach we take as an SEMH special school. For our students, having attachment needs may have meant their stress regulation systems were not effectively calmed and soothed and that they may not have experienced the safety and regulation needed to function effectively. It is imperative that we understand their vulnerability and the effect ACEs and trauma will have and continue to have upon them (such as compromised executive function, including poor impulse control and an inability to focus).

Both suspension (what is described in the legislation as an exclusion for a fixed period) and permanent exclusion is related to a host of negative consequences and can significantly impact upon a student's future life chances. There is evidence that the time young people spend out of school does matter and has an impact upon their lives. For example, school exclusion has been associated with a significantly higher likelihood of becoming a teenage parent, being unemployed or homeless later in life, or even ending up in prison (Evangelical Alliance UK and Care for Education, 1999, cited in Gordon, 2001). Researchers have associated this situation (school exclusion) with additional poor outcomes later in life, for instance difficulties with relationships, unstable employment, crime involvement and social exclusion (Nuffield Foundation, 2004).

It is also important to remember that many of our students will have come from mainstream or other settings where they may already have experienced suspension or exclusion, or experienced being separated from their class/sent to isolation units or been offered/part of a 'managed move'. This means that many of our students will already have been retraumatised before they arrive at our setting. Due to this, we must be mindful of how new rejections may further deteriorate their fragile sense of self and always ensure that we are offering something different to what has gone before: ultimately that being, trauma responsive support with a continual focus on increasing felt safety. Disconnection and isolation, and therefore suspensions and exclusions, are fundamentally in conflict with this. Due to this, although suspensions are used, this is done with great caution and much thought about the lasting impact this may have upon the student.

Suspension can be an essential tool to keep all students and staff safe with immediacy and to enable the team to reflect and consider how to adjust and increase the provision for the student to support their needs more effectively. It is important to note that a suspension does not have to be for a continuous period and can be for specific parts of the school day e.g., lunchtime only. It is also critical that the students home situation is considered and the possible safeguarding risks of a suspension, if any, are considered. Due to this, wherever possible an 'internal suspension' will be used.

At SfiT we define an internal suspension as a suspension in which the student is kept on site but carefully separated from other students. This is not a period of isolation. We are very mindful that this is not 'time-out', but essentially a 'time-in' with a member(s) of their key attachment team or Safety Intervention Lead to regulate and reflect with the student and for careful restorative work to take place. The Deputy Principal will always have time with the student as part of this, and in some instances the Principal and/or members

MDT. It is crucial that any suspended student is given much care and nurture – as a way of soothing and re-connecting.

Sometimes students will be suspended, and this suspension will take place at the students' home. Where this is the case, 'time in' with school staff (the Deputy Principal and/or a member of key attachment team or Safety Intervention Lead) will still occur, to enable therapeutic rapport to take place.

In all instances, the school's role in safeguarding the student will continue, ensuring the students safety whilst suspended. Alongside this a student's education will continue during the time of a suspension, with achievable learning tasks being set, utilising online pathways where needed. Reasonable adjustments will be made to curriculum expectations depending on the students SEND and SEMH needs and ability to engage.

Parents and carers will always be notified of a suspension as soon as possible by telephone (they will also have this confirmed in writing with notice of the reasons for the suspension) and will be invited to be a part of the conversations regarding reasons for this and reparation (restorative work) with the student if they so wish.

A permanent exclusion is when a student is no longer allowed to attend a school. Sfit does not use permanent exclusions, for all the reasons already outlined previously within this section of the policy. In some rare cases, when we are unable to meet a student's needs, having exhausted all other options in terms of altering provision and support for the student with the aim to meet their needs, the school may serve notice on a student's placement. Wherever possible, we work closely and in complete collaboration with the student, parents/carers, home or care setting and LA to ensure a smooth transition to a new a more suitable setting. As a school we will always do our utmost to ensure a student has a positive ending and avoid re-traumatisation.

