

ST. LAWRENCE CHURCH OF ENGLAND PRIMARY SCHOOL



BEHAVIOUR FOR LEARNING POLICY

STATEMENT OF INTENT

Learning together, rooted in God, pupils at St Lawrence Church of England Primary School are easy to distinguish by the personal qualities they present. They are **happy, confident, articulate** children with a love of learning and a sense of **service**, who recognise and celebrate their own **individuality** and that of other members of our community. They are **generous, kind** and welcoming; they are **forgiving** and understand **justice**. With God by their side, they face the world with **resilience, integrity** and **joy**

Reviewed September 2024
Next review: September 2025
Mrs Julie Goodwin

Start children off on the way they should go,
and even when they are old they will not turn from it.
Proverbs 22:6



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This policy operates in conjunction with the following school policies, all of which are available on the [policies section](#) school website:

- Anti-Bullying Policy
- Home School Agreement
- Safeguarding Policy
- Special Educational Needs Policy

And:

- Government Guidance, [Working definition of trauma-informed practice](#) (See Appendix)

INTRODUCTION

The bible tells us that we are all "children of God" (John 1:12). As such, we consider every member of our school community to be part of our school family - a family that works together to provide a school environment that is safe, supportive, happy and stimulating. An environment that allows children to flourish. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all. The policy was written in consultation with governors, staff and pupils and follows the Lancashire County Council publication *Behaviour Policy Guidance for School publication*.

AIMS

- To keep all children safe in school
- To ensure all children have equitable opportunity to learn
- To develop a Behaviour Policy, supported and followed by the whole school community - parents, teachers, children and Governors - based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- To teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.
- To encourage children to adhere to the **school rules**:
 - ❖ We respect everything and everybody
 - ❖ We keep our hands and feet to ourselves.

HOME SCHOOL AGREEMENT

Our Home School Agreement sets out, in general terms, how we expect our pupils to behave in school and on visits. All pupils are expected to behave according to the guidelines set out in the agreement.

As a pupil I will do my best to:

- *Work hard and try my best at all times*
- *Keep the school rules and my class rules*
- *Show care and consideration to others*
- *Show respect for other people and their property*

- *Keep the school tidy*
- *Be helpful*
- *Do any homework I am given and bring it into school on time.*

The Home School Agreement has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

REWARDS AND INCENTIVES

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children.

The children are divided into Houses with siblings remaining in the same House. Children are awarded House Points (Dojos) for thoughtfulness, being helpful, good work, and so on. House points are counted at the end of the week, and the winning house announced in Family Worship. At the end of the half term, the house that has won the weekly trophy most often is awarded a "treat" e.g. non-uniform day, extra playtime, a golden activity. Children are encouraged to make suggestions for treats awarded. We hope that each member of a House will urge the others to try their best in every aspect of school life.

Reward stickers are given to younger children both for good or improved work and for behaviour and act as an incentive. In addition, each class teacher gives oral or written praise and has classroom reward systems. Children's achievements both in and out of school are celebrated in Family Worship each Friday.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

SANCTIONS

The school recognises that some poor behaviour may be the result of unmet need or stress in a child's life and we will do all we can to identify such issues and provide appropriate support, including referral to the school's Emotional Literacy Support Assistant (ELSA), Pastoral Lead or outside agencies as needed. The school recognises the importance of listening and finding out why a child is misbehaving before taking action.

Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child.

Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

Normal sanctions include an oral reprimand and reminder of expected behaviour, loss of free time (such as break times), issuing red dojos, loss of a special 'fun' activity, moving in class to sit alone, moving into another room, writing a letter of apology or loss of a responsibility.

If the unacceptable behaviour is persistent or recurring, parents become involved. Children may then be placed on a daily or weekly report system, with parents' support, to monitor their behaviour.

