SS Simon & Jude
Church of England Primary School

Trauma Informed and Relationships Behaviour Policy

Document Name	Trauma Informed and Relationships Behaviour Policy
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Date for next revision*	June 2027
Responsibility	Executive Headteacher
Approved by	Local Advisory Board

Version	Date	Reviewed by	Approved
1.0	June 2025	K Jones	LAB
1.1	Oct 2025	K Jones	LAB
1.2	April 2026	K Jones	LAB

‘I can do all things through him who strengthens me’
Philippians 4:13

Our Vision:

We strive to build a community which nurtures positive relationships that permeate through all aspects of life. A community where barriers do not define us, but instead offer opportunity for growth. No matter our background, through our faith, we will find the strength and courage to flourish as citizens of the future.

Our Mission:

Empowering individuals to flourish together in the image of God.

Our Values:



Updates		
Date	**Page Number**	**Details**
Aug 2025	16	Recording behavioural incidents
Aug 2025	23-26	Appendices updated in line with Vantage Academy Trust Policy
April 2026	18	Restrictive Interventions including the use of reasonable force in schools
April 2026	22	Absconding from school
April 2026	24	Mobile phones and electronic devices in school
April 2026	27	Appendix 1 updated in line with new DFE guidance

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Statement of Intent

SS Simon and Jude CE Primary School Trauma Informed and Relationships Behaviour Policy takes an approach that centres on intentional relationship building to ensure that all pupils are supported to lead flourishing lives.

SS Simon and Jude CE Primary School has a clear set of Christian values which are the outworking of our vision and mission. It is these values that provide us with a guide as to how we enact 'The SSSJ Way.' Our values support us to recognise the power of every interaction in creating a culture where everyone is included and empowered to thrive.

The school's six values are the lens through which we understand who we are and who we are becoming. They guide our interactions and reflect the values we seek to uphold in our relationships. We use our six values to explicitly teach aspects of character and enrich our pupils' learning with social, emotional and spiritual education so all pupils are equipped to reach their potential and live flourishing lives.

We aim to develop a relational culture where we prioritise the quality of relationships with ourselves, between staff and pupils, between staff and colleagues, between members of the school and wider community. Our understanding of why relationships matter is founded on evidence-based approaches to child and personal development. Staff have a well-developed understanding of adverse childhood experiences and how they impact on the needs of pupils.

As part of this we also aim to develop reflective practice. This creates the space to enable a deeper understanding of our own behaviours and the behaviours of others in our community.

As educators, we prioritise the act of continuous learning and support each other to make sense of the interactions we have had. This enables us to grow personally and create solutions that we can learn from as a community.

Legal Framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2026) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- DfE (2025) Keeping children safe in education 2025
- DfE (2026) Restrictive intervention and use of reasonable force in schools.

Roles and responsibilities

Local Advisory Board:

The Local Advisory Board will have overall responsibility for:

- providing guidance for the Executive Headteacher / Head of School on promoting good behaviour where appropriate.
- ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- ensuring that a procedure is in place for recording and reporting each significant incident in which a staff member uses force on a pupil.
- handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- ensuring this policy is published on the school website.

Executive Headteacher / Head of School:

The Executive Headteacher / Head of School is responsible for:

- the overall monitoring and implementation of this policy, including incident logs.
- establishing high expectations of pupils' conduct and behaviour and supporting staff to implement measures to achieve this.
- encouraging positive behaviour by ensuring that relational and restorative practices are upheld by all members of the school community.
- ensuring all leaders are highly visible and routinely engaging with pupils, parents and staff in setting and maintaining the behaviour culture at school.
- publicising this policy to staff, parents and pupils as part of the induction process.
- ensuring staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.
- reporting to the Local Advisory Board on the implementation of this policy, including its effectiveness in addressing any needs that could be driving disruptive behaviour.

Teaching Staff:

Staff are expected to

- uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships, including when responding to challenging behaviour.
- challenge pupils to meet the school's expectations and maintain the boundaries of acceptable conduct.

- communicate the school's expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction.
- use positive framing to uphold routines and expectations as laid out in the SSSJ way.
- be role models of positive behaviour by considering the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- use the graduated approach effectively to meet the needs of all pupils.
- record all incidents in line with this policy.

Parents/carers:
Parents are expected to:

- get to know the behaviour and pastoral care policy which is detailed on the school website.
- keep in regular and productive contact with school about their child's needs, feelings and behaviours, working in partnership to find positive solutions to support their child to thrive.
- support their child in adhering to the routines and expectations laid out in the SSSJ Way by reinforcing the policy at home as appropriate.
- inform the school of any changes in personal circumstances that may affect their child's needs, feelings and behaviours.
- engage productively with staff in discussions about their child's behaviours and how to support them to be successful.
- engage in parent courses as recommended by school, in order to ensure there is consistency in managing behaviour both at school and at home.
- follow the parent code of conduct.

Partnership and co-production between family and school is vital for the establishment of an effective and inclusive relational culture. Parents should be informed regularly about their child's successes and challenges in meeting the expectations laid out in the SSSJ Way. This will be detailed through the graduated response as part of this policy.

Pupils:
Pupils are expected to:

- understand and follow routines and expectations laid out in the SSSJ Way Ready, Respectful, Safe.
- discuss any concerns, worries or stresses with their class teacher, key adult or Designated Safeguarding Lead as soon as possible.

Pupils, including those with additional needs, should be fully aware of the routines and expectations laid out in the SSSJ Way, as well as the school's system for rewards and consequences. Pupils are encouraged to take ownership of their own behaviours to enable them to contribute positively to the relational culture at school.

The SSSJ Way – Ready, Respectful, Safe

The SSSJ Way reflects our school's theologically rooted vision. It details the expected behaviours that align with our school values. These behaviours are then translated into more manageable steps for the pupils under the school's mantra of 'Ready, Respectful, Safe'. We expect to see these behaviours on a day-to-day basis.



The SSSJ Way – READY

Rationale:
At SSSJ, we believe that being 'ready' for learning goes beyond simply arriving in the classroom. Readiness is reflected in key behaviours that foster a positive, productive learning environment. Pupils who demonstrate these behaviours are more likely to succeed academically, socially, and personally. By fostering these behaviours, we ensure that all pupils are equipped with the skills, attitudes, and mindset necessary for success in learning and life.

How this looks in school:

MOTIVATION Pupils are motivated to learn and will keep trying even when faced with difficulties.	POSITIVE ATTITUDE When pupils have hope, they view learning challenges as opportunities for growth and learn from mistakes. They tackle challenges positively. (Growth Mindset)	CURIOUS Pupils are continuously asking questions and seeking to learn more.	INITIATIVE Pupils take initiative in collective activities showing commitment to shared goals, helping the group to achieve success together.
EFFORT AND ENGAGEMENT Pupils actively participate in tasks, focus during lessons and apply effort to understand new concepts.	EQUAL PARTICIPATION When working collaboratively pupils ensure everyone in the group has the chance to contribute and that the work is divided equally.	ACHIEVE Pupils set goals and targets. They take steps towards achieving these goals.	RESILIENT Pupils bounce back from setbacks and continue to display effort even when work is challenging.