Monitoring, Review & Evaluation (MRE): Compliance - Consistency – Impact

MRE is undertaken to ensure that we are delivering on what we say we want to achieve. There is a comprehensive action plan and schedule, details of which are found in our MRE and Quality Assurance (QA) Plan. In the interests of equity and high expectations for all our students, we are continuously checking for:

- Compliance and for Quality
 - Implementation match with our Intent
 - Consistency between staff and sites
 - And to ensure value for money for our Referring Local Authorities (LA's).
1. Our school staff are part of our school culture of continuous improvement based on supervision, self-reflection, peer working, and Continuing Professional Development (CPD). Daily staff briefings and debriefings provide immediate feedback and strategies for even greater success next time round. Our framework for MRE is achieved via 3 key approaches:
 2. **Accountability MRE**
 - The Directors Link Portfolio Visits and Observations

- Director Monitoring of all Independent School Standards (ISS) Themes annually as part of a rolling programme
- Termly Directors Scrutiny of the CEO & Principal Reports to the Directors
- Termly Health & Safety checks
- Directors Involvement in the cycle of Policy Review
- Financial and Curriculum Resource Monitoring

3. Internally

- Our annual Self Evaluation Position Statement (SEPS) aligned with Ofsted Evaluation Areas and Grade Descriptors
- Individual Student Assessment Framework and Trackers
- CEO & Principal’s Observations, Spot Sampling and Random Checks
- Monthly SLT Progress Reviews of the Operational School Improvement Plan (OSIP)
- SLT Monitoring including Learning Walks and Deep Dives
- Appraisal & Performance Management approaches
- SchoolPod, CPOMs Incident Logs Reviews and Spot Sampling, plus trend monitoring across the year
- Weekly safeguarding meetings
- Staff Briefings and Debriefs
- Student Voice Surveys
- Peer Reviews through Team Working
- CPD Evaluations

4. Externally

- Referring LAs’ Annual Health Checks and Audits
- Commissioned Reviews of aspects of practice – specialist and generic e.g., Behaviour, Health & Safety
- Feedback from submissions for Awards and Quality Standards e.g., TISS
- Parent / Carer Feedback e.g., via Class Dojo
- Ofsted Monitoring and Inspection Visits
- User Schools Feedback

Roles, Responsibilities and Commitment

The Trauma Informed and Attachment Aware Behaviour Regulation Policy will be overseen by the Principal alongside the entirety of the SLT and SENDCo. It will be upheld by all school staff.

<p>All Staff</p>	<p>Are to uphold the values of our school and ensure that our school aims and Learning principles are supported and maintained.</p>
<p>Designated Specialist Staff</p>	<p>Principal: p.jenkins@sfit.org.uk Head of Quality of Education and Curriculum: e.hanbury@sfit.org.uk Deputy Principal: l.harben@sfit.org.uk SENDCo: e.bushell@sfit.org.uk</p> <p>Are responsible for the intent and implementation of the Trauma and Attachment Aware Behaviour Regulation Policy ensuring that teachers and support staff as well as other school staff (such as the MDT) are effectively trained, prepared, and resourced to be able to support students’ needs to effectively.</p>

