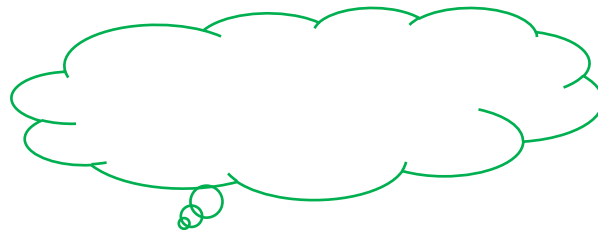


St Joseph's Catholic Primary School
'Following Jesus in all we do'



Trauma Informed Behaviour and Relationships Policy
2022-2023



Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

Date policy shared with teaching staff: 14th November 2022

Date policy shared with rest of staff: 14th – 18th November 2022

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1. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Searching Screening and Confiscation Guidance July 2022.pdf](#)
[Behaviour in schools guidance September 2022.pdf](#)
[Use of reasonable force and other physical contact in school Reviewed July 2015](#)
[The Equality Act 2010](#)
[Keeping Children Safe in Education 2022](#)
[Suspension and Exclusion Guidance 2022](#)
[Supporting children at school with medical conditions at school Aug 2017 updated](#)
[Use of reasonable force in schools July 2013](#)

Also based on [Special Educational Needs and Disability Code of Practice](#)

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to **all** pupils
- Define what we at St Joseph's consider to be unacceptable behaviour, including bullying and discrimination
- Support all children including those displaying social, emotional and mental health (SEMH) difficulties. At St Joseph's, we maintain the belief that pupils' behaviour should be understood and can be **modified, managed and enhanced** in order to enable them to access learning.

3. Trauma Informed Schools (TiS) Driver

‘all challenging behaviour is seen as a form of communication where there may be unmet need that requires support, understanding or empathy’

TiS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of social and emotional learning supports our school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship.

Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes, which become interruptions to some children’s development. The TiS programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions. With a programme of continuous development, our vision is for all our staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

Our TiS/Nurture base, is the Willow Room, our Nurture space. It is our hub for this provision facilitated by the Sensory Room and calm room. This offers supportive programmes for pupils across the school day. Our recently opened Outdoor Classroom will provide varied and alternative provision for children at lunchtime and at other times during the day.

4. The Role of a Trauma Informed Behaviour and Relationships Policy

Our Trauma Informed Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to promote positive behaviour, living out this approach by reflecting on ten key aspects of school practice:

1. A consistent trauma-informed approach to behaviour management
2. Strong and dynamic school leadership
3. Effective classroom management
4. Consistent rewards and consequences
5. Clearly evident use of trauma informed strategies within teaching and consistent modelling of good behaviour
6. Continuous staff development, training and support, with staff wellbeing always considered.
7. Clear and effective pupil support systems
8. Regular liaison with parents/carers and other agencies
9. Dynamic, effective and relevant planning and managing of pupil transition
10. Ongoing evaluation of organisation, resources and environment to ensure the most effective outcomes for all.

5. Trauma Informed Educational Practices

St Joseph's Catholic Primary School has invested in supporting the very best possible relational health between:

Parent and child

Child and child

Child and school staff

Parent and school staff

School staff

School Staff and Senior Leads

School staff and external agencies.

To this end St Joseph's Catholic Primary School is committed to educational practices, which **Protect, **Relate**, **Regulate** and **Reflect**.**

Protect

- All teachers to use increased 'safety cues' in all aspects of the school day through the use of meet and greet by members of SLT at the school gate also teachers and TA's at the classroom door. If children are late then they are greeted by the teacher or TA when they arrive.
- School staff to be trained in the PACE modes of interaction (Hughes 2015): being warm, empathetic, playful and curious. These have been proven to shift children out of the flight/fright/freeze positions.
- School staff are to ensure that interactions with children are to be socially engaging and not socially defensive. This is to decrease chances of children relating defensively through flight/fight/freeze.
- There is a whole school commitment to cease using harsh voices, shouting, put-downs, criticisms and shaming. These are proven to be damaging psychologically and neurologically.
- School staff will 'interactively repair;' the occasions when they themselves move into defensiveness.
- To use 'I wish my teacher knew' boxes to enable children to feeling safe enough to talk about, if they wish, painful life experiences, which are interfering with their ability to learn and quality of life.

