



Trauma Informed Relationships & Behaviour

Policy updated by:	J Smith
Reviewed by staff:	Feb 2022
Review due:	Feb 2023
Agreed by Headteacher:	N Anderson
Ratified by Performance and Standards sub-committee:	Ratified 16/3/21



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This Behaviour Policy has been written with reference to:

- 1. Behaviour and Discipline in Schools, DfE January 2016.**
- 2. Timpson Review of School Exclusion, DfE May 2019**

Introduction

The Leicester City Primary Pupil Referral Unit's Relationships & Behaviour Policy is designed to promote a positive ethos of good behaviour in which children can work and play well together with other people. There is a high expectation of behaviour in all aspects of the PRU day which places the needs of the child at its centre.

The key role of the Primary Pupil Referral Unit is to support children who are displaying significant social, emotional and mental health (SEMH) difficulties. The Primary PRU encounters and tolerates a wide variety of behaviours but does not accept them as inevitable and unchangeable. We maintain the belief that pupils' behaviour can be modified, managed and enhanced in order to enable them to access learning.

Aims & Objectives

The Primary Pupil Referral Unit (PRU) aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to the Primary PRU, their mainstream school (where applicable) and to the wider community. This is achieved through staff, pupils, parents/carers and Management Committee members working in partnership.

We aim to:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning.
- Foster positive attitudes towards themselves and others which recognises and values achievements at all levels.
- Enable pupils to recognise and appreciate appropriate behaviour.
- Encourage increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices.
- Provide a consistent approach to behaviour management across the PRU.
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Enable pupils and staff to feel safe at the Primary PRU.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.
- Implement a mental health and trauma-informed approach to behaviour at the PRU.



This Relationships & Behaviour Policy seeks to inform, guide and support staff, parents/carers, Management Committee members and pupils to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice¹.

1. Consistent trauma-informed and restorative approach to behaviour management
2. Strong school leadership
3. Classroom management
4. Rewards and consequences
5. Behaviour strategies & the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents/carers and other agencies
9. Managing pupil transition
10. Organisation and facilities

Our school is invested in supporting the very best possible relational health between:

- Parent/carer and child
- Child and child
- Child and school staff
- Parent/carer and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies

To this end our school is committed to educational practices which **Protect, Relate, Regulate and Reflect;**

Protect

Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open-door policy for informal discussions with parents/ carers.

Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).

Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).

A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).

¹ *Learning behaviour - the Report of the Practitioners' Group on School Behaviour and Discipline (2005)*



Staff 'interactively repair' occasions when they themselves move into defensiveness.

Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.

School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults).

Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.

Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.



The emotional well-being and regulating of staff is treated as a priority to prevent burnt out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.

Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.

PSHE (Personal, Social and Health Education) and psycho education as preventative input, informed by current research psychological and neuroscience) on mental health, mental ill health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.

Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.

Consistency & Leadership

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex individual needs of the pupils who attend the PRU. The policy should also promote regular attendance, a good work ethic, self-discipline and respect for others.

To help us achieve our aims we will:

- provide a clear set of rules, rewards and consequences through consultation with staff, children, parents and management committee members;



- publicise the above so that everyone is clear about what is expected and approaches to behaviour management are consistent across the school;
- ensure that there are consistent nurturing and restorative practices across the school;
- ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of pupils and staff is a priority;
- ensure that children understand the meaning of inappropriate and unsafe behaviour and bullying and know how the school will deal with it.

The PRU Relationships & Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). The policy also operates within agreed legal guidelines as follows:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- Education Act 2011

Classroom Management

We encourage good behaviour through communication of high expectations, clear policies and an ethos which fosters discipline and mutual respect between staff and pupils. Expectations and routines are explicitly taught to the children to ensure consistency of approach.

At the Primary PRU, all pupils are expected to:

- Respect themselves, others and the PRU
- Listen to and follow instructions
- Be kind, fair and polite
- Ignore distractions
- Behave safely

These expectations are clearly displayed in every classroom and around the building in communal spaces. Staff reinforce these displays by drawing attention to them daily as part of their classroom management strategies and Golden Time monitoring.

Everyone within the PRU has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind. Physical and verbal aggression, and bullying is unacceptable and will be challenged. All reported incidents of bullying



whether they are observed by staff or reported by a pupil or parent will be dealt with rapidly and from the premise that bullying is unacceptable. Parents/carers will always be informed if their child has been physically aggressive towards other pupils or staff, or if they have been the perpetrator or victim of bullying behaviour (*see Anti-Bullying Policy*).