	<p>It will be the responsibility of the Deputy Principal to inform the Principal and SLT of the impact of the Trauma and Attachment Aware Behaviour and Regulation Policy, monitoring the trends and patterns that arise to ensure provision is adapted to continue to meet the needs of our unique cohort of students.</p> <p>The entirety of the SLT and the CEO may all conduct MRE spot checks and learning walks with a focus on trauma and attachment aware practice.</p>
Teachers	<p>Staff understand that the Trauma and Attachment Aware Behaviour Regulation Policy for our students is a core part of our school ethos and culture.</p> <p>Due to the complex nature of the students, we have at Sfit, it is expected that staff will need and should seek additional guidance from the SLT and MDT where needed and that at times they will need and should seek support to ensure their own emotional regulation.</p> <p>Staff therefore are responsible for:</p> <ul style="list-style-type: none"> ▪ Upholding the guiding principles laid out within this policy ▪ Modelling positive relationships and self-reflection ▪ Responding to the individual SEND and SEMH needs of students ▪ Monitoring and recording progress <p>To ensure this occurs, staff are encouraged to follow and refer to the relevant CPD documentation provided e.g., CPI training</p> <p>All staff are expected to contribute to the whole school culture to care, nurture and inspire. Staff who have concerns about our trauma informed and attachment aware behaviour and regulation strategies are encouraged to discuss this with the P.</p>
LSAs	<p>Are committed to supporting the whole school approach to behaviour regulation, taking a trauma informed and attachment aware way of being and doing.</p>
MDT	<p>Are committed to supporting and advising the teaching team on therapeutic and trauma informed practice when needed.</p> <p>They will also support the whole family/parents/carers where needed.</p>
Business Support Staff	<p>The Business Support Staff will understand the Trauma and Attachment Aware Behaviour Regulation Policy for our students is a core part of our organisation and schools' ethos and culture. For staff working within the school and around/in the company of our students, special attention will be taken to ensure the guiding principles of this policy are upheld and that the language used is correct and in keeping with our school values and aims.</p>
Students	<p>Are responsible for helping to shape the provision provided to students at Sfit. Sharing their thoughts and opinions on how behaviour is viewed and approached, reflecting upon how this can be developed is important.</p> <p>Students are expected to try to fulfil our school Learning Principles and work towards developing our school Learning Dispositions. They are expected to take part in all lessons and learning tasks where possible and, when discussing themes or topics that may be sensitive, treat others with respect, upholding our FBV.</p>

	However, staff will be mindful of each student's life story and SEND, being aware of the need for a differentiated approach.
Parents and Carers	<p>Can usefully help to shape the provision provided to students at Sfit, sharing their thoughts and opinions on what is provided, and how it can be developed.</p> <p>Parents and carers have a commitment to their child to help support and prepare them appropriately for adulthood. They will be informed through regular phone calls of how their child is progressing at school, as well as through Annual Reviews/ IPP meetings/Class Dojo/Newsletter/Tea &Talk sessions of how they can support their child with emotional regulation.</p>
Agencies, Contractors and Visitors	<p>Agencies, contractors, and visitors have a responsibility to be aware of the school's safeguarding procedures and work in complete unity with Sfit's overarching values and aims.</p> <p>Where we use an external organisation or visitor to work with our students or deliver sessions, the aim will be to enhance and supplement that which is provided by the school team.</p>
SLT	The SLT are responsible for ensuring that the Trauma Informed and Attachment Aware Behaviour Regulation policy is understood and is consistently embedded across the school; and that the promotion of our FBV is part of this.
Directors	This policy defines the responsibility of the Directors to ensure that the Trauma Informed and Attachment Aware Behaviour Policy is fit for purpose and is consistently implemented and embedded at Sfit. The Directors will approve the policy and scheduled revisions and hold the Principal to account for its implementation. Termly sessions with the designated Link Portfolio Director may address specific issues relating to this policy and its delivery in practice.

Relevant Data Sets

1. CPOMS data & records

Relevant Resources

Inside I'm Hurting: Practical Strategies for Supporting Children with Attachment Difficulties in Schools, L Bomber (2007)

What About Me? Inclusive Strategies to Support Pupils with Attachment Difficulties Make It Through the School Day, L Bomber, (2011)

The Whole-Brain Child: 12 Proven Strategies to Nurture Your Child's Developing Mind, Dr T Payne and Dr D Siegel, (2012)

SEN Code of Practice 0-25 years, DfE, (2014)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Body Keeps the Score: Brain, Mind and Body in The Healing of Trauma, B Van Der Kolk, (2015)

Trauma Informed and Attachment Aware **Behaviour Regulation Policy**

Parenting A Child Who Has Experienced Trauma, D Hughes, (2016)

Building The Bonds of Attachment: Awakening Love in Deeply Traumatized Children, D Hughes, (2017)

Know Me, To Teach Me: Differentiated Discipline for Those Recovering from Adverse Childhood Experiences, L Bomber, (2020)