The SSSJ Way – RESPECTFUL

Rationale:
At SSSJ, we believe that being 'respectful' is fundamental to building a positive and inclusive community. Respect is shown through the way we treat others, the way we listen, and the way we care for our school environment. Pupils who demonstrate respect create a culture of kindness, understanding, and cooperation, allowing everyone to feel valued and supported. By fostering respect, we ensure that all members of our community can thrive, developing the character and relationships that will help them succeed in school and beyond.

How this looks in school:

CLEAR COMMUNICATION Pupils actively listen and understand others which promotes peaceful problem solving within the classroom.	COLLABORATION Pupils support each other in their learning, sharing resources and working well to achieve the shared goal.	FORGIVENESS Pupils respond kindly and understand when someone makes a mistake. This allows everyone to learn and grow from their mistakes, without feeling judged.	PATIENCE Pupils are patient. They understand when others may need more time to understand something.
VOICE Pupils have a voice. They speak up and seek help if someone is being treated unfairly or excluded, reinforcing that everyone has the right to be treated with dignity.	FAIR All pupils treat each other fairly, showing respect and kindness to everyone regardless of differences.	CELEBRATION Pupils celebrate the success of their peers with genuine enthusiasm and happiness. They acknowledge when someone has shared a good idea. They do not take the credit.	PEER SUPPORT Pupils coach their peers developing both empathy and leadership skills, allowing pupils to use their strengths to uplift others' learning experiences.
SHARING Pupils willingly share resources and materials when learning which teaches the importance of looking out for one another. They look after their environment	ENCOURAGEMENT Pupils encourage others. They provide emotional support for others when they feel discouraged or face difficult tasks.	ACTIVE LISTENING Pupils pay attention to others when they are speaking. They value other's opinions. They speak kindly to others, showing gratitude to all.	INCLUSION Pupils recognise and appreciate diversity. They treat everyone with fairness and respect regardless of their background or abilities.



The SSSJ Way – SAFE

Rationale:
At SSSJ, we believe that being 'safe' is essential for creating a supportive and nurturing environment where everyone can flourish. Feeling safe goes beyond physical well-being; it includes emotional security, knowing that they are valued, listened to, and supported. When pupils feel safe, they are more confident in their learning, relationships, and personal growth. By fostering a culture of trust, care, and responsibility, we ensure that all members of our community can thrive, developing resilience and well-being that will support them throughout their lives.

How this looks in school:

EMOTIONAL WELL BEING	EMOTIONAL INTELLIGENCE	SELF REGULATE	RESPECT FOR RULES	SELF-CONTROL
Pupils are positive people. They have a positive outlook on the future and can handle upset well.	Pupils recognise, understand and manage both their own emotions and those of others. This emotional regulation improves engagement within lessons.	Pupils can manage own emotions and behaviours when facing difficulties, staying focused and determined.	Pupils have an understanding of why rules are there. They abide by the rules which creates a consistent fair environment for all.	They manage their own actions, emotions, and reactions in a way that is respectful of the classroom environment and others' learning experiences.

Responding to good behaviour

At SSSJ, we believe that when pupils make positive choices by demonstrating the behaviours set out in the 'SSSJ Way Ready, Respectful, Safe' it strengthens our community and encourages others to do the same. By celebrating and rewarding good behaviour, we reinforce the values that help pupils succeed both academically and personally. Through praise, encouragement, and recognition, we ensure that all pupils feel valued and motivated to continue making positive contributions to school life and beyond.

Verbal Praise:
Verbal praise is used to explicitly label positive behaviour, within the SSSJ Way which reinforces expectations and encourages pupils to continue making positive choices. The behaviour expectations detail the process of learning rather than the product itself. Praising the process of learning helps pupils to feel seen and valued. It is something that pupils can grow and develop. Staff will aim to communicate this praise to parents through parent conferencing or drop off and pick times, to ensure they are aware of their child's positive contributions and achievements.

Dojo Points:
Dojo points will be awarded linked to the SSSJ Way – Ready, Respectful, Safe. 1 dojo point will be awarded for displaying the identified behaviour. Pupils with the highest number of dojos points will be added to the newsletter which is shared with the whole school community. Dojo winners will be awarded with a non-uniform day the following week.

Class celebration:
A class celebration will be held each week to celebrate the pupils' successes. This is to recognise the pupils' achievements outside of school. These successes are also detailed on the school newsletter and social media platforms. Teaching staff can refer to the 'something ****** should know box' to promote discussions linked to individual pupils.

Executive Headteachers Award / Head of School
Teaching staff will recommend pupils to receive an award based on the SSSJ Way. Pupils will be sent to the Executive Headteacher / Head of School to show their learning and to talk through their achievements. Lower school (EY, Y1, Y2, Y3) will send pupils on alternate weeks to Upper School (Y4, Y5, Y6). Pupils' achievements will be recognised through the award and through the school newsletter and social media platforms.

Positions of responsibility:
Pupils are rewarded for showcasing the SSSJ Way through recognition, praise, and opportunities for growth, including positions of responsibility that allow them to be role models and leaders within the school community. These positions may involve: ambassadors; school council representatives; worship leaders; lunchtime organisers; play leaders; classroom monitors etc.

Collective rewards:
Collective rewards are class rewards that focus on NOW-THAT rather than IF-THEN. Now-that rewards focus on recognising value. They can improve relationships and self-esteem (Pink 2018). These rewards are given when a task has been completed. It is unexpected. This type of reward recognises pupils and celebrates them authentically for their learning and growth. These rewards could be as follows: class game; dance party; circle time games; outdoor reading; choose a story; sing along; reading café; drawing time; watch a snippet of a film etc.

How we promote positive behaviour

Pupils are supported to adhere to The SSSJ Way – Ready, Respectful, Safe, through an inclusive, relational and restorative approach which focuses on:

- how we build relationships
- how we regulate and respond
- how we repair harm
- how we work together

How we build relationships

'We can't change our behaviour until we change connection.' (Kennedy 2022)

Building connections: At SSSJ, we recognise the importance of building connections, to secure a felt sense of safety as the foundation for learning. Teachers have a unique role and capacity to build trusting relationships with pupils, helping them to feel connected within the school community and supporting them to settle to learn.

Build connections with greetings

Staff greet pupils every morning and afternoon. They ensure they have a positive interaction with them on arrival. This greeting can have an immediate impact on feeling 'seen' and their sense of belonging in SSSJ.

Build connections in their environment

The playground is the pupils' territory. Pupils are naturally more confident, likely to open up and to be at ease. Combining outdoors with a social connection can further promote belonging.

Build connections with oxytocin.

There is an increasing amount of evidence that suggests singing releases endorphins, serotonin and dopamine which are 'happy' chemicals. These happy chemicals boost your mood and make you feel good about yourself. Singing together as a class makes us one voice united together.

Build connections with endorphins.

Research around 'myokines' (Hickey 2022) and the feel better effect (Pillay 2016) shows that when we move in a room altogether simultaneously, this strengthens connection and releases chemicals in the brain that helps you access this sense of connection.

Build connections with food

Research shows eating together builds social connections because it happens in an informal environment and provides a topic to naturally talk about. Staff at SSSJ eat lunch with their class. They sit with them and enjoy their conversation.

Build connections with empathy.

