

25. Trauma Informed Relational Behaviour Policy

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Next review: January 2027

See EOTAS policy control document (held by the Business Manager) for status, notes and actions about this policy



Trauma informed Relational Behaviour Policy

Version	Status	Date	Title of Reviewer	Purpose/Outcome
1.0				
2.0				
3.0				



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Introduction

The EOTAS trauma - informed Relational Behaviour Policy embodies our culture and ethos developed through a trauma - informed approach where relationships are at the heart of every interaction and supports the whole school community to include our staff, pupils, parents / carers and all agencies and visitors working with EOTAS.

Aims and expectations of the Policy

1.1 EOTAS is committed to promoting and creating a positive and equitable learning environment where pupils are able to achieve in EOTAS settings and educational offers. Due to the variety of provision the varying age of pupil and their differing needs, EOTAS looks to use a common language to support pupils through the school day. This language will be based around a Trauma Informed approach.

1.2 This Policy is to provide all staff with the necessary information to enable them to meet their responsibilities and to ensure consistent and effective practice across all college sites and provisions.

1.3 Within the Trauma Informed approach EOTAS staff will frame conversations and expectations around 3 key words. Ready, Respectful and Safe.

A. Ready – This area will focus on the student arriving for the start of school and each lesson on time, being in an emotional place to learn, with correct uniform and ready to engage in lessons (where applicable).

B. Respectful – This area focuses on the student's ability to look after themselves, to interact with peers and staff, being mindful of others, looking after school equipment, using their manners, and how students treat the school site and their interactions with the local community.

C. Safe – looks at the student being physically, mentally and emotionally safe and looking after their school, peers and staff members. Specifically, but not exclusively looking at safe travel on school transport, walking to and from school, walking around the site, following instructions from staff, staying in appropriate classroom/hub and when out in the community.

1.4 Underpinning all communication and interactions that staff have with pupils, EOTAS will have an understanding of the impact of trauma, past and present, on our pupils' lives and all interactions will take a Trauma Informed approach.



1.5 A trauma-informed Approach acknowledges evidence-based research within health and the neurosciences that demonstrate a clear correlation between the adversities a person experiences in childhood and its potentially damaging effects on their later physical health, emotional health and social outcomes.

1.6 Trauma-informed practice is not designed to treat trauma related difficulties. Instead, it seeks to address the barriers that those affected by trauma can experience when accessing the care, support and treatment they require.

2. Definition of trauma (KCA)

2.1

i. “An event, series of events or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional or spiritual well-being”.

ii. Trauma is not the event itself.

iii. It is what happens within you in response to an event that has been perceived as an out of control, frightening experience.

iv. It is a subjective experience.

v. A normal response to an abnormal situation.

vi. A Trauma Informed approach conceptualizes trauma as not 'What is wrong with you?' but 'What has happened to you?'

2.2 What type of events could be traumatic?

a) Early childhood experiences.

b) Single Incident Trauma.

c) Complex Trauma.

d) Adverse Community Environments – such as housing, family home, growing up in poverty.

2.3 Connected relationships matter

We need to be part of a network of human brains. Communities are built by networks of connected relationships, the healing effects of communities is numerous. As well as promoting healing from trauma they buffer against stress and protect against trauma. (KCA)



3.0 Staff approaches and classroom strategies in applying a trauma informed relational behaviour policy.

3.1 Five to thrive – making connections building brains

a. **Respond:** Staff to respond to the dysregulated student who is overwhelmed and accept the stress and emotions into ourselves so that we can transform them through our capacity to self-regulate.

Responding is this switching on to the internal world of the dysregulated or overwhelmed student.

This may present in different ways at the different colleges and provisions.

b. **Engage** – It is the co-regulating person who does the engaging, ensuring that connection can be made within the particular zone of tolerance on that day at that time. Use physical proximity, eye contact, and touch as appropriate. This is from staff knowing students well. For some children one of these may not be appropriate. Make sure that you have read the pupil passport, risk assessment, right help right time document.

Use position, posture and voice tone. Focus on preverbal communication. Notice the zone of tolerance right now for the student. Try engaging! Notice reactions and adjust

c. **Relax** – As the co-regulator, relax as this will help the dysregulating person to relax. Staff may use some of the following:

- Keeping your body language and posture open and relaxed
- Calming tone of voice and volume
- Pausing and regulating your breath
- Visualizing being calm and confident
- Remaining well-regulated through positive self-talk
- Absorbing and neutralising the stress

d. **Play** - activating the social and emotional brain through non-verbal communication

The whole give-and-take of respond-engage-relax is received and processed by the social and emotional brain of the co-regulator. This brain activity is transmitted by changes in the face and body – non-verbal communication. This switches on social and emotional brain activity in the student, so that they too become able to make sense of what is happening.