Creating A Culture: A Review of Behaviour Management in Schools, DfE, (2020)

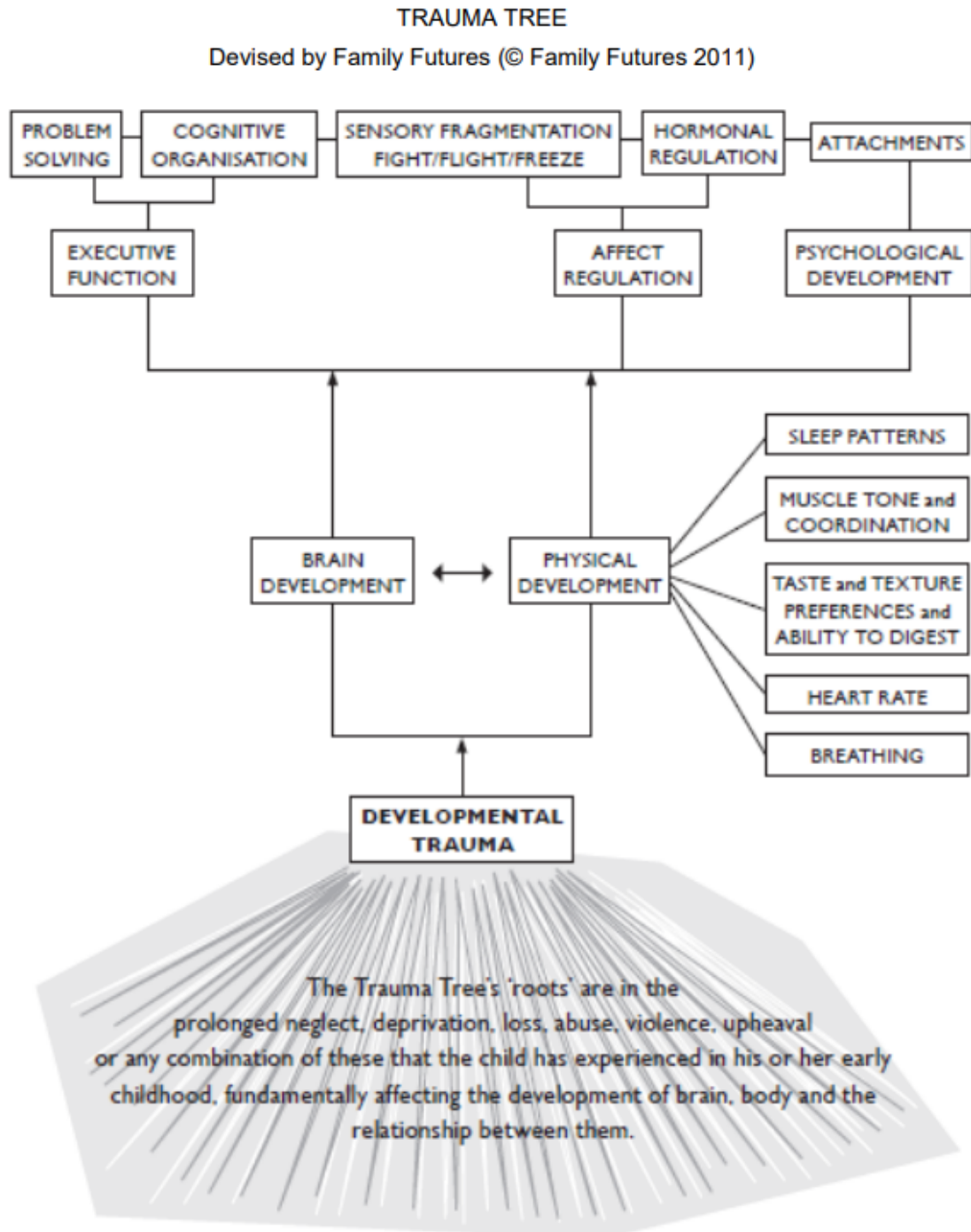
<https://www.gov.uk/government/publications/behaviour-in-schools>