When pupils listen to stories, it activates our limbic system (Lastiri 2021) which is part of the brain associated with feelings. It means pupils are genuinely connecting with staff. Relationship building happens through experience, and reading creates this experience.

Build connections through play.

Play is a form of communication. Play is one of the ways we can connect and one of the primary ways in which pupils connect. Playfulness is related to greater relationship satisfaction, increased feelings of trust between people, and stronger connections.

Positive framing and celebrating success: The recognition and celebration of effort is integral to our relational approach. Celebrating the process of learning rather than the outcome itself is a powerful way to build belonging and ensure that all members of our community have a unique place where they can contribute and flourish. The use of positive framing supports us to create a culture where both expectations and redirections are positively communicated. This supports pupils to experience themselves as someone who can achieve, is worthy of time and patience and is able to do differently next time. At SSSJ, we encourage staff to make use of relational over transactional rewards whenever possible in order to effectively deepen their connection to the school community.

Building connections through positive feedback

In any relationship, people need to feel seen and valued for who they really are. When we recognise and praise effort, we are praising something that pupils can grow and develop. When it is linked to their character, it is more powerful because it shows you are taking time to observe the pupil.

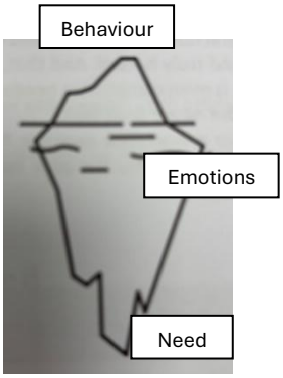
Build connections with positive affirmations

Making positive affirmations part of the school's routine and culture can build connections with pupils, as they feel noticed. Positive affirmations can have a lasting impact on a pupil's wellbeing.

Setting and sustaining boundaries: Consistent and predictable boundaries and behaviours through the SSSJ Way ensure that we build safety, trust and belonging for all members of our community. This is communicated with the school community through a range of ways i.e. school induction procedures; moving up morning; in the classroom; in communal spaces. Every interaction with a pupil is seen as an opportunity to reinforce the SSSJ Way.

By defining what great looks like with pupils and staff in each of these areas, we:
- build complete consistency and clarity of expectations;
- allow trust and belonging to grow;
- reduce cognitive load about what is expected of pupils in each classroom; and,
- empower teachers to spend time on what really matters: building relationships and securing progress for every pupil.

How we regulate and respond



A needs-based approach: At SSSJ, we recognise the vital connection between understanding a child as an individual sum of their experiences, and their capacity to regulate in readiness for learning. A needs-based approach recognises that behaviour is the external symptom of a range of underlying factors – our thoughts, feelings and needs. The iceberg model quite simply shows how behaviour is the tip of the iceberg. It is the only thing we see (Gilbert et al. 2021)

All staff are trained to understand behaviours as a communication of need and are equipped with a range of tools to support regulation. Being regulated is when the pupil is in a position to control and manage their emotions. This does not mean that they are fully happy and calm, it means that they are in a position to handle so much more before they lose control. Dr Daniel Siegal calls this the window of tolerance (Payne Bryson and Siegal 2012). Every pupil has a different window of tolerance.

Listening to the pupil: SSSJ recognise the central role of the voice of the pupil in understanding their lived experience and in responding to needs and incidents when they have occurred. We use a range of methods to gather proactive and responsive pupil voice and to adapt these processes to meet the needs of individuals who need support to express their thoughts and feelings and to describe what has happened. Staff will use the 'size of the problem' as a tool to support pupils in responding to different incidents.

Co-regulation: We value the unique and life-changing role school staff have when supporting all pupils with the complex task of regulation and learning. We know that for school staff to be able to effectively co-regulate and attune with a pupil, they themselves must be calm. Co-regulation is simply sharing your calm with the pupil i.e. breathing with them, modelling calming strategies or simply just being there as a calming presence. Leaders recognise their vital duty to creating a culture of listening, compassion and empathy, embodying our Christian values when supporting all staff.

Emotional Check ins: The intentional design of classroom environments supports the integral processes of calming, regulation and reflection for pupils when they are feeling heightened or triggered. Zones of regulation are displayed within each classroom and pupils are encouraged to refer to these zones as part of their day-to-day routine. It is through these emotional check ins that we receive valuable information. Pupils can then be given the support they need to validate their emotions, and their needs to be met, prior to any crisis. These processes of regulation can occur at pace, increasing a pupil's ability to return to learning as swiftly as possible. Individual plans support action planning for pupils who require additional thinking through and an increasingly tailored approach.

Preparing pupils emotionally: The concept of emotional vaccines is talking through and supporting pupils linked to something that they may find overwhelming before it happens. Having an open discussion and preparing pupils can remove

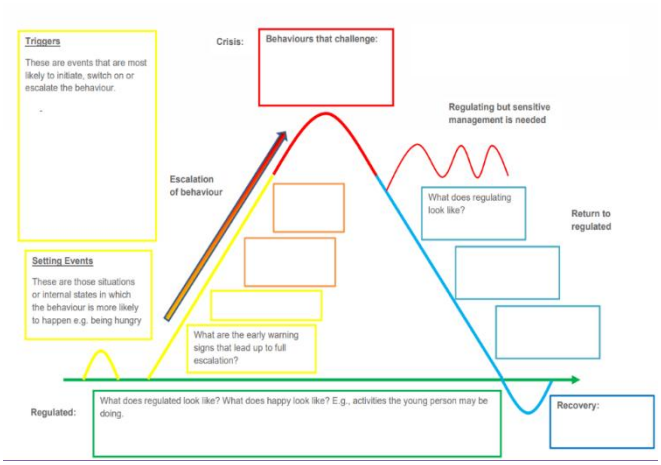
the feeling of being unsettled, which can help to prevent a pupil from being triggered. Visual timetables play a vital role in this.

Emotion Coaching: Staff at SSSJ are equipped with a range of methods for supporting individual and group regulation. This includes emotion coaching. All staff have a baseline of understanding in this approach and use the key questions well to support pupils in understanding their feelings and to manage their emotions by co-regulation. All staff will use the agreed staged process and script detailed below to support pupils in regulating their emotions.

3 step process	Possible statements to use at each stage
STEP 1 Empathise, validate and label Recognise all emotions as being natural and not a matter of choice. Use words to reflect the child's emotion and help them to label the emotion. Affirm and empathise, allowing the child to calm down through co-regulation. Provide a narrative for the emotional experience	I can see you are in the yellow zone because you're fidgeting a lot and finding it hard to sit still. It looks like you might be feeling excited or a little frustrated. I can see you are in the blue zone because you're quiet and your head is down—it seems like you might be feeling sad or tired. I can see you are in the red zone because you're shouting, and your fists are clenched. That tells me you're feeling angry or overwhelmed right now.
STEP 2 Set limits Establish rapport with the child Set the emotional tone – stay calm and neutral. Do not reflect the child's emotion. State the boundary limits of acceptable behaviour Make it clear that some behaviours cannot be accepted Depersonalise this part …. It is against our rules (name the rule: ready, respectful, safe)	At SSSJ, we follow our rule of being ready. Walking around and calling out means you're not showing me that you're ready to learn. How can you show me that you are ready? What does being ready look like? At SSSJ, we follow our rule of being respectful. Using unkind words is not respectful. We speak to each other kindly, even when things feel difficult. At SSSJ, we follow our rule of being safe. It's okay to feel angry, but throwing things is not a safe choice. Let's find a safer way to show how you're feeling.
STEP 3 Problem solve with the child Conduct a restorative conversation Empower the child to overcome difficulties and manage own feelings and behaviour.	Once the pupil is regulated, conduct a restorative conversation to unpick the unmet need. *What has happened?* *What were you thinking at the time?* *Who has been affected by the actions?* *How have they been affected?* *What needs to be done now to make things right?* *How can we do things differently in the future?* *(Pupils with high needs will be supported to engage in a restorative conversation using communication boards)*

Some pupils may require positive regulation plans where individual strategies are adopted and tailored to ensure there is an individualised approach to respond to and progress a pupil's skillset of regulation. These plans are created alongside children and families as detailed within the graduated approach.