Rewards and Consequences

At the Primary PRU we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos. We celebrate these successes in many ways including;

- Multiple opportunities during the day for a fresh start
- Verbal praise/feedback
- Certificates in celebration assemblies
- 'Spotted'/stickers awarded for good behaviours
- Learning stars awarded for good achievement or effort
- Earning Golden Time minutes
- Personal challenges are reviewed twice daily
- Whole group reward trip tokens
- Attendance awards
- Half term star pupils
- Headteacher's Work of the Week

Although our school aims to focus on positives at all times, there are unfortunately occasions when some pupils may display unacceptable or inappropriate behaviour. All of our staff will under regular Trauma Informed training and key information including ACES and external factors will be shared promptly with relevant staff. All of our staff understand that presented behaviour is often an outcome or a response to ACES and will adopt and implement trauma informed strategies that pre-empt unacceptable behaviour.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. This process does not, however, replace consequences.

At the PRU, we know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.



The consequences of not keeping to the expectations are clearly taught to the children. The consequences are short, clear and progressive. Pupils are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice. The PRU's expectations also apply to all off-site activities, educational visits and whilst children are being transported.

Consequences across the PRU may include but are not exclusive to the following list:

- Verbal rule reminders
- Verbal warning given and inappropriate behaviour explained; expectation for improvement given
- Reduction in Golden Time recorded on monitoring sheet
- A loss of a privilege
- Extra work/repeating work which is unsatisfactory
- Missing a break time
- Time away directed by an adult
- Internal seclusion
- Fixed term exclusion

Internal seclusions are given with the agreement of the Senior Leadership Team and recorded on the appropriate forms. A fixed term exclusion is the decision of the Headteacher following an investigation. Internal inclusions and fixed term exclusions are usually consequences of behaviours which have caused significant health and safety risks or have had a significant impact upon the learning of others.

Consequences should always be reinforced by telephone calls, letters to parents and recorded on CPOMS as part of our partnership between school, home, mainstream school (where appropriate) and external agencies.

Behaviour Strategies and the Teaching of Good Behaviour

It is recognised that good behaviour needs to be taught. The primary role of all staff is to act as a good adult role model, and we base our approach on Team Teach Positive Handling strategies. We embed the PACE (Play, Acceptance, Curiosity, Empathy) approach originated by Dr Dan Hughes in order to support a child's social engagement system. The development of positive pupil/staff relationships along with effective teaching which recognises individual needs encourages children to behave in appropriate and less challenging ways.

Staff use a range of strategies, recorded in Positive Handling Plans, which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others. These strategies may include:

- Time alone in another part of the classroom



- Time out of class with a known adult supporting
- Behaviour Mentor or teaching Assistant intervention
- Use of a calm/sensory box
- Use of time away
- Use of the pod or quiet room

In order to model appropriate behaviour in the playground, teaching and support staff play games and encourage the children to play appropriately with their peers. PRU staff supervise children during lunch and breaks at all times. This establishes strong relationships between pupils and staff, providing secure attachments and key adult figures.

Staff will use physical restraint of a pupil if their behaviour is placing themselves or others safety at risk. Significant physical interventions will be recorded on the appropriate forms and information passed on to all parties as soon as possible after the event. The Primary PRU has a separate Physical Intervention Policy which addresses the concept of reasonable force. Staff have been consulted on and received extensive training in both physical intervention and restraint.

In extreme cases staff have the right to ask for Police Intervention.

Confiscation of inappropriate items:

There are two sets of legal provisions which enable staff to confiscate items from pupils.

1. The general power to discipline enables staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.
2. Power to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers and articles that have been or is likely to be used to commit an offence, cause personal injury or damage to property.

Weapons, knives and extreme or child pornography **must** always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item (*see Offensive Weapons & Searching Policy*).

Behaviour outside school premises

As a school we have statutory powers under Section 89(5) of the Education and Inspection Act 2006 to regulate the behaviour of pupils when off the school premises and not supervised by staff. Regulation must be reasonable and is as follows:

- consequences can be imposed when a pupil is on the school site or otherwise under the lawful control or charge of a member of staff.



- consequences can be imposed when a pupil is on a school trip or being transported - in these circumstances the pupil may have to wait until they are back in school for the consequence.
- cyber bullying - where parents or children are treated inappropriately using phones, internet, email or social networking by a child at school, they are advised to bring phones or copies of pages from sites into school, report using the CEOP's website, contact the Police or all three.

In acting reasonably to regulate pupil behaviour when off the school site, staff will consider the following principles:

- the severity of the behaviour.
- where the behaviour took place.
- the extent to which the Primary PRU's reputation has been affected.
- the extent to which the behaviour would have an impact on the orderly running of the Primary PRU.
- the extent to which the behaviour might pose a threat to another pupil or staff member (eg bullying behaviour, threatening behaviour, extortion).
- whether the pupil was being expected to act as an ambassador for the Primary PRU, which might affect opportunities being offered to other pupils in the future.