Major breaches of discipline such as physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and disruptive behaviour in class is dealt with by following the behaviour modification procedure below. Failure to improve at any stage leads automatically to the next stage; each stage is recorded by the school. The school will also consider whether the behaviour might be the result of unmet needs, in which case a multi-agency assessment should be considered. This type of behaviour is very rare at Barton St Lawrence. When it does occur, it is the duty of the Pastoral Lead or Headteacher to deal with it promptly, particularly if the problem persists.

BEHAVIOUR MODIFICATION

In school, we follow a four-stage approach to behaviour modification:

STAGE	BEHAVIOUR	ACTION REQUIRED/PEOPLE INVOLVED
1	<ul style="list-style-type: none"> • Being off task • Calling out • Failure to follow instructions or procedures • Back chat / disrespectful comments 	<ol style="list-style-type: none"> 1. Praise/rewards for any good behaviour by way of a reminder: <ul style="list-style-type: none"> • First Warning: A verbal reminder of expectations: verbal or non-verbal acknowledgement of unacceptable behaviour - in most cases, this gentle request to cease should suffice. • Second Warning: A verbal acknowledgement of unacceptable behaviour stating that this is the second request for compliance and giving an explanation of why the observed behaviour is unacceptable. 2. Reinforce correct behaviour and give praise for adjusted good behaviour. 3. If unacceptable behaviour continues, escalate to Level 2
2	<ul style="list-style-type: none"> • Persistent, unmodified low level behaviour that has been escalated from Level 1 • Any inappropriate physical contact e.g. slap, nip, kick out at peers • Offensive remarks to peers and/or adults 	<ol style="list-style-type: none"> 1. Make expectations clear 2. Child moved/separated in class 3. Break time incidents to be shared with class teacher. Child may be sent to class teacher. 4. Withdrawal of privileges, e.g. break times 5. Informal chat with parents by class teacher 6. Incident logged on CPOMS by class teacher
3	<ul style="list-style-type: none"> • Verbal and/or physical aggression • Vandalism to school property which may result in injury to self or others • Stealing or damaging the property of others 	<ol style="list-style-type: none"> 1. Break time incidents to be shared with Pastoral Lead 2. Children may be sent to Pastoral Lead 3. Withdrawal of privileges e.g. break time 4. Pastoral Lead to speak to parents 5. Positive reinforcement e.g. reward chart 6. Incident logged on CPOMS by Pastoral Lead 7. Possible behaviour contract/support plan issued 8. Possible positive handling plan/EHA 9. Parents may be asked to pay for damage caused to property
4	<ul style="list-style-type: none"> • Verbal and/or physical aggression towards others which may have resulted in positive handling or may have caused injury to self/others 	<ol style="list-style-type: none"> 1. Parents informed by Headteacher/Deputy Headteacher/Pastoral Lead 2. Behaviour contract/support plan issued 3. TAC (Team Around the Child) meeting. Include class teacher, SENCo and Pastoral Lead 4. Work with external agencies on strategies 5. On return to school: 6. Appoint learning mentor 7. If necessary, child to work independently within class 8. Positive methods to reintegrate

A Barton St Lawrence Barton learner models exceptional behaviour for learning through the nurturing of our school values. Young people, like adults, make mistakes. At St Lawrence E Primary School, we see mistakes as a valuable learning tool; we nurture individuals, working in partnership with families, to promote a happy, harmonious and purposeful environment where all can thrive.

A robust and rigorous system of rewards and sanctions, underpinned with restorative approaches, supports this and promotes community cohesion and cultural self-esteem. As part of our policy of rewards and sanctions, all staff use behaviour modification strategies to adjust an individual child's behaviour. Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy. Various rewards are used to reinforce positive behaviour:

- change in classroom organisation
- using different resources
- rewards of stars/smiley faces on work, on charts and in special books
- use of special stickers for such things as listening, being kind, helpful, and so on
- finding opportunities to praise the child's good behaviour.
- sharing achievements in Assembly
- involving parents at an early stage to co-operate on an action plan.