Managing crisis: Staff understand what is happening for a pupil when they go through moments of crisis. Staff refer to the conflict curve. By understanding the involuntary stages of escalation, dysregulation, calming down and re-regulation, staff are able to effectively plan proactive strategies to support pupils at each stage of crisis, recognising their behaviours as part of a human response to perceived threat, rather than an intentional response to cause harm. Linking to this, staff are aware of Dr Siegel's hand model of the brain and use this analogy when supporting pupils to regulate. This is also shared with pupils so they have a clear understanding of why they may respond in a particular way.



Behaviour and Trauma

'An overwhelming experience that undermines a person's perception of the world as safe.' (Jacolyn Norris)

Trauma is an experience that impacts on a pupil's understanding of what it means to be safe. The more prior experiences of threat, the more vigilant the brain becomes to predicting potential threats (Hepburn 2023). When we experience threat, the response looks different for each pupil. Below is an overview of what this response could look like in school.



Fight	Flight	Freeze	Flop	Fawn
threatening language shouting throwing perceived defiance physically responsive physical output	leaving the area unsettled demeanour creating space tightened muscles increased movement	seemingly unable to follow requests disengaged blank expression difficulty communicating	faint disorientated lack of body control floppy	withholding the truth (perhaps to protect another) pleading bribing repeat yours and someone else's thoughts desperate sense of urgency negotiating

When pupils have experienced trauma, staff at SSSJ support pupils in rebuilding their sense of safety. Pupils need adults who unconditionally stand by the side and anchor them. Each interaction with a pupil needs to focus on connection rather than correction as behaviour can escalate quickly linked to punitive measures.

Predictability and consistency: Predictability is security. Pupils need to know and understand what is happening throughout the day as any changes can be overwhelmingly triggering for our most vulnerable pupils. Staff need to control what we can to ensure a felt sense of security.

- Use visual timetables
- Explain the overview of the lesson/activity/day
- Consistent adults within the classroom where possible. If this is not possible, introduce the new adult properly
- Tell the pupils when you will be back if you are out of class for PPA, meetings etc
- Talk to the pupils about upcoming changes in the school day
- Talk to pupils on a 1:1 basis to provide the opportunity for questioning.

Provide structured choices: Structured choices can be hugely beneficial to support pupils to feel like their ideas and thoughts are valued. It is important to note that structured choices are child-centred but not child-led i.e. would you like to read your book in the book corner or at your table? We have English now; would you like to use the handwriting pen or a pencil?

Communication tools: Pupils should be equipped with recognisable communication tools, so they are able to signal that they need help. This could be a non-verbal signal that is mutually agreed between the pupil and class teacher. It could be through the use of the emotional check in. Another concept that can be used in classrooms is the 'something you want ****** to know'. This box enables pupils to share their thoughts and feelings. It could be anything they are excited, nervous, angry, happy about. This provides a further opportunity to develop real connections with all pupils.

How we repair harm

At SSSJ, all staff will respond to misbehaviour through a relational lens. Our vision centres around relationship building as we recognise that all humans are hardwired to connect. Restorative conversations hold us to account and support us to develop the skills required to repair ruptures in relationships when they occur, bringing us back into healthy and productive connections. Instead of ignoring or suppressing the emotions and feelings associated with the presented behaviour, restorative practices require us to reflect upon these feelings and use them as a tool to take action. We teach our pupils to use this as a motivator to repair harm, to restore relationships, be accountable for their actions and be more intrinsically motivated towards positive behaviour choices.

All staff will use the agreed overview to hold a restorative conversation with pupils.

1) Facilitate pupil reflection of the incident

Tell me about what happened ...
Tell me about why you think this happened ...
Tell me about how you were feeling before, during, and after this event ...
What happened first, next, last?
What role did you play?
What makes you most upset about this?
Has this ever happened before?

2) Discuss pupils' needs and plan to address them

Was there something that you needed?
What did you wish would have happened?
At what point did you start feeling upset?
How might you have handled this differently? What was in your control?
How could I have helped you be more successful in this interaction?
If something similar happened in the future, what could we do to improve our outcome?

3) Plan to restore relationships

Who do you think has been affected by what you did?
How do you think they've been affected?
What impact did your actions have on the individuals in our classroom?
What impact did your actions have on our class community?
Do your actions accurately represent how you feel about that person or how you want to treat others?
How can you repair your relationships?
Beyond an apology, what steps could you take to fix the harm you caused?
When and how do you plan to take these steps?

Following the restorative conversation, if a pupil chooses to apologise, they will need support to fully understand what saying sorry looks like and feels like. Pupils will be supported to talk through the following apology plan.
Who are you apologising to?
What did you do wrong?
How did your actions impact this person? (Did you hurt them physically? Did you scare them? Hurt them emotionally? Embarrass them? Be specific)
Why were your actions wrong?
What will you do in the future?

Recording restorative conversations:
Recording restorative conversations (on the weekly tracker) lesson by lesson across each day is essential to the consistent and effective implementation of our behaviour policy. This practice ensures that all staff have a clear and up-to-date understanding of individual pupil behaviour, patterns, and progress, enabling a more joined-up and proactive approach to support. It allows for accurate tracking of both concerns and improvements, helping to build a fuller picture of each pupil's experience and responses over time. It promotes accountability and transparency, ensuring that all restorative approaches are followed through and aligned with our school's values. Consistently documenting these conversations also strengthens communication between staff and supports early intervention, ultimately contributing to a more positive and reflective school culture.

How we work together

Graduated Response: At SSSJ we adopt a graduated response which provides a layered support framework to address any need that arises. The graduated response connects teams and systems in school together with parents, to ensure that there is a co-ordinated and transparent approach that targets the level and expertise of intervention required, depending on the pupil's needs.

There are four waves within the graduated approach.

Wave 1	An inclusive, universal offer which ensures all pupils are proactively supported to understand what great behaviour looks like – SSSJ Way Ready, Respectful, Safe.