- All vulnerable children have easy access on a daily basis to at least one named emotionally available adult.
- School staff need to adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This will include removing vulnerable and traumatised children in a kind and non- judgemental way from situations they are not managing well in. This maybe children who keep 'triggering' into alarm states in the main playground given access to a separate calmer, smaller playground.
- Provision for children of a clear, confidential and non-shaming system of self- referral for help/talk time.
- The nurturing and supporting of all school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagements.

Relate

- All school staff to be trained in emotional coaching and in relating to children in terms of the four key relational needed for secure attachment, affect attachment, empathy, soothing and containment. ***As a school we will continue to develop staff understanding of the impact of toxic stress on children and what they actually live with on a day-to-day basis.***
- There will be a whole school commitment to enabling children to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger and self-blame.
- There will be relational opportunities for vulnerable children with emotionally available adults at school to enable them to make the change from 'blocked trust' (not feeling psychologically safe with anyone) to trust and from self-help to seeking help.

Regulate

- The implementation of interventions designed to bring down stress hormone levels (eg toxic to tolerable) in vulnerable children to allow 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 later in life.
- Evidence based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally enriched regulating and playful, enriched adult- child interactions.
- **The emotional well-being and regulating of staff is treated as high priority to prevent burn -out, stress-related absence or leaving the profession through stress-related illness, secondary trauma and feeling undervalued, blamed or shamed.**
- **Provide designated staff-only spaces, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin).**

Reflect

- Staff will be trained and developed in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions and giving lectures, WINE questioning)
- **WINE Questioning Definition...**
 - Wondering** how the child is, what they are feeling, what they are thinking
 - Trying to **Imagine** what the child is going through
 - Showing that you are **Noticing** certain behaviours in a non-confrontational way
 - Once again being **Empathetic** to what the child has or is experiencing.
- Provision of skills and resources to support parents and staff to have meaningful empathic conversations with vulnerable children who want to talk about their lives in order 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 children are to be provided with the means to symbolise painful life experiences through images rather than solely through words, should they wish to do so, as a key part of 'working through' and memory re-consolidation. To this end, there is the provision of different modes of expression for children e. art/play/drama/music/sand-play/emotion worksheets.
- PHSE will be informed by current research (psychological and neuroscience) on mental health, mental ill-health, relationship health, family, parenting, intimate relationships and tools for how to do life well. The curriculum content will enable children to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds now and in the future.

6. Acceptable Behaviour

At St Joseph's Catholic Primary school, staff are committed to enabling all children to access education successfully. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

At St Joseph's we create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

We consistently praise and reward positive attitudes to behaviour and work, maintaining fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour, we can build individual and collective esteem and encourage good personal relationships.

We aim to emphasise the following positive qualities through our Catholic Values, which are lived out in all areas of school life

Grateful & Generous

Attentive & Discerning
Compassionate & Loving
Faith Filled & Hopeful
Eloquent & Truthful
Learned & wise
Curious & Active
Intention & Prophetic

It is recognised that good behaviour needs to be modelled and taught. We embed the PACE (Play, Acceptance, Curiosity, Empathy) approach originated by 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 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
- EAA (Emotionally Available Adult) or teaching Assistant intervention
- Use of a calm/sensory box
- Use of time away
- Use of a quiet room

Our Outdoor classroom is available as an alternative provision at lunchtimes.

7. Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display school rules and their classroom expectations
- Develop a positive relationship with pupils, which may include:
 - Meet and greet in the mornings
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

9. Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's Trauma Informed culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behavioural culture.