Staff may use some of the following:

- Use of gentle humour and playfulness
- Element of fun in learning
- Opportunities to laugh and bond together
- Ability to laugh at self
- Lightness and joy to the learning
- Modelling playfulness and laughter with colleagues
- Humour - never at the expense of a student

e. Talk - activating the cognitive rational brain through verbal communication

- Listen carefully and with empathy
- Talk honestly and sensitively
- Be undeterred if the other person seems switched off, unresponsive or ungrateful!
- Staff may use some of the following:
 - Using narrative to make sense of things
 - Speaking within child's window of tolerance and understanding
 - Validating child's emotional response
 - Talking about the process of learning – metacognition
 - Talking about the challenge of learning – removing stigma
 - Using I statements, not you statements
 - Breaking learning into small steps
 - Acknowledging what may be hard



3.2 7 small things that make a big difference

7 Small Things That Make a Big Difference

Questions for group discussion

- 1) What are you already doing?
- 2) What might you add?
- 3) What can you add in tomorrow?



Non-verbals are crucial

Use your whole self to build the relationships- non-verbals are crucial for signaling safety



Welcome every CYP into the classroom

Welcome everyone in, using their name and welcoming at the door when you can
Five To Thrive



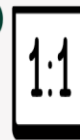
Plan in moments of joy

Plan in moments of joy and playfulness, for bonding and connecting
Five To Thrive



Plan 1:1 moments

Plan 1:1 moments with each CYP throughout the week/fortnight e.g. remember that Ahmed has a pen hamster and that Lily is in the football team
Relational Practice



I am glad you are here

Tell those who need it 'I am glad that you are here' or 'it's great to see you' it will mean so much to those struggling to get in

Builds Self Esteem and Trust



Always a fresh start

It is ALWAYS a fresh start, no matter what has happened before and don't take what they said or did personally
Unconditional Positive Regard



Connect before the day starts

Connect with other adults before the day starts
Five To Thrive



4.0 Rewards and Sanctions

4.1 A key aspect of following a trauma informed relational policy is to acknowledge that pupils need support with co- regulation, self-regulation and to develop resilience. Pupils need staff to support them to understand acceptable behaviour. EOTAS staff focus on positive relationships and will celebrate success through a range of rewards and praise. These are adapted according to the needs of students at the different sites.

Having a trauma informed approach does not mean having lower expectations, no routines or no structure. On the contrary, in order for pupils to feel safe, their educational environment needs to be high in both nurture and structure. Pupils need predictable, consistent routines, expectations and responses to behaviour. All staff are expected to have high expectations, be proactive in developing strong professional relationships with pupils and apply consistent routines in line with the school ethos. However, managing these expectations may require flexibility. Being 'fair' is not about each student getting the same (equality) but about everyone getting what they need (equity).

4.2 Rewards

A range of rewards are given including:

- Verbal praise
- Manners Matters certificates
- Positive phones calls/Post Cards home
- Subject certificates
- Attendance certificates
- Celebration assemblies
- Individual and whole class rewards

4.3 Reflect and Restore sessions – modelling and mending relationships

At EOTAS we believe that pupils are given a 'fresh start' which give them the opportunity to reflect on what happened and to restore relationships with staff and/or other pupils.

Pupils are given the opportunity to participate in Reflect and Restore (R&R) sessions with tutors after school to work on making better choices.

Pupils who refuse this support will complete a twilight session and a meeting will be arranged with parents/carers to discuss how to improve their behaviour for learning. All pupils have a pupil passport that inform staff of how to support a pupil. This is regularly reviewed and updated by the tutor.

If a pupil is suspended they and their parents / carers will attend a Return to School Meeting (R&R and RTS). Missed RTS will be rescheduled for the end of the following day.



R&R and RTS meetings are held at the end of the school day to maintain the stability of the school and to allow students, carers, parents and staff to follow the principles of restorative practice. Staff need to be present at these meetings to restore and build relationships.

4.4 Modelling behaviour Expectations through a structured approach

It is important that classroom teachers and staff give pupils clear direction on what is required within the classroom. Using a graduated response will support pupils to co-regulate with staff and to be resilient learners.

