



## **Northumberland Schools C.A.R.E. Relational Policy Guidance**

This guidance has been produced to support you in writing a Trauma Informed, Attachment Aware, Relational Policy for your school.

Northumberland Schools C.A.R.E. Guide & [associated resources](#) are a good starting point to help you in answering the following questions and developing your policy.

### **Section A - Setting the Scene**

#### **1. Rationale**

- What & Why?
  - What is the purpose of this policy?
  - How has it been developed? e.g. coproduction, consultation with pupils, parents/carers, staff, all stakeholders.
  - Who is it for? E.g. this policy is for all staff, pupils...
  - Any underpinning research / self-evaluation processes should be referenced in this section.

#### **2. School Vision/ Values/ Ethos / Aims**

- What are your core values?
  - Encompass this in a short paragraph
  - Think about...trauma informed principles, culture, ethos & environment, curriculum, community engagement & co-production
- How are these values embedded and promoted? E.g. relationships, sense of safety and belonging, curriculum – teaching & learning, community links etc.
- Explain how the effective implementation of your policy creates a positive behaviour culture in which pupils are encouraged to reflect the values of the school.

#### **3. Legislation and Statutory Guidance**

- Links to other school policies, for example:
  - Safeguarding
  - Anti Bullying / Cyberbullying etc
  - Mental Health
  - SEND
  - Physical Intervention Policy (if separate)
  - Induction Policy / Code of conduct – staff / pupil
  - Suspension / Exclusion Policy
  - Complaints Policy





# Northumberland

## County Council

- Links to Legislation & Statutory Guidance, for example:
  - DfE Keeping Children Safe in Education (KCSiE)
  - DfE Mental Health & Behaviour in schools
  - DfE Searching, screening and confiscation – advice for schools
  - DfE Behaviour in schools – advice for headteachers and school staff
  - DfE Suspension and Permanent exclusions
  - DfE Working Together to Improve School Attendance
  - DfE Designated Teacher for looked after and previously looked after children
  - DfE Children’s Social Care: stable homes built on love
  - DfE Use of reasonable force (*related to physical intervention – may be a separate policy*)
  - HM Gov (2019) – Reducing the need for Restraint and Restrictive Intervention (*related to physical intervention – may be a separate policy*)

### **4. Terminology / Definitions / Glossary**

- Consider the language that you are going to use when talking about behaviour, make this explicit for everyone to understand by providing definitions where necessary. For example, what is meant by terms such as:
  - Dysregulation / dysregulated behaviour
  - Low-level behaviours
  - Risk taking behaviours
  - Serious behaviours
  - Relational approaches / frameworks
- You may want to consider providing some specific examples linked to the terms for clarity.
- Keep this as a short list and you do not need to repeat things that are clearly outlined in other school policies / legislation as you have referenced the links to those above.
- Ensure the language is consistent throughout your policy.

### **5. Roles & Responsibilities**

- In this section you need to make explicit, who is responsible for what.
- Outline the key role and achievable expectations.





## **Section B - Operational Implementation: Translating Ethos into Practice**

### **6. Supporting Staff Well-being and CPD**

- What do you have in place to support staff? E.g.
  - CPD opportunities
  - Ongoing training and support in place
  - Supervision / debriefing
  - Coaching / mentoring
  - Work / life balance
  - Emotional support to reduce likelihood of staff burnout

### **7. Developing Relationships**

- How are effective/ supportive relationships established, developed, maintained between all parties
- Trauma informed/ attachment aware principles - how are these principles applied in your practice?
- What are the expectations re staff attitudes and behaviours and how is this communicated?
- How do you support pupils to develop positive relationships with self, others and the curriculum e.g. teach and role model positive interactions and relationships, encourage positive and respectful language.

### **8. Routines and Environment**

- How do the environment and routines in school support and promote:
  - a sense of safety for all
  - consistency and predictability
  - positive behaviour for learning / engagement in the curriculum
- How does this link with your overall vision / culture / ethos
- How is the relational approach embedded across school? What does this look like? Think about:
  - How it is taught through the curriculum
  - Creating a climate of success for all pupils where learning behaviours and resilience are taught e.g. through a growth mindset curriculum
  - Proactively creating and maintaining a calm learning environment within the classroom and schoolwide.
  - How are pupils, staff, parents/carers all supported to understand new terms/language/systems? e.g. use of scripts, clear reminders in all classrooms of expectations, newsletters





# Northumberland County Council

- Effective classroom management
- Timetables
- Seating plans
- Inclusive environments?
- Transitions - how are transitions managed?
- Clear and purposeful learning environments- access to visual aids, learning resources etc.
- Positive, safe and predictable environments
- Clear communication for change

## **9. Setting Boundaries and Expectations – school rules / acknowledging success (rewards / sanctions)**

- How does it link to section 2 (School Vision/ Values/ Ethos / Aims)?
- What are your school rules and expectations and why – what benefit do these have for all?
  - Remember that the why is very important to support our understanding and desire to comply
- How do you ensure that CYP as well as all adults (parents/carers/staff) are aware of the expectations?
  - Could you have a visual in here of the posters in school or a “blueprint” of your policy?
- How are your rules and expectations communicated/ displayed/ reinforced consistently through relational practice?
- Reasonable adjustments/ adaptations to the rules and ways in which they are communicated
- How are desired behaviours explicitly taught in school – Modelling, Curriculum & Teaching
- How are pupils acknowledged / rewarded for their successes?
  - e.g. consistently following rules, engaging and participating positively with the curriculum, developing behaviour for learning skills, promoting the values, growth mindset, resilience
- How / when / why are restorative approaches used **restore and repair**- What learning opportunities/ problem solving are pupils supported with? Natural consequences for behaviours, learning opportunities, restorative scripts and example
- Are sanctions used and what is the purpose of these / what are the desired outcomes?
  - Do they link to learning opportunities?
  - Are they reasonable and proportionate?
  - Are they relevant to the action?

## **10. Review, Monitoring and additional support**

- How is behaviour recorded, reported, monitored and analysed? How often will strategies and approaches be reviewed?





# Northumberland County Council

- How is data used to inform policy and practice change? How are next steps determined and communicated to all parties?
- What external services might school use to provide additional support if needed?
- Exploring behaviour of concern – How is data used to explore patterns and triggers? How does this influence decision making around additional / targeted support or adaptations in approaches for pupils
- When is there a need for additional support for pupils? (Understanding and supporting behaviour / recognising behaviour as communication)
  - How is this triggered and by whom?
  - What does it look like? E.g. Assess, Plan, Do, Review cycle / individual pupil behaviour plans, individual pupil risk assessments, safety plans
  - What systems are there in school that support positive behaviour e.g. time out cards, peer mentoring, buddy system, report cards, behaviour contract etc.
- What targeted interventions can school offer to support the child? E.g. ELSA, Thrive?
- How are pupil / parent/carer voice incorporated within planning and decision making? e.g. discussions with team around the child, individual support plans / risk assessments

## **Section C - Additional Sections schools may want / need to include in their policy**

- This is not an exhaustive list, and schools need to ensure their policies cover all the DfE & Gov statutory legislation and guidance as well as respond to the needs / demographics of your school.
- Schools may choose to incorporate some areas into other policies e.g. safeguarding. It is a school's decision to determine what is most appropriate for their setting.
- Schools should consider the following:
  - Bullying
  - Child on child abuse
  - Discriminatory/ hate
  - Internal exclusion unit and isolation
  - Physical Intervention
  - Searching Pupils
  - Sexual abuse and discrimination
  - Smoking and controlled substances
  - Suspensions / Exclusions
  - Weapons and other dangerous implements of substances





# Northumberland

## County Council

### Other things to consider

- Be careful - if you write it in your policy and procedures, you are tied in to abide by it. Your policy must be clear and detailed but too much description and complexity can lead to inadvertent breaches of policy.
- Be mindful that if you stipulate something **MUST** be adhered to, staff would be in breach of the policy if they don't. Therefore, ensure that this is possible 100% of the time.
- If you choose to give specific examples, it would be worth having an additional statement e.g. to highlight that this is not an exhaustive list as in emergency situations, adults have a duty of care to maintain safety of all, even if this is outside of the above examples. Professional judgement may be required.