At Wave 1 of the graduated response, class teachers hold primary responsibility for setting the foundation of positive behaviour through inclusive, high-quality teaching and strong relational practice. As detailed in our behaviour policy, this universal offer includes explicitly teaching and modelling the SSSJ Way – Ready, Respectful, Safe – in every interaction and lesson. Teachers must create predictable, safe learning environments where expectations are clear and consistently upheld, using positive framing and emotional check-ins to support regulation and build trust. At this stage, staff use their deep understanding of pupil needs to identify early signs of dysregulation and respond through relational strategies, such as emotion coaching and co-regulation. Crucially, class teachers are expected to track restorative conversations lesson by lesson, enabling early identification of patterns and facilitating timely support or escalation if needed. This daily ownership at Wave 1 is vital in ensuring that all pupils are given the opportunity to thrive within a consistent, caring, and proactive framework.

Wave 2	A support offer which swiftly identifies pupils who are struggling to thrive within the universal offer, adding depth to individualised support strategies through a single page profile. The pupil, teaching staff and assigned senior leader/SENDco will host a behaviour meeting to address any concerns.

At Wave 2 of the graduated response, teaching staff play a key role in recognising when a pupil is struggling to thrive within the universal offer and may require more individualised support. In line with the behaviour policy, it is the responsibility of the class teacher to communicate concerns with an assigned senior leader or the SENDCo when a pupil's behaviour patterns suggest emerging or persistent needs. This communication should be underpinned by clear evidence from the restorative tracker, which records lesson-by-lesson conversations and highlights repeated themes or triggers. Using this evidence, the teacher collaborates with the pupil and senior leader to co-produce a single page profile, outlining tailored strategies that reflect the pupil's needs and strengths. This ensures that interventions remain child-centred, targeted, and responsive, supporting the pupil to re-engage successfully with the SSSJ Way.

Wave 3	A targeted support offer which swiftly identifies pupils who need additional support and intervention to self-regulate and understand the range of ways in which their body responds to different situations. A positive regulation plan is created that adds depth to the range of strategies and targeted intervention. This is linked to the conflict curve. A team around the child is created: pupil, teacher, parent and assigned Senior Leader. At this stage there may also be an offer of a parenting course to support the implementation of this plan. The use of reasonable force may be included within wave 3.

At Wave 3 of the graduated response, pupils who continue to face significant challenges with behaviour and emotional regulation require a more intensive and individualised approach. Their emotional needs are carefully assessed using a range of evidence, including the restorative tracker, CPOMS entries, and classroom observations. A Positive Regulation Plan is then co-produced with the pupil, parents, class teacher, and an assigned senior leader to ensure a holistic and coordinated response. This plan details tailored strategies, linked to the conflict curve and individual triggers, which support the pupil in recognising and managing their emotional responses. It is the class teacher's responsibility to actively engage in regular, reflective conversations with the pupil, helping them understand their emotions, take ownership of their actions, and practise agreed regulation strategies throughout the school day. These conversations are essential in building trust, maintaining consistency, and embedding the plan into daily classroom practice. Through this collaborative and relational approach, pupils are supported to rebuild their sense of safety and make sustained progress.

Wave 4	A specialist intervention offer which ensures that external, expert support is available for those few pupils with the most complex needs, who require intensive, individualised care. This level of support will be detailed within the family's early help document.

At Wave 4 of the graduated response, when a pupil's needs remain complex and persistent despite the implementation of a Positive Regulation Plan at Wave 3, the SENDCo will initiate an Early Help Assessment (EHA), through liaison with the class teacher, to coordinate specialist intervention. An Early Help Assessment is a structured, multi-agency process designed to identify a child's unmet needs at the earliest possible stage and bring together the right support from both within and beyond the school. It involves working closely with the pupil, their family, and external professionals—such as educational psychologists, CAMHS, I thrive, social care, or behaviour support services—to build a comprehensive understanding of the pupil's situation. The EHA enables the team to create a clear and detailed action plan that outlines targeted outcomes, responsibilities, and review points. It strengthens the support already in place by building on the strategies developed in Wave 3 and ensures that the pupil receives a coordinated, holistic response tailored to their unique circumstances. This collaborative approach aims to reduce barriers, promote well-being, and ensure the pupil is supported to thrive both in school and at home.

Disciplinary sanctions:

The majority of behavioural incidents will be dealt with in line with the graduated response, which prioritises relational, inclusive, and restorative approaches tailored to each pupil's needs. However, the school is mindful that in some cases, it may be necessary to issue a disciplinary sanction where behaviour significantly impacts the safety, learning, or well-being of others, or where repeated behaviours require a clear and firm response. These sanctions are always considered carefully, used proportionately, and implemented alongside ongoing support. Disciplinary sanctions may include:

- **A verbal reminder or warning**, linked to the SSSJ Way: *Ready, Respectful, Safe*
- **Loss of privilege** such as missing a classroom responsibility or special activity
- **Missed breaktime or lunchtime** to reflect and engage in restorative dialogue
- **Time out** to reflect upon behavioural choices
- **Internal reflection time** to allow the pupil space to calm and reset
- **Restorative conversations** supported by staff, involving those affected
- **Behaviour report card or daily check-in** to monitor and support improvements
- **Temporary removal from class** to ensure calm and safety
- **Meetings with parents/carers** to plan next steps collaboratively
- **Fixed-term suspension** in response to serious or repeated breaches of the behaviour policy.

These sanctions are always used in conjunction with the graduated response to ensure that pupils are supported to reflect, repair relationships, and re-engage positively with school life.

Recording Behavioural Incidents

All behaviour incidents should be recorded on CPOMS using the ABC + R model.

Antecedent	Behaviour	Consequence	Response
What happened before the incident? Where were you? Who else was present? What was going on at the time?	What exactly did the child say or do? Aim to use the child's exact words. Be factual, no assumptions and no interpretations	What happened immediately afterwards? How did the child react? What was the impact on others or the learning? Did the situation escalate, resolve or continue?	What did you do in response? Who did you inform and how? What further action is needed?

Where a pupil demonstrates challenging behaviour i.e. refusal to follow reasonable instructions; deliberately hurting other pupils and/or staff, physical aggression against a staff member; a Senior Leader must be informed immediately.

Suspension and Exclusion

For clarity this guidance will use the following definitions:
A **"suspension"** is defined as the temporary removal of a pupil from the school for behaviour management purposes. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

An **"exclusion"** is defined as the permanent removal of a pupil from the school, in response to a serious breach or persistent breaches of the school's Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school.

The SSSJ Way and the school's graduated response provides school with a framework for reducing suspensions and permanent exclusions through an inclusive, relational and restorative approach to education, as outlined in the chapters above.

However, there are incidents that occur in school where suspensions and permanent exclusions need to be considered, in response to serious breaches or repeated breaches of the school's behaviour policy, or to safeguard the welfare and education of other pupils and staff.

The following examples of behaviour may warrant the decision to suspend or exclude a pupil:
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse

Where an incident has occurred the Executive Headteacher / Head of School must consider whether the investigation has been conducted fully and fairly, with the inclusion of the voice of the child, whether there is clear evidence of the graduated response, whether the child has Special Educational Needs and whether these have been met as fully as possible, and whether all alternatives to permanent exclusion have been explored. In these instances, SSSJ will conform to the DfE guidance on school suspensions and permanent exclusions.
This section should be read in conjunction with the Suspension and Exclusion Policy.

Restrictive Intervention and Use of Reasonable Force

This section of the policy should be read alongside DfE guidance: Restrictive Intervention including the use of reasonable force in schools.

For clarity, this guidance will use the following definitions:
Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

At SSSJ we follow the DFE guidance on 'Restrictive Interventions including the use of reasonable force (April 2026) which makes it clear that all members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:
1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise.

At SSSJ our behaviour policy focuses on developing an inclusive, relational and restorative approach where prevention and de-escalation strategies are at the core of our practice.

Preventative measures are embedded within how we aim to build relationships resulting in a sense of belonging for our pupils and staff. Effective de-escalation strategies are embedded within how we regulate and respond to our pupils' needs and ultimately in how we repair harm. Staff are equipped to use a range of de-escalation strategies to meet individual needs.

The school's graduated response to managing behaviour provides a layered support framework which aims to prevent the need for restrictive interventions. As part of this, school aims to identify the underlying triggers of challenging behaviour so we can provide proactive support, create an inclusive environment and consider the impact of school policies on all pupils, including those with SEND. As we progress through the graduated approach, individual plans and risk assessments (if appropriate) are developed and shared with pupils, parents and staff.

However, when assessing whether it is reasonable to use force and/or restrictive interventions in a situation, the member of staff should use their professional judgement.

Factors staff might want to consider include:
There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?
Staff should consider whether there are other more effective, less restrictive ways to manage a situation. Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself. Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?
Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks. If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy. Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Have you considered the pupil's welfare?
Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.

Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers. Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do. For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.

Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped. This list of factors is not exhaustive, and staff should also take into account other relevant considerations. Training on the use of restrictive interventions should equip staff to judge when it is appropriate to use restrictive interventions, including in situations where quick decisions are needed. It should also help staff understand how to assess whether their response is reasonable under pressure. If an assessment has been made to use restrictive interventions, staff should be supported in their decision making.

Consideration for pupils with special educational needs and/or disabilities (SEND)
Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

With the aim of preventing a disproportionate use of restrictive interventions, school staff will seek to understand the underlying triggers of challenging behaviour so proactive support can be provided, within an inclusive environment. Staff who know individual pupils well will be utilised to help identify and manage risk such as triggers points when challenging behaviour is likely to occur. Proactive strategies will be used effectively to reduce the likelihood of restrictive interventions being used.

Depending on the circumstances, examples of strategies may include:
- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention.

These will be detailed within the child's wave 3 plan. This will be compiled with the pupil, parents, staff and other professionals. The wave 3 plan will outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively. The wave 3 plan will also detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This will be discussed in conjunction with the relevant people, such as teachers, parents, the pupil, pastoral staff or health professionals, and parameters around its use stated clearly in the plan.

Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, school will have a risk assessment in place and where possible, mitigate risks such as through training and prevention strategies. Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of the wave 3 plan. Any wave 3 plan will be reviewed with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

Use of reasonable force to search pupils
A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. The decision to use reasonable force should be made on a case-by-case basis. Staff should refer to the Searching, Screening and Confiscation in Schools guidance document for detailed advice on searching a pupil.

Unacceptable uses of force
It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

Other physical contact with pupils
School does not have a 'no contact' policy in line with government guidance. School will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions as this can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:
• to give first aid
• to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
• to comfort a distressed pupil
• to congratulate or praise a pupil, for example a pat on the back or a handshake
• to demonstrate how to use a musical instrument
• to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:
• the school's child protection (or any other relevant) policy
• the applicable circumstances, such as whether there are other adults present
• the individual pupil's age
• any other material factors, including but not limited to whether: the pupil has SEND or other vulnerabilities; any alternative strategies that do not include physical contact can be used.

Seclusion
At times, school may use seclusion as a non-disciplinary intervention which involves keeping a pupil confined to a place away from others and preventing them from leaving. Seclusion will only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent and therefore seclusion is not implemented by staff through a threat of punishment or as a disciplinary response to deliberate or wilful behaviour. Proportionate consequences for this type of behaviour are detailed within this policy.

The place to which the pupil is confined will feel safe and non-threatening or intimidating to the pupil. The pupil will be supervised at all times during the period of seclusion. The positioning of the supervising adult will be dependant on the behaviour displayed. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave. An incident involving the use of seclusion must be recorded and reported as outlined in the recording and reporting duties.

Recording the use of Restrictive Intervention (including reasonable force, seclusion, restraint)
At SSSJ, staff will record all significant incidents. A significant incident refers to any incident where the use of reasonable force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils.' Seclusion and use of restraint will also be recorded and reported to parents in the same format.

Incidents must be recorded in writing by the staff member(s) involved as soon as practicable after the event. It will be recorded by the staff member with support of a Senior Leader. The requirement to record applies even if the use of reasonable force and other restrictive interventions in certain circumstances is agreed with parents as part of the pupil's positive regulation plan (wave 3).

School will record the following details as a minimum. This will be recorded on the school's 'Restrictive Intervention Form'. (Appendix 1) Once the record has been completed in its entirety and shared with parents, a copy of it will be uploaded onto CPOMS under the 'Restrictive Intervention' category.

- Names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

School will also record any witness accounts of what happened as well as when and how parents where notified, and what follow-up has taken place.

Reporting the use of Restrictive Intervention (including reasonable force, seclusion, restraint)

All significant incidents are reported to parents through a face-to-face meeting as soon as practicable after the event. This meeting is to be supported by a leader. Following the meeting, parents will be emailed a signed copy of the 'Restrictive Intervention Form' through Arbor so there is a record detailed on the pupil's communication log. (Appendix 1)

Within the meeting, it is best practice to host a follow up discussion about the following key points the effectiveness of the wave 3 plan and whether any updates are needed linked to triggers, de-escalation strategies and what could be done differently in the future. Any changes to the wave 3 plan are then communicated with parents via email along with the restrictive intervention form.

Monitoring the use of Restrictive Intervention (including reasonable force, seclusion, restraint)

A use of Restrictive Intervention Log will be kept and used as a tool to report to the Local Advisory Board (LAB). The Senior Leadership Team, along with the LAB will use the log of significant incidents to:

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
- identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice.
- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.
- identify any disproportionate use of reasonable force and/or other restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

Duty of care: SSSJ recognises the challenges that can be posed to pupils and staff in incidences where restrictive intervention is used. Following significant incidents, a debrief will be held with pupils and staff to facilitate reflection, learning and to support pupil and staff wellbeing. (See appendix 3 and 4) This conversation will be framed as part of the overall debriefing process and look to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved, as well as to repair and rebuild relationships through dialogue. This process will be facilitated by a senior leader who, ideally, was not involved in the incident. By engaging in this process, schools will foster a culture of continuous improvement. School will continue to monitor pupil and staff wellbeing and provide additional support if needed, for example through further follow-up conversations, or through the support framework within the 'Social, Emotional and Mental Health Policy'. Additionally, any pupil who witnesses an incident of restrictive intervention where a peer may have been injured or become distressed should also be provided with appropriate support where necessary.

Absconding from school

For clarity the definition of abscond, is to **leave without permission** from an adult. For the purpose of this guidance there are two forms of absconding: internal and external.