Step 1: Graduated approaches to low-level incidents

1.	Quiet reminder of what is required—Refer to engagement, use positive body language when approaching a student, and ask a student how they could be helped.
2.	Quiet conversation outside of class with teacher/support or pastoral team. Deliver the message, then allow a change of face if and when necessary
3.	Give choices - moving seats or use of time out, and a reminder of expectations.
4.	Work outside of lesson with support from staff - following the aims of the lesson.
5.	Refusal to take time out/no work completed- Parent / carer meeting/ telephone call at the end of the school day.
6.	Persistent refusal /disruption to learning, impact on students – Refer to Step 2

Step 2: Graduated approaches to Pastoral Support / Behaviour Team

1.	Pupil has been disruptive, refusing to work and are not following instructions: Pastoral support / behaviour team will encourage pupil to have time out/pastoral support/1:1. Discuss e with class teacher/support staff to decide next step. Reintegrate to the lesson or the next lesson if ready to return.
2.	Pupil continues to not follow requests, engage in support or lessons and may be causing disruption to learning. A part time timetable will be considered to try and reengage this may include referred twilight curriculum. Referral to PRISM.
3.	Pupils will be referred to interventions based on their individual needs and requirements.

Step 3 - Serious Incidents

Physical violence towards others or property.	SLT to be called for support in the case of a serious incident, once a situation has been assessed, several outcomes are possible. The safety of the students and staff is paramount in all situations.
Serious incidents of abuse of threatening behaviour.	
Possession of drugs or weapons.	
Continued and extreme disruption of others learning, out of staff duty of care.	

1. If a pupil is out of staff control, abusive, aggressive, threatening and/or damaging property. Give a clear direction of what will happen if they do not stop. Prevent pupil from damaging property or kicking doors, remove objects from them, etc. A warning that staff will use RPI (Restrictive Physical Intervention) if they do not move to an area indicated or stop what they are doing.
2. If staff have exhausted interventions and positive handling is not possible or is not working, a 999 call will be made.
3. A pupil will be suspended. RTS meeting arranged with staff and parents.
4. Any Restrictive Physical Intervention is recorded on CPOMS. This is a legal record monitored by key staff, the Head of College and the Headteacher regularly and reported on termly to the management committee. The pupil is encouraged to have a voice in the recording of these serious incidents so we can continually review how a situation has been managed and continuously seek to improve our practices. CCTV may also be used in line with CCTV policy.

4.5 Pastoral Support and Behaviour support.

This only applies to some colleges and not all provisions.

Pastoral support and behaviour support will be used to help pupils who need additional support or mentoring or who need to complete work outside of class.

When pupils are referred to twilight curriculum, virtual learning or suspended, BST will complete paperwork and inform the office staff to telephone and text parents / carers. Where relevant; Social Worker and virtual schools (or external stakeholders) will be informed.

If a parent / carer does not respond to telephone or text message and there is an allocated Social Worker, call to ask for support. The telephone call is to inform parent / carer and establish if the pupil is going to be collected or can make their own way home / named adult.

When a pupil is out of staff control, our duty of care to the pupil, staff and other pupils will be to call the police to remove the student from site and parents will be informed.

The pupil to be escorted from School premises and make them aware that they will need to return for the R&R and RTS meeting.

BST will liaise with relevant staff to arrange time slot for the session. BST will coordinate SIMS tracking and relevant paperwork.

A confirmation text will follow to remind parents / carers that students must return in uniform for their R&R and RTS meeting. All staff involved to add all relevant information onto CPOMS before the restorative session.

The parent / carer will be contacted by BST if they and the pupil do not attend RTS and the meeting will be rescheduled.

The letter will be sent and emailed to parent/ carer for a suspension as soon as possible, with details of the suspension, and the date and time of the RTS meeting.

4.6 Support for Staff



In some of the circumstances outlined above, especially where anger and aggression have been shown, the impact of staff involved must be considered. Therefore it is important that we ensure the staff involved have the opportunity to take time where needed, away from the teaching environment to calm themselves and discuss the incident with a supportive colleague.

The member of staff involved and any witnesses must have the opportunity to write up a report of the incident as soon as possible. This may need the intervention of other colleagues and members of the Senior Leadership Team in either supporting the member of staff affected by the incident and/or their teaching commitments. Opportunities at a later stage to have a debrief regarding the incident should be made available.