Behaviour In Schools: Advice for Headteachers and School Staff, DfE, (2022)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Appendices

Appendix 1 – The Trauma Tree



Appendix 2 – The use of natural and logical response

Appendix 3 – Sfit's 'relentless routines'

Natural Responses:



Students develop resiliency and capability by experiencing natural responses. Natural responses happen automatically and are not decided or imposed by a person. This is the best choice of response when possible. It supports students in understanding cause and effect and to learn from exploring their mistakes e.g 'If you throw your food, your food is on the floor'. 'If we are late going to swimming, our swimming time will be shorter'.

- Avoid lectures or, 'I told you so'.
- Show empathy: 'You're soaking wet, that must be uncomfortable'.
- Be comforting without rescuing: 'A warm towel may help'.
- Validate feelings: 'Sounds like that was very embarrassing'.

Logical Responses:



- Logical responses are imposed by a person, directly related to the situation. This is the best choice when a natural response is not available e.g 'If you are unsafe in the swimming pool, I will need to keep you safe by keeping you back from swimming', 'If you throw the I-pad, it may be broken and then we can't use it anymore'. It is important to note that logical responses, when imposed or said in anger or in a spirit of punishment, *become* punishment and thus are ineffective.
- Focus on solutions.
- Try to remember the 3 R's – Related, Respectful, Reasonable
- Ensure logical responses are helpful
- If any of the above are missing it is not a logical response!

Illogical or unrelated responses*:

These are imposed by a person, unrelated to the incident. In the context of learning through relationships, punishments are ineffective, can produce more negative behaviour and damage trust e.g 'If you throw the I-pad, you will not go out to break'. 'Because you hit John you cannot have time in soft play'.

**This approach falls outside of the school policy but is included to demonstrate why it is to be avoided.*

Our School Day



Time	Relentless Routine	Expectation
8:30am	<ul style="list-style-type: none"> ✓ Briefing - teachers only* - radios collected, feedback to class teams *LSAs to read planning and set up as needed ✓ Classroom - learning ready for 9:00am including: <ul style="list-style-type: none"> • Tidy (e.g. desks orderly) • Smartboard/input and activity set • Resources ready • Visual timetable prepped (inc. individual timetables) • Breakfast ready in room (cereal, milk, bagels, bowls, plates, cutlery etc) 	
9:00am Welcome	<ul style="list-style-type: none"> ✓ Taxis arrive(d) - students stay in taxi until collected ✓ Teacher to collect first student and then stay in classroom (teacher organises other staff to collect additional students in same way) ✓ Students have breakfast ✓ Breakfast is then cleaned away: <ul style="list-style-type: none"> • Plates stacked • Tables wiped • Crumbs swept ✓ Welcome activity for students. This must be: <ul style="list-style-type: none"> • Calming and/or • Socially engaging • OR IPP target activity. This must be clearly defined. ✓ Clear away activity ✓ Discuss visual timetable as a class (students on individual timetables need individual discussions). 	<ul style="list-style-type: none"> • Students walk into school • Students eat breakfast at a table together, as a group, with staff - social welcome • Students in class unless scheduled intervention, on plan or needs led.
9:30am Lesson 1 & 2	<ul style="list-style-type: none"> ✓ Curriculum timetable - unless adjusted by Heads of School/SENCo. If not formal learning must be: <ul style="list-style-type: none"> • Regulatory time to prepare for next period of learning (from IPP, RSP, EP/OT advice etc) • Continuous Provision linked to curriculum subject listed on timetable • Structured activity linked to curriculum subject e.g an audio book in Reading time ✓ Learning recorded and evidenced - each day: <ul style="list-style-type: none"> • Students' work in individual books OR • Photograph and annotation in books and on Seesaw ✓ Clear away learning 	<ul style="list-style-type: none"> • Students in class unless scheduled intervention, on plan or needs led • Student needs understood and catered for - differentiation of academic level and SEMH
10:45am Snack Time	<ul style="list-style-type: none"> ✓ Student snack time provided by school (fruit/vegetables/breadsticks) ✓ Snack is then cleaned away: <ul style="list-style-type: none"> • Tables wiped • Crumbs swept ✓ Calming/social activities during this time ✓ Prepare to go outside 	
11:00am Outdoor Time	<ul style="list-style-type: none"> ✓ Adults accompany class to outside space; teacher leads at front with LSA at rear of line (additional LSAs support any students struggling with transition) ✓ All staff interact with students e.g. play football, lead games etc ✓ Teacher or lead LSA* gives visual & verbal warning that break is coming to an end (2-minute warning) ✓ Teacher and staff ask class to come in. ✓ Teacher leads class inside, LSA at rear of line <p><i>*If all students are calm and teacher is not needed, they could return to class to set up next period of learning (however they should return to outside space to collect class before end of break).</i></p>	<ul style="list-style-type: none"> • Teacher through doors first • Students walk to and from outside space