Internal Absconding	External Absconding
Where a pupil leaves the care of the responsible person without permission but remains in the school building i.e. leaves the classroom but remains inside the school building.	Where a pupil leaves the designated area for pupils without permission i.e. enters school car park.
	Where a pupil leaves the school site without permission. (Absconding from school grounds)
	Where a pupil leaves an offsite provision without permission, e.g., curriculum swimming, alternative education provision, etc. (Absconding off-site)
Where a pupil leaves the care of the responsible person without permission but remains on the school site i.e leaves the school building.	Where a pupil leaves a defined area or supervision of the responsible adult without permission, e.g., when undertaking fieldwork or on an educational visit. (Absconding off-site)
	Where a pupil leaves the designated transport provided for them without permission (Absconding from transport)

SSSJ have a duty of care to take all reasonable steps to ensure that pupils are kept safe whilst in the school's care. We aim to reduce the potential for absconding by ensuring the following is in place:

The site is secure.
School has secure perimeter fences and gates.
Gates are locked after designated drop off and pick up times.
Arlington Street gate is monitored by staff during nursery mid day opening times.
Doors leading into each block are locked with maglocks and a fob system in place.

Supervision levels are appropriate.
Effective supervision is dependent on a number of factors including:
Age of the pupils
Ability of the pupils
Number of the pupils
Activities being undertaken
Pupil behaviour
Site layout and security
Specific identified risks e.g. pupils with history of absconding, public rights of way through school grounds, building work, etc.

SSSJ expectations are clear to all pupils.
School rules and expectations are clearly reinforced throughout the school year and through daily interactions.
There is a clear and consistent system in school which covers absconding pupils.

Individual risk assessments are in place where absconding is a possibility.
Where there is a foreseeable risk of absconding, there should be a wave 3 plan in place with clear control measures to mitigate against risks.

Visits to venues for trips are completed in advance to undertake a risk assessment and approved by the Executive Headteacher / Head of School prior to the trip commencing.
On an Educational Visit the security of the venue/location should be assessed and supervision levels altered accordingly.
Ensure that there are robust systems in place so that each group has specified members and leaders, and regular head counts occur throughout the visit.
In the planning for an educational visit the risks of absconding must be clearly assessed, particularly in the case where known absconders are in attendance. This should include transport.
Communication between the groups and robust emergency procedures should be place.
When using staff cars to transport known absconders the RA should specifically refer to the risk of absconding.

In the event of a pupil absconding, the following timeline will be followed:
• inform a member of the Leadership Team immediately.
• ensure other pupils are contained in a safe environment.
• Executive Headteacher / Head of School or assigned leader will direct staff to check school premises and the main office to check CCTV.
• If the pupil is located within the school premises, strategies for diffusing, de-escalation and returning the pupil to their routine is used.
• If the pupil is not located within the first few minutes, the Executive Headteacher / Head of School will inform parents and the police.
• Executive Headteacher / Head of School will host a follow up meeting with the pupil and parents in order to complete a wave 3 positive regulation plan including a risk assessment linked to absconding from school.
• Targeted intervention will be organised for the pupil on their return to school i.e. Runa programme.

Where a pupil attempts or is seen to be leaving the school premises without authorisation the following procedures should be followed:
- Staff must follow the pupil to the perimeter fence or gate and must try to persuade the pupil to stay in the school using de-escalation techniques.
- The pupil is to be reminded, if appropriate, that if they leave the school site and go out of staff sight the police and their parents/ carers will be informed.
- If a pupil is deemed to be a high risk to themselves or other people, then staff should adhere to the use of Restrictive Intervention section with reference to holding the pupil, if appropriate.
- At all times staff must be aware that active pursuit may encourage the pupil to leave the immediate vicinity of the school and may also cause the pupil to panic, possibly putting him or herself at risk by running onto a busy road, for example.
- If the pupil has left the immediate vicinity of the school, the DSL, Executive Headteacher / Head of School or SLT members must be contacted immediately and the lead person will direct the course of action.
- Staff (minimum of 2) will follow the pupil and engage in a local search, following the pupil at a safe distance if in view.
- The SLT lead may direct additional staff to join the search in a vehicle, taking a mobile phone to contact school.
- The SLT lead will contact the pupil's parents/carers and the police.

Upon his or her return to school, and when the pupil is calm, the pupil must be seen by the SLT so that the reasons for absconding may be discussed in detail. At this point a decision will be made as to the appropriateness of further actions.

Any incident will be investigated thoroughly to determine how it happened and any lessons to be learned. Action will be taken by the leadership team with the aim of preventing any reoccurrence. All successful and unsuccessful attempts to abscond will be recorded on CPOMS under the 'Pupil Absconding' tab. The incident will record the following format:

Antecedent	Behaviour	Consequence	Response
Record what was happening immediately before the pupil attempted to abscond. Add prompts specific to absconding, such as: What was the **location** in relation to exits, gates, corridors or external spaces? Was there a **transition** happening (e.g., end of lesson, lining up, unstructured time)? Was the pupil: distressed, dysregulated, refusing work, avoiding a demand? trying to access a preferred person/object/place? Were there environmental triggers (noise, crowding, sensory factors)?	This section must explicitly name the absconding action. Examples of wording: "Pupil attempted to leave the classroom by heading towards the door." "Pupil ran toward the main gate shouting, 'I'm leaving.'" "Pupil climbed onto the fence but retreated when spoken to." "Pupil left the playground unnoticed for 30 seconds and entered the car park." Be factual and avoid interpretation. Use the pupil's **exact words** if relevant ("I'm going home," "You can't stop me," etc.). Clearly state whether it was: **A successful absconding incident** (they left the designated safe area) **An unsuccessful attempt** (staff intervention prevented it)	Record what happened immediately after the attempt or incident: Did staff physically intervene? (e.g., blocked exit, followed, used guiding but **not restraint unless necessary**) Did the pupil escalate (run faster, shout, push past), de-escalate, freeze or return voluntarily? What was the impact? Learning disruption Distress to peers Safety risk (approaching roads, car parks, water, tools, etc.) Staff redeployment How long did the episode last? Did the pupil require recovery time?	Detail exactly what staff did: Verbal de-escalation strategies used Practical steps (closing doors, positioning of staff, removing audience) Use of restrictive intervention. Who was informed DSL /Parents /SLT? What follow-up actions were taken? Update risk assessment Adjust supervision levels Review triggers and pupil's support plan Restore, repair or reconnect with the pupil Record on CPOMS

Mobile phones / electronic devices in school

Every school has a duty to create an environment that is calm, safe and free from distraction so that all pupils can learn and thrive. The Department for Education expects schools to be mobile-phone-free environments, with any exception being strictly limited. This is because mobile phones pose risks of distraction, disruption and loss of focus, and can contribute to issues such as bullying or inappropriate online behaviour. Ensuring that pupils are fully present supports both learning and wellbeing

In line with this national guidance, SSSJ aims to remove digital distractions throughout the school day and uphold our responsibility to keep pupils safe.

Use of Mobile Phones / Electronic Devices at SSSJ
We recognise that older pupils may need their mobile phones for safety when travelling to and from school. To support this while maintaining a distraction-free learning environment, pupils must hand in their mobile phone or any similar electronic device on arrival. Devices will be stored securely in the school office and returned to pupils at the end of the school day. This approach is one of several endorsed by the DfE as effective practice for maintaining mobile-free environments.

Pupils must not access their mobile phone at any time during the school day, including lessons, transitions, breaktimes and lunchtime, in accordance with national expectations.