As a Trauma Informed School, we celebrate the success of every child as we recognise that focussing on positive outcomes creates a positive ethos and culture. Positive behaviour will be rewarded with:

- *House Points (KS2)*
- *Names on the board for positive behaviour.*
- *Communication with parents*
- *Zone Board*
- *Stickers*
- *Pupil of the week certificate and afternoon tea with the Headteacher*
- *Values and Virtues certificates*
- *Golden Time.*

10. Responding to Misbehaviour

'The aim of approaching all instances of challenging behaviour, conflict or harm will be to 'make the situation' better and to support someone to understand their own and others' needs.'

Although at St Joseph's, we strive to focus on the positive at all times there are unfortunately times when some pupils may display unacceptable or inappropriate behaviour. When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Continuous evidence of the unacceptable behaviour may lead to Fixed Term or in serious incidents Permanent Exclusion.

ACES and external factors will be shared promptly with relevant staff. All of our staff understand that presented behaviours are often an outcome or a response to ACES and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour. Staff will endeavour to create a predictable environment by always reflecting with the child about behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. Staff will receive support, updates and training in these techniques so they are embedded

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Staff will always as necessary be given the time in the designated space to release any stress and reflect.

The school may use 1 or more of the following consequences in response to unacceptable behaviour.

- A verbal reminder of the expectations of behaviour.
- Sending the pupil out of the classroom.
- Setting of written tasks such as an account of their behaviour.
- Expecting work to be completed at home, or at break or lunchtime.

- Loss of privileges – for instance loss of a prized responsibility, playtime etc
- School – based community service, such as tidying a classroom, helping a member of staff, putting the wrong right.
- Referring the pupil to a senior member of staff.
- Letter or phone call home to parents.
- Agreeing a behaviour plan – set up with a meeting with parents and regularly reviewed
- Fixed term suspension.
- Permanent exclusions, in the most serious of circumstances.

As a Trauma Informed School, rewards and consequences are proportionate to the needs of the individual child.

11. Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Removing triggers of misbehaviour ... Can we give some examples as a staff

In line with Trauma Informed strategies:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long eg:
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Ongoing training and support for all staff in understanding conditions such as autism
- Use of the Trauma Informed hub to allow pupils to regulate their emotions during a moment of sensory overload

12. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

13. Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

14. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom

The Head teacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Staff will use physical restraint of a pupil if their behaviour is placing themselves or others safety at risk and will only do so as a very last resort. All teaching and relevant staff at St Joseph's are trainind in the Team Teach form of restraint which is renewed every 4 years.

A log of training will be kept and maintained to ensure that training is current. Significant physical interventions will be recorded and information passed on to all parties as soon as possible after the event.

Senior school leaders at St Joseph's always support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil but the school will inform parents when they have had to resort to this.

15. Roles and Responsibilities

Governing Body

The Governing Body is responsible for:

- Reviewing the policy at least annually and monitoring its' implementation and impact through discussions with senior staff and teaching staff, school visits and talking to the children.
- Ensuring that arrangements are made to safeguard and promote the welfare of pupils
- Familiarising themselves with and directing staff to the following documents from the DfE
 - [Searching Screening and Confiscation Guidance July 2022.pdf](#)
 - [Behaviour in schools guidance September 2022.pdf](#)
 - [Use of reasonable force and other physical contact in school Reviewed July 2015](#)
- Supporting with the pastoral care for staff accused of misconduct
- Working with senior leaders and local agencies to assess the needs of pupils who display continuously disruptive behaviour.
- Acting in accordance with the policy against pupils found to have made malicious accusations against school staff
- Dealing with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation and is in line with school policy.

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of Trauma Informed behaviour principles.
- Approving and monitoring this policy with leaders in the school.
- Ensuring that the school environment encourages positive behaviour by being a good role model in living out the culture.
- Leading the Trauma Informed approach to ensure that ALL staff deal effectively and consistently with poor behaviour.
- Monitoring that the policy is implemented by staff consistently with all groups of pupils and where needed providing further support.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them and respond positively to the training opportunities provided.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering to ALL staff appropriate training in Trauma Informed behaviour management, and the impact of special educational needs, disabilities (SEND) and emotional and mental health needs on behaviour so they can fulfil their duties and responsibilities as set out in this policy.
- Ensuring this policy works alongside the safeguarding policy and Anti-bullying policy to offer pupils both sanctions and support when necessary
- Monitoring behaviour logs and flags on the My Concern system to ensure that they are followed up, reviewed regularly and parents are kept fully informed.