Our School Day

Time	Relentless Routine	Expectation
11.15am Lesson 3 12.15pm Lesson 4a or lunch (as below)	<ul style="list-style-type: none"> ✓ Classroom to be set up for students for next period learning (if not already done.) ✓ See Lesson 1 & 2. 	<ul style="list-style-type: none"> • See Lesson 1 & 2.
Lunch time 12.15pm or 12.45 (Class dependent)	<ul style="list-style-type: none"> ✓ Students have lunch in class ✓ Lunch is then cleaned away: <ul style="list-style-type: none"> • Rubbish back into student lunch box • Tables wiped • Crumbs swept ✓ Students have outdoor time ✓ See 11:00am outdoor time routine for return to class 	<ul style="list-style-type: none"> • Students eat lunch at a table together, as a group, with staff – social time • Preferred option – no screen time • Preferred option – all students outside
12:45pm or 1:15pm Reset & Regulation	<ul style="list-style-type: none"> ✓ Same as previous ✓ After lunchtime/outside time students need to: ✓ Revisit and discuss visual timetable as a class (any students on individual timetables need individual discussions) ✓ Regulatory activity for 15 minutes: <ul style="list-style-type: none"> • Regulatory time to prepare for next period of learning (from IPP, RSP, EP/OT advice) • OR Motional activity 	<ul style="list-style-type: none"> • Students in class unless scheduled intervention, on plan or needs led
1:00pm or 1:30pm Lesson 5 & Lesson 6	<ul style="list-style-type: none"> ✓ See Lesson 1 & 2 	<ul style="list-style-type: none"> • See Lesson 1 and 2
3:00pm Close of day	<ul style="list-style-type: none"> ✓ Prepare to go home ✓ Group time: <ul style="list-style-type: none"> • Calming • Reflection (What went well, how to make tomorrow even better, thoughts and preparation for tomorrow) 	<ul style="list-style-type: none"> • All students engage
3.10pm Home	<ul style="list-style-type: none"> ✓ Taxis arrive(d) – students stay in class until caller radios ✓ PH – Classes leave school in order Y11 (first) to Y7 ✓ Teacher leads at front with LSA at rear of line (additional LSAs support any students struggling with transition) ✓ Early contact with parents/carers where required 	<ul style="list-style-type: none"> • All students walk calmly and settle in taxis
3:30pm Debrief	<ul style="list-style-type: none"> ✓ Debrief – all staff, radios returned ✓ See separate debriefing sheet 	
Until 4:30pm	<ul style="list-style-type: none"> ✓ Class debriefs – amendments to be made to next day ✓ Complete logs and contact parents/carers as needed ✓ Learning evidence recorded and feedback given as needed ✓ Clean breakfast items / set classroom and learning up for next day ✓ Attend any timetabled meetings 	