Staff Development & Support

The induction of new staff includes an introduction to the Primary PRU Relationships & Behaviour Policy. Staff briefings at the start and end of every day enables relevant information about children to be shared. Staff have opportunities to discuss difficulties within an open and non-judgemental framework. This may include informal and private conversations with colleagues, staff debriefing, formal mentoring, supervision, annual appraisal and staff meetings. Regular and on-going training is provided to ensure all staff are skilled professionals and are able to manage challenging behaviour in a consistent and professional manner. The Primary PRU staff include 2 Team Teach instructors (Mairead Richards and Eleanor Blockley) who are available to support and advise others.

All staff are expected to complete and stay up-to-date with 12 hours of Team Teach training to meet the following objectives (*taken from the Team Teach website*):

1. recognising the importance of and using de-escalation techniques and working as a team when managing challenging behaviours.
2. applying an understanding of the legal implications of positively handling.
3. using a gradual and graded response to managing challenging behaviours and the use of positive handling as a last resort option.
4. by applying an increased awareness of the need for documentation for the recording and reporting of incidents.



5. using active listening skills and participating in a process of debriefing, repair and reflection.

Pupil support systems

Pupils are expected to adhere to the agreed school expectations and strive to meet and reflect on their personalised behaviour targets. They are always able to request a meeting with a member of staff that they feel comfortable with (known as 'Talk Time'), and more general concerns or suggestions can be voiced through social times such as shared play, circle time and nurture breakfast time.

If a pupil makes a complaint or allegation against a member of staff, the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably. Suspension must not be an automatic response when a member of staff has been accused of using excessive force (*see Complaints Procedure and/or Allegations against Staff documentation*).

Liaison with parents/carers and other agencies

Parental support for the PRU Relationships & Behaviour Policy, and the encouragement of their child to adhere to it, is an important part of making positive changes in their child's attitudes and behaviour. Parents/carers with their child are invited by the Transition Lead (Jane Smith) to attend an initial visit prior to placement at the Primary PRU, where the aims and objectives of the placement are discussed.

At this visit all parties are made aware of the Relationships & Behaviour Policy including the range of rewards and sanctions used, the Physical Intervention Policy and expectations of both parents/carers and PRU staff. Parents/carers are encouraged to contact the PRU whenever they need to with any concerns they may have, and are encouraged to be proactive in sharing and solving problems as they arise.

The PRU acknowledges that parents of our children may be separated or divorced, and as a setting we can find ourselves placed in the middle of family conflict. We have to tread a fine line to avoid aligning one parent at the expense of the other. We follow guidance from [Right To Love UK](#) in how to reduce conflict and improve outcomes for children.

In many cases a PRU placement enables staff to consult with other professional agencies eg Educational Psychologists, Speech and Language Therapists, CAMHS, Children and Young People's Service, Education Welfare Officers, Social Workers etc



along with parents/carers in order to determine the best way to support the child and their individual needs.

Managing pupil transition

Changing placement is often a time of increased anxiety for pupils and may result in behaviours escalating. We aim to support pupil and parents/carers wherever possible to ease the transition of both coming into and leaving the Primary PRU. Our setting is short stay with a positive working atmosphere that is less formal and more individually supportive than larger mainstream schools. We are committed to providing an educational experience that is challenging and exciting, and that will equip pupils to move on to their next school more able to address the challenges that they meet. Wherever possible, we strive to enable children to return to a mainstream setting, but many children move on to a provision more suitable to their individual needs.

Organisation and facilities

Teachers establish strong routines both in their classrooms and across the PRU, which help greatly to establish the smooth running of the school. The consistent structure of a predictable day helps pupils navigate their time at the PRU.

Due to individual needs of the pupils who attend the PRU, there are times when a pupil may not be managing within a group and require a period of reflection or calm down time. This may be done using the 'Safespace pod' (see Appendix B) or quiet room. In these situations, children are monitored at all times by an adult and used for no longer than is necessary. This time should be used as constructively as possible and children are supported in getting back into class.

Links to other policies

This policy does not stand alone and should be read in conjunction with the annual staff Code of Conduct and the following school policies:

- Child protection & Safeguarding
- Anti-Bullying
- E-safety & Acceptable Use
- Home-school agreement
- SEND



- Physical Intervention
- PSHE
- Equality, Diversity & Cohesion
- Attendance
- Teaching & Learning
- Off-Site Visits & Outdoor Education
- Health and Safety

Monitoring & Review

It is the responsibility of all staff to incorporate, reinforce and model these expectations in their everyday work, their teaching of lessons and their interactions with pupils.

It is the responsibility of The Head Teacher/Senior Leadership Team to lead, support and monitor the consistent implementation of this policy.