4.7 Twilight Curriculum: only applies to some colleges

The Twilight curriculum is made up of:

Extension classes for subjects
Bespoke timetable options
Restorative meetings to return to school

4.8 Additional support

Tutors and support staff will review patterns of behaviour weekly and work with pupils to find strategies to manage issues. Where tutor and pastoral tutor teams have exhausted in house strategies they can escalate concerns. Pastoral teams will look at data and patterns and review risk assessments and pupil passports.

1. This may include referrals and strategies for in class concerns, 1:1 intervention, bespoke timetable change requests, general social care concerns and referrals to other agencies for additional support. Agencies involved may include one or some of the following: SLCN, social care and Early Help, CAMHs worker etc. In the circumstances that a student has an Education Health and Care Plan, shows no improvement in behaviour for learning and the school is no longer able to meet a student's needs, an emergency annual review will be arranged in line with SEND Code of practice. Assistance is available from the Educational Psychologists.

The following documentation is available to support staff in their work with the pupils. It is expected that all staff will have read these documents and input to them as appropriate via the planned review process.

1. An EHCP - This is related to the details of their individual needs for some students.
2. Right Help, Right Time.
3. A risk assessment– this outlines the behaviour that pose a risk to the pupil, other pupils and staff. It also outlines the control measures to reduce risk.
4. Pupil passport – This is produced for all staff to use when planning lessons / interventions.



4.9 Searching, Wanding and Confiscation

1. Pupils are wanded on entry to EOTAS and all possessions must be placed by the pupil into their locker.
2. All devices and phones must be switched off and handed in at the start of the day, to be collected at the end of the day. If a pupil is found with a phone during the school day, it will be confiscated and placed in the locker until the end of the day or for parents to collect.
3. If staff have concerns about pupils carrying weapons, drugs or mobile communication devices the pupil will be searched and items confiscated.
4. A locker search will be carried out by two staff members if staff believe that the student has brought a weapon, drugs or drugs paraphernalia on to site. Parents / carers will be informed and will be expected to attend a meeting with a member of SLT. The police will be informed and come to site to collect any weapons, drugs and /or drugs paraphernalia. These items will be placed into an evidence bag and placed in a locked box whilst waiting collection. These items will not be returned to the pupil or parents.
5. To promote a healthy school, we also remove high sugar food items and drinks that are returned at the end of the day

4.10 School suspensions and permanent exclusions (updated 2024) Guidance on the suspension and permanent exclusion of pupils from local-authority-maintained schools, academies and pupil referral units.

Only the Headteacher can issue a suspension. They may suspend a student for one or more fixed periods, for up to 45 days in any one school year. The Headteacher has the power to exclude a pupil permanently. If the circumstances warrant this such as extreme or repeated incidents of physical violence, or incidents involving drugs or weapons.

If a pupil is suspended or permanently excluded, the parent/carers will be informed. This will be followed up in writing, making it clear to the parents that they can, if they wish, appeal against the decision to the Management Committee. The school informs the parents how to make any such appeal.

When the Headteacher suspends or permanently excludes a pupil they must, without delay, notify parents. If a pupil has a social worker, or if a pupil is looked-after, the Headteacher must without delay after their decision, notify the social worker and/or VSH, as applicable. When the Headteacher suspends or permanently exclude a pupil, they must also notify the local authority, without delay.

The Management Committee itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. When an Appeals Panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated. If the Committee's Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.



4.10 Appeals against suspensions and permanent exclusion

EOTAS follows statutory requirements relating to suspensions and exclusions as laid down by the Department for Education. Full details of the guidance can be found online:-

[School suspensions and permanent exclusions - GOV.UK](#)

[Behaviour in schools - GOV.UK](#)

5.0 Monitoring and Evaluation of the Policy

This includes:

1. Collecting data to monitor behaviour patterns and incidents.
2. The termly reporting to the Management Committee to monitor and evaluate the Behaviour and Personal Development Policy and reporting to parents/carers through the EOTAS newsletter. The Headteacher will also report to the Management Committee on the effectiveness of the policy and, if necessary, make recommendations for further improvements.
3. EOTAS keeps a record of any student who is suspended. The Management Committee is responsible for monitoring exclusions and ensuring that the EOTAS policy is administered fairly and consistently.

Review:

The Management Committee reviews this policy every two years. However, they may review it earlier, e.g., if the government introduces new regulations or if the Management Committee receives recommendations on how the policy might be improved.

Person(s) responsible for updating policy:

Head of College –Fernbrook