Teachers and Staff

Staff will take responsibility for:

- Committing to the school's Trauma Informed approach
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the Trauma Informed behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils remembering that ALL forms of behaviour are a form of communication.
- Modelling expected behaviour and positive relationships
- Their role where relevant as an Emotionally Available Adult
- Asking questions when necessary.

- Providing a personalised approach to the specific behavioural needs of particular pupils by taking the time to understand and using WINE questioning naturally when talking to pupils
- Considering their own behaviour on the school behaviour culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly via 'Myconcern' using the flags to indicate clearly the concern raised.
- Communicating concerns with parents and Behaviour Lead to set up plans as necessary and regular meetings to go through and review these plans.
- Maintaining an ongoing awareness in pupils to meet the school's expectations

The senior leadership team and Behaviour lead (SLT) will support staff in responding to behaviour incidents

Parent and Carers

Parents and carers, where possible, should:

- Become familiar with the school's Trauma Informed behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly and work with the school by attending review meetings as necessary.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

St Joseph's works hard to build positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Always be prepared to review their actions that are a breach of the school's behaviour culture.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. They will be supported to recognise their own triggers and working towards saving their own strategies to manage their own behaviour.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adaptations and adjustments will be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum. Each child's situation and behaviour is treated separately and plans set up to ensure that their needs are met to allow them to participate fully in the life of the school.

16. Mobile phones

- Pupils are allowed to have mobile phones with them on-site in year five and year six
- Phones must be handed in at the start of the day and locked away until the end of the school day
- Phones must be turned off on entering the school and not turned on until leaving the school premises
- Phones will be stored during the school day
- Phones will be signed in and out by the class teacher.
- The above is all in conjunction with our Mobile Phone Policy.

17. Searching, Screening and Confiscation

[Searching Screening and Confiscation Guidance July 2022.pdf](#)

Any prohibited items (listed in section 3, page 7 of the above guidance) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

The staff member who carried out the search should inform the DSL without delay:

- Any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system. Parents will always be informed of any search for a prohibited item.

18. Pupil transition

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings and this involved parents. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues **is always** transferred to relevant staff at the start of the term or year. **Time is always given to contacting schools in respect of in- year admissions to ensure that all relevant information is received. This includes the family context which may impact on behaviour.**

19. Staff Training

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

- Recognising the importance of using de-escalation techniques and working as a team when managing challenging behaviours.
- Using a gradual and graded response to managing challenging behaviours and the proper use of restraint as a last resort option.
- Using WINE questioning. PACE and active listening skills and participating in a process of debriefing, repair and reflection.
- The needs of the pupils at the school
- How SEND and mental and emotional health needs impact behaviour
- Trauma Informed Behaviour management will also form part of continuing professional development.

For 2022- 2023 a series of 3 twilight sessions are planned to further embed the Trauma Informed strategies following the Trauma Informed Training that took place in September 2022 for ALL staff.

20. Monitoring this policy

This Trauma Informed behaviour policy will be reviewed by the headteacher and the full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data, staff commitment). At each review, the policy will be approved by the governing body.

21. Links with other policies

This behaviour policy is linked to the following policies:

Suspensions and Exclusions policy

Child protection and safeguarding policy

Physical restraint policy

Mobile phone policy

Working together to create a positive environment

Anti – Bullying

SEND

Attendance

Off – Site Visits and Outdoor Education

Health and Safety

Equality, Diversity and Cohesion

Please refer to all statutory school policies at:

<https://www.stjosephsworcester.co.uk/parents/policies>

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