The Management Committee is expected to monitor the implementation of the policy ensuring equality for all and that the Primary PRU's defining principles are upheld.

This policy is subject to annual review by the Performance and Standards sub-committee.

Appendices

- A - Safespace attachment
- B - PHP form
- C - Associated resources



Appendix A

The Use of Safespace (pod) at the PRU

The Safespace is a safe room, designed to provide a safe, distraction free, calming atmosphere. The equipment is designed primarily for use by pupils with complex special needs, but can also be used by anyone who experiences a rise in stress levels in busy environments. The soft PVC walls flex when hit, or kicked, reducing the risk to injury from hard surfaces.

Proactive uses:

- A planned behaviour intervention accompanied by an individual risk assessment. e.g. a child may earn time in the Safespace for appropriate behaviour.
- As a sensory space, when combined with other sensory equipment, eg. Lighting.
- A low sensory space, free from distraction where one to one work can take place.

Reactive uses:

- A time out space for pupils who are able to remove themselves from a situation in order to calm and forms part of their Positive Handling Plan.

It can remove background noises, distraction or anxiety in the classroom, possibly using negative reinforcement to support the child to take themselves to the Safespace when they feel anxious or agitated. Thus reducing the risk of positive handling, physical harm to themselves and others and the opportunity to return to the group at the earliest opportunity. This form of use must be recorded in the pupils' Positive Handling Plan and shared with staff and parents.

The Safespace will **never** be used for the following:

- As a punishment
- As an unplanned or informal restrictive practice
- Any intervention which is not regularly monitored
- As a substitute for inadequate staffing
- Storage of any equipment within it or its immediate vicinity



Appendix B

Positive Handling Plan



Name: **Date of Plan:** **Review Date of plan:** __ / __ / __

School **Leicester Primary Pru**

Relevant Background Info that contributes to the individuals stress (e.g. Family history, learning needs etc)

Likes/interests and Strengths	Stressors/Triggers (times of day, people, activities, needs not met)
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Medical Conditions (if applicable) consider which of these will alter the child’s presentation and appropriateness of the hold

Nature of RISK (circle all that apply)

Harm to self Harm to others Serious Disruption Significant Damage to property

What precisely is the risk ? (behaviours noted)

Key Adults:

De-escalation and Diversion strategies that can be used



Identify what does the behaviour look like? – Opportunities for staff to reduce risk.....

<i>Stage 1 Anxiety Behaviours</i>	<i>Stage 2 Defensive Behaviours</i>
<i>Child</i>	<i>Child</i>
<i>Adult Response:</i>	<i>Adult Response:</i>

Crisis Behaviours - this may or may not require the use of a physical intervention

<i>Stage 3 Crisis</i>	
<i>Child's Behaviours:</i>	<i>Non restrictive:</i>
<i>Continued De-escalation ideas:</i>	<i>Restrictive Physical interventions.</i>
<i>Adult Response:</i>	<i>Shortest amount of time:</i>

Recovery – continue to reduce risk, support the child to calm, ensure everyone is safe, do not re-escalate the situation

<i>Stage 4 Recovery</i>	<i>Stage 5 Depression</i>
<i>What will they do?</i>	<i>Please state support arrangements:</i>
<i>Where will they go?</i>	
<i>Who will they go with?</i>	



Repair and Rebuild – continue to reduce risk by teaching a better way

Stage 6: Debrief with child

- consider a safe place for this to occur, with a safe adult, this should be suitably differentiated to meet the needs of the child:
- What happened? Before, during and after the critical incident?
- What they were thinking and feeling?
- Taking responsibility: How can they put this right? (repair the harm they have caused: this may include physical environment, and accepting consequences but critically it includes repairing relationships)
- Who will support them and check that this has happened?

Please state how the above will be facilitated for this child:

Supportive Structures around the child

Teach a better way – how can we support the child to manage their emotions and crisis behaviours?

Advice and Support from external agencies (e.g. SEMH, EP, Family Support, Paediatrician)
Please state who is involved and nature of current involvement (eg awaiting appointment, monitoring, awaiting assessment etc)

Support arrangements (e.g. ISP, PSP, School Contract, Element 3, Request for Statutory Assessment)

Parents/Carers: Name: _____

Teacher Name:

Young Person:

Recording and Monitoring

Record on the Electronic PI Form

Report to SLT – ASAP

Report to Parents (within 24 hours max)

Review Plan

(annotate the positive handling plan, what was the stressor/ trigger? what worked well? what could be tried differently next time? Physical intervention required: Yes or No

Write in a different colour each time and date and sign this)

Review the entire plan (re-type!) every 12 weeks (government guidance!)



Appendix C

Associated Resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>
7. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf