



WOODBIDGE
TRUST

Woodbridge SEND Service Behaviour and Relationship Policy

A Woodbridge Trust Policy Adopted From
Trauma Informed Schools UK

**This policy will be reviewed in the light of any changes made by
Trauma Informed/DFE Legislation – Reviewed September 2025**

Version Control

Current version	Previous version	Summary of changes made
September 2024		This is a new policy.
[Publish Date]		



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Woodbridge SEND Service

Behaviour and Relationships Policy

Rationale

Policy created-	September 2024
Reviewed by-	CM, VB & DH
Review due-	Annually
Agreed and ratified by governors-	Date to be inserted

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

- ✓ Education Act 1996
- ✓ School Standards and Framework Act 1998
- ✓ Education Act 2002
- ✓ Education and Inspections Act 2006
- ✓ School Information (England) Regulations 2008
- ✓ Equality Act 2010
- ✓ Education Act 2011
- ✓ Safeguarding KCSIE 2023

This policy is designed to promote a positive ethos of good behaviour in which children in our interventions and in our care can work and play well together and with other people. We uphold high expectations for children and young people within all aspects of our support and through our interventions which means we place the needs of the child at the centre of everything that we do.

We maintain the belief that children and young people's behaviour should be understood and can be modified managed and enhanced to enable them to access their learning and understanding. Whilst continuing to recognise that all behaviour is a form of communication.

Our service prides itself on providing a safe, calm space for the children and young people we work alongside; where staff foster a culture of Playfulness, acceptance, curiosity, and empathy. (Dr Dan Hughes theory of PACE)

We aim to:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning
- Enable pupils to feel safe in our care
- Foster positive attitudes towards themselves and others which recognises and values achievements at all levels
- Enable children and young people to recognise and appreciate effective behaviour
- Encourage increasing independence and self-discipline so each child and young person learns to accept responsibility for their own behaviour and choices
- Provide a consistent approach to behaviour management across the service
- Make boundaries of ineffective behaviour clear and understand the relationship between actions and consequences
- Provide interesting, well-planned supportive interventions that motivate children and young people to learn about psycho education and how the brain works
- Implement mental health and trauma-informed approach to behaviour in all we do

Woodbridge SEND Service is invested in supporting the very best possible relational health between:

- Service staff and child through interventions and support
- School staff and child through advice and strategies for the school to adopt
- Child and child through interventions and modelling all interactions
- Parent and child through advice, reports, and training
- Parent and school staff through advice, support, reports and training
- School staff through training and modelling of good practice.

To ensure Woodbridge SEND service is committed to this we use Trauma Informed Schools UK theories of PRRR; PROTECT, RELATE, REGULATE AND REFLECT, Dr Dan Hughes PACE and Panksepps theory of emotions.

PROTECT

Increased 'safety cues' in all aspects of the interactions we have with children and young people; 'meet and greet' at the door and an open-door policy for informal discussions with parents/carers. To use an emotional check metaphor, e.g. using weather symbols

ALL staff are trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious

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

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

Pedagogic interventions that help staff to get to know children better on an individual basis. This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

Staff are made aware of vulnerable children. When working with a child/young person part of the service role is to be an emotionally available adult.

Woodbridge staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well.

RELATE

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

Vulnerable children are provided with repeated relational opportunities with emotionally available adults.

All staff trained in TISUK

REGULATE

Relational interventions specifically designed to bring down stress hormone levels in vulnerable children, enabling them to feel calm, soothed and safe.

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

REFLECT

Staff training and development and training in the art of good listening, dialogue, empathy and understanding.

Staff will use models such as the use of 'WINE' statement and psycho-education as a preventative input in accordance with Trauma Informed approaches.

Staff CPD is strategically planned to help children and young people move from 'behaving' their trauma/painful life experiences, to reflecting on them.

Information Gathering

Before working on an intervention with children and young all staff send out an information gathering form to schools SENCOs to gather background information. Where appropriate schools and settings will send Early Help Assessment Forms.

In line with records management procedures, all SEND information is store securely. Any information related to a child with SEND will be kept for 25 years in line with GDPR legislation.

De-escalation strategies in line with Team Teach

All staff are 'team teach trained' to use de-escalation strategies. Staff will use physical restraint of a pupil if their behaviour is placing themselves or others safety at risk and will do so only as a very last resort. All staff will be trained in restraint by an approved provider. A log of training will be kept and maintained to ensure training is current. Significant physical interventions will be recorded and information passed on to all parties as soon as possible after the event.

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

1. Recognising their importance of and using de-escalation techniques and working as a team when managing challenging behaviours.

2. Applying an understanding of the legal implications of positively handling. Using gradual and graded response to managing challenging behaviours and the use of positive handling as a last resort option.
3. By applying an increased awareness of the need for documentation for the recording and reporting of incidents.
4. Using active listening skills and participating in a process of debriefing, repair and reflection.

Child and Young Person support systems

The Woodbridge Trust has systems and policies in place for:

- Whistleblowing policy
- Code of conduct policy
- Complaints procedure policy
- Safeguarding and child protection policy

Liaison with parents/carers and other agencies

Parents/carers are encouraged to contact our service whenever they need to with any concerns they may have, and are encouraged to be proactive in sharing and solving problems as they arise.

Managing children and young people's transition

We aim to support pupil and parents/carers wherever possible to ease the transition of both coming into and leaving schools and settings.

Organisation and facilities

Staff will adapt interventions to meet the individual and emotional needs of all children and young people in our care.

Monitoring & Review

It is the responsibility of the Executive head and the Senior Leadership Team to lead, support and monitor the consistent implementation of this policy.

The Executive Head Teacher and the Senior Leadership team are expected to monitor the implementation of the policy ensuring equality for all and that the service's trauma informed principles are upheld.

This policy is subject to annual review by the relevant trustees.

The references for this policy have been:

TISUK- <https://www.traumainformedschools.co.uk/>

Dr Dan Hughes- Re- PACE model- <http://www.danielhughes.org/p.a.c.e..html>

Jaak Panksepps- Re- Pankepps emotional theories model-
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3181986/>

DFE- <https://www.gov.uk/government/organisations/department-for-education>

Team Teach- <https://www.teamteach.com/>

Bolton LA- <https://www.bolton.gov.uk/special-educational-needs-disabilities/special-educational-needs-assessment>