COLOUR KEY: STAFF PREP – TRANSITIONS – LESSONS – OUTDOOR ACTIVITY / MEALS

Appendix 4 – The Relational Approach

The Relational Approach



Appendix 5 – The CPI Model



Behaviour Levels

1. Anxiety
2. Defensive
3. Risk Behaviour
4. Tension Reduction

Ready, Respectful, Safe

Staff Attitudes/Approaches

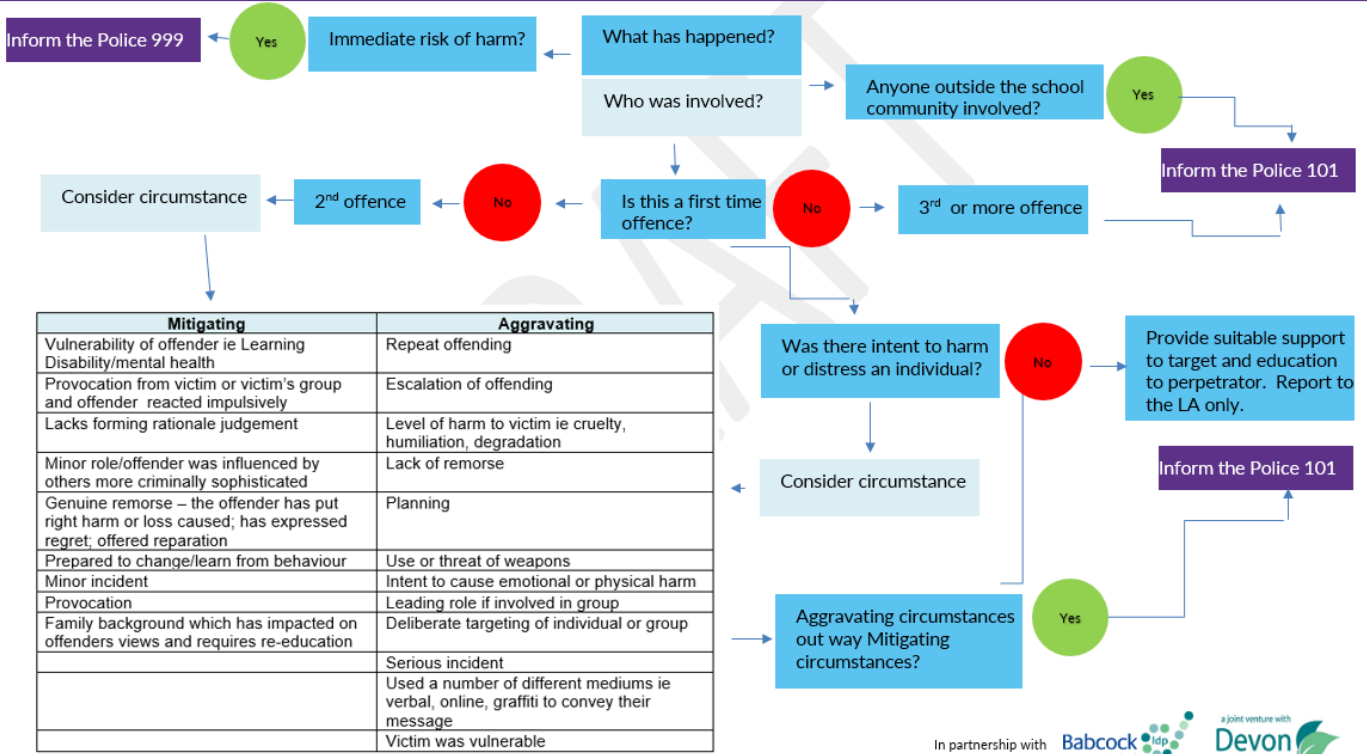
1. Supportive
2. Directive
3. Physical Intervention
4. Therapeutic Rapport

Consistent, Calm Adult Behaviour

Appendix 6 – When to call the police (racism and prejudice)

Racism and Prejudice

Definition: Treating an individual differently or targeting them due to their race, perceived characteristic or ethnicity.



In partnership with  a joint venture with 

Appendix 7 – Prohibited items

- knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).
 - Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.
-