PROCEDURES FOR DEALING WITH MAJOR BREACHES OF DISCIPLINE

- An oral warning by the Headteacher concerning future conduct.
- Withdrawal from the classroom and/or playground for the rest of the day.
- A letter to (or informal meeting with) parents informing them of their child's unacceptable behaviour.
- A formal meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- Where a child's behaviour poses an increasing risk to the safety or learning opportunities of other pupils, a Pastoral Support Plan will be implemented (see appendix)
- If the problem is severe or recurring, following consultation with the Governing Board, exclusion procedures will be implemented.
- A case conference with parents.
- Permanent exclusion, after consultation with the Governing Body
- Parents have the right of appeal to the Governing Body against any decision to exclude their child.

NB: A particularly serious problem could result in suspending the normal procedure and a fixed term or permanent exclusion issued immediately.

CHILD-ON-CHILD ABUSE: PREVENTING BULLYING

This section should be read in conjunction with the school's anti-bullying policy.

What is Child on Child Abuse?

Bullying is a form of child-on-child abuse. It is behaviour, by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Child on child on child abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences. It can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement, being involved in crime. It should be recognised that child on child abuse is harmful to both the perpetrator and the victim.

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. It can happen both inside and outside of school/college and online. It is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in

intimate personal relationships between children/young people; physical abuse; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment; non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation or because a child's home life different to his/her peers for example because of caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

A school's response to child-on-child abuse should not start at the point at which a child has been bullied. At Barton St Lawrence, we have developed a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils that may provoke conflict and develop strategies to prevent bullying occurring in the first place. Good home-school links help us to implement this. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Schools that excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

SPOTTING THE SIGNS AND INDICATORS

- absence from school or disengagement from school activities
- physical injuries
- mental or emotional health issues
- becoming withdrawn - lack of self esteem
- lack of sleep
- alcohol or substance misuse
- changes in behaviour
- inappropriate behaviour for age
- harmful towards others

CONFISCATION OF INAPPROPRIATE ITEMS

If a child is in possession of inappropriate, unsafe or expensive items in school these will be confiscated and kept in a safe place until the end of the school day. Confiscated items will then be handed to the child's parent or guardian, except in the case of weapons including knives or extreme or child pornography which must be handed to the police. The child's parents will be informed should this action be necessary.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Non-prescribed or illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images

- g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h. Any item banned by the school that has been identified to the school community as an item which may be searched for.

CONDUCT OUTSIDE THE SCHOOL GATES

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

Non-criminal bad behaviour and bullying which occurs off the school premises and is witnessed by a staff member or reported to the school will be subject to the sanctions of the school behaviour policy and the child's parents will be informed when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

INTERVENTION

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. The child is removed and taken to the Headteacher who contacts the child's parents. The situation is discussed with the Headteacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs.

INCIDENT LOG (CPOMS)

This is used to record:

- any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- loss, theft, or damage to property
- any other incidents or matters of a serious nature.

These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest.

LUNCHTIME SUPERVISION

At lunchtime, supervision is by members of our non-teaching staff who are employed as Welfare Assistants over the lunchtime period. The Welfare Assistants are expected to maintain order; usually by reminding children of the standard of behaviour expected. The Welfare Assistants follow the rewards and sanctions as detailed above.

PARENTS

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules. Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

COMPLAINTS PROCEDURE

The school [Complaints Policy](#) indicates that:

The policy of this school is to work in partnership with parents, carers and the wider community. We try hard to do our best for all our pupils. Your views help us plan for the future. We like to know when things are going well. We also want parents to tell us about their worries, concerns or complaints as soon as possible. It is much easier for the school to sort out a recent problem than something that happened some time ago.