Expectations and Enforcement
All staff are expected to uphold this policy consistently, as recommended in national guidance, which emphasises the importance of staff modelling good practice by not using personal phones in view of pupils.

If a staff member suspects that a pupil is in possession of a mobile phone during the school day, this should be reported to a member of the leadership team immediately. Leaders will determine whether a search is appropriate, following statutory powers set out in the Searching, Screening and Confiscation guidance and recognising mobile phones as an item that may be searched for under school rules.

Where a phone is found or used in breach of the policy, staff may confiscate the device as a sanction. The DfE supports the use of confiscation as a proportionate disciplinary measure and confirms that staff are protected from liability for loss or damage when acting lawfully.

Support and Safety
We will continue to educate pupils about the risks associated with mobile phone use—including distraction, disruption and online harms—and the benefits of a mobile-phone-free environment.

Searching, screening and confiscation

This section of the policy should be read alongside the DfE guidance on 'Screening Searching and Confiscation.'

Executive Headteacher / Head of Schools and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item in school or any other item that the school rules identify as an item which may be searched for.
The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Only the Executive Headteacher / Head of School, or a member of staff authorised by the Executive Headteacher / Head of School, can carry out a search for the items specified below.

The list of prohibited items is:
- knives and weapons.
- alcohol.
- illegal drugs.
- stolen items.
- tobacco and cigarette papers
- fireworks
- 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 property of; any person (including the pupil).

Staff may also search for mobile phones and electronic devices.

Before searching

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item, or any item identified in the school rules for which a search can be made. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risks to other pupils and staff.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. Staff should always seek the co-operation of the pupils before conducting a search. If the pupil is not willing to co-operate with the search the member of staff should seek further advice from the Executive Headteacher / Head of School. If the member of staff still considers the search to be necessary due to a potential risk to other pupils and staff, the pupil must continue to be supervised and kept separate from other pupils.

The Executive Headteacher / Head of School will then determine whether the pupil will be sanctioned in line with this behaviour policy or whether further action will be needed. This will involve a phone call home to parents should the pupil continue to refuse to
co-operate.

During a search

An appropriate location for the search should be found. The search should always take place on school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. The search should be away from other pupils.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

The extent of the search

A member of staff may search a pupil's outer clothing, pockets, possessions including bags, desks or lockers. The person conducting the search must not require the pupils to remove any clothing other than outer clothing. Outer clothing means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. Staff members should be sensitive to whether such outer clothing is worn for religious reasons when conducting a search.

After the search

Whether or not items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's safeguarding and child protection policy.

Recording searches

Any search by a member of staff for a prohibited item and all searches conducted by police officers must be recorded on the school's CPOMS system using the category 'Searching, screening and confiscation'. The proforma detailed below will be completed, regardless of whether an item has been found.
All search information will be analysed by leaders to determine whether the searches fall disproportionately on any particular groups of pupils by analysing the recorded data.

Informing parents

Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable using the proforma detailed in appendix 4.

Confiscation

An authorised staff member carrying out a search can confiscate any items that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils.
- is prohibited or identified in the school rules for which a search can be made.
- is evidence in relation to an offence.

The member of staff, in liaison with the Executive Headteacher / Head of School should take into account all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. Executive Headteacher / Head of School should refer to the paragraphs 58 – 79 of the screening, screening and confiscation DFE guidance linked to the confiscation of items.

Monitoring and Review

The trauma informed relationships and behaviour policy will be reviewed annually by the Executive Headteacher / Head of School. Following each review, the policy will be presented to the Local Advisory Board for approval before being shared with all stakeholders.

Date of next review: June 2027

APPENDIX 1

Restrictive Intervention Form

<table>
<tr><td colspan="3">Name of staff member</td><td></td></tr>
<tr><td colspan="3">Name of pupil</td><td></td></tr>
<tr><td colspan="3">Date</td><td></td></tr>
<tr><td colspan="3">Time</td><td></td></tr>
<tr><td colspan="3">Location</td><td></td></tr>
<tr><td colspan="3">Additional information linked to pupil ie EHC plan, SEND area of need, regulation plan etc</td><td></td></tr>
<tr><td colspan="3">Name(s) of staff member(s) who witnessed the incident</td><td>Informed parties (parents, social workers, police, etc.)</td></tr>
<tr><td colspan="3"></td><td></td></tr>
<tr><td colspan="3">What did the behaviour look like leading up to the incident?</td><td>De-escalation strategies used at this stage</td></tr>
<tr><td colspan="3"></td><td></td></tr>
<tr><td colspan="3">What did the behaviour look like during the use of physical intervention? Include the reason(s) for the use of physical intervention.</td><td>Details of restrictive intervention</td></tr>
<tr><td>Danger to self</td><td>Danger to others</td><td>Damage to property</td><td rowspan="2"></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3">What did the behaviour look like after the use of restrictive intervention?</td><td>Details of positive de-brief with the pupil.</td></tr>
<tr><td colspan="3"></td><td></td></tr>
</table>

Record of any recognised injuries to pupil concerned, other pupils or staff	Details of any impact of other pupils and/or damage to property
Record of parental comments	Agreed next steps to prevent the incident from reoccurring

Signed and dated member of SLT	Signed and dated staff member:	Signed and dated parent:
Need to get a 'wet' signature (handwritten)		

Monitor the 'Restrictive Intervention Log' & Senior Leader / SENDco review and identify next steps

APPENDIX 2

Staff Reflection Form Adult- Post Incident

Staff Name		Date of Incident	
Pupil(s) Involved		Location of Incident	

What Happened?

How did you feel during the incident?

What actions did you take to de-escalate the situation before using physical intervention?

What was the impact of your intervention?

Do you feel the intervention was necessary and proportionate?

☐ Yes ☐ No ☐ Unsure

Please explain:

What support did you receive after the incident?

(e.g. emotional support, further training, time to debrief)

Do you have any recommendations to help prevent future incidents like this?

Signature of Staff Member		**Date**	
Debriefed by		**Date of Debrief**	

APPENDIX 3

Pupil Reflection Form			
Name		Date	
Who was with you?			
What happened?	Can you tell us what happened in your own words?		
How did you feel at the time?	😠 Angry 😢 Sad 😤 Frustrated 😟 Worried 😞 Upset 😐 Okay 😕 Confused 😌 Calm 😨 Scared 😶 Other		
Did anything or anyone upset or worry you before this happened?			
What helped you feel better afterwards?	🧍 Talking to a grown-up 🧸 Quiet time 🎨 Doing something calm 😔 Saying sorry 💬 Sharing my feelings 🧠 Breathing or calming strategies		
What can we do to help next time?	Is there anything we can change to make things easier for you?		
Draw a picture if you'd like to show how you felt or what happened:			
Adult helping with this form			
Signature		Date	

APPENDIX 4

Searching, Screening and Confiscation Report	
Name of staff member	
Name of witness (staff)	
Name of pupil	
Year group	
Date	
Time	
Location	
Additional information linked to pupil ie EHC plan, SEND area of need, regulation plan etc	
Reason for searching	**What items were found (if any)**
Confiscation as a result of the search	**What follow up action was taken as a consequence**
Parental Comments	

Signed by staff	Signed by parent	Signed by pupil (if appropriate)