Our commitment to you

- We will deal with your concern or complaint in a professional manner.
- It will be looked into thoroughly, fairly and as quickly as possible.
- We will keep you up-to-date with what we are doing.
- We will apologise if the school has made a mistake.
- We will tell you what we are going to do to put things right

The full policy is available on the [school website](#)

APPENDICES

1. Restorative Approach to Dealing With Fall-Outs
2. Example Pastoral Support Plan and Risk Assessment
3. Government Guidance, Working Definition of Trauma-Informed Practice

A RESTORATIVE APPROACH TO DEALING WITH FALL-OUTS

SEQUENCE:

1. **Give children time and space** to calm down- deep breaths, count to ten, use of safe space (if necessary).
2. **Listen-** both/all sides. Use key questions (**What happened?**) Model talking to each other. Encourage the children involved to address each other. Praise honesty.
3. **Explain** to the children that when you do something wrong there needs to be a **consequence**. Explain what this means. TAs: Inform class teacher/SLT (when necessary) so a suitable consequence can be issued.
4. **Ask** the children how they can help to resolve the situation.
5. **Summarise and resolve:** apology (verbal/written) and consequence given. Children explain why they are apologising. Ensure children are clear on how the situation has been resolved.
6. **Discuss** how they are to behave from now on. Praise for good choices.

RESTORATIVE QUESTIONS:

1. What happened?
2. What were you thinking when it happened?
3. What did you feel inside when it happened?
4. How are you now?
5. Who else has been affected?
6. What do you need to feel better?
7. What needs to happen to put things right?

PASTORAL SUPPORT PLAN AND RISK ASSESSMENT

If this PSP is a robust document that reflects fully on the risk posed by the pupil, then a separate Risk Assessment is <u>not</u> required.					
PUPIL NAME	GENDER	DOB	FSM/LAC	SEN SUPPORT	UPN
CLASS	TEACHER		START DATE OF PSP	CO-ORDINATED BY	

PSP TIME LIMIT AND REVIEW DATES WEEKLY PLAN	HOW WILL THE PUPIL KNOW THAT THEY ARE 'ON TRACK'? (ongoing recognition of weekly success)
From XXXX Reviewed: XXXX (3 school weeks)	

PUPIL PROFILE	
WHAT IS GOING WELL?	WHAT IS NOT GOING WELL
	•

PUPIL COMMITMENT	PARENTAL COMMITMENT
Signed.....	Signed.....

SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES
Signed.....	Signed.....

PROACTIVE How will adults know that I am calm, relaxed and ready to learn?	ACTIVE How will adults know that I am on the edge/ becoming anxious?	REACTIVE How will adults know that I am that I am ready to explode?	RECOVERY How will adults know that I am returning to my calm feeling?
<ul style="list-style-type: none"> I will be smiling My body will look relaxed I will be able to ask my teacher if I need help I will put up my hand to give my teacher answers I will complete the task or activity 	<ul style="list-style-type: none"> I may get upset or say rude words to my friends I may not let my teacher help me I may start to distract myself or others I may refuse to follow instructions 	<ul style="list-style-type: none"> I may go under the table I may run away I may throw something I may protest 	<ul style="list-style-type: none"> My protesting has stopped I have returned to the school - perhaps gone to my safe space I have stopped shouting or throwing things I will take a drink of water, if I am offered one I will start talking about different things or engaging with a calming activity e.g. drawing/game.
What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?
<ul style="list-style-type: none"> Adults will smile back - everyone likes to smile! My teacher will say 'well done' if I try to follow my task plan My teacher and the other adults will always try to give me help if I need it 	<ul style="list-style-type: none"> My teachers will remind me to look at my task plan My teachers will remind me of the expectations when playing out My teachers will remind me to use my safe space and give me time to be myself My teachers will give me thinking time to help me to remember to make the right choices 	<ul style="list-style-type: none"> My teacher will make sure that I am safe - they will need to know where I am, but will not chase me My teachers need to make sure that others are safe - if I continue to not follow instructions, I will be removed from the classroom 	<ul style="list-style-type: none"> My teachers will be happy when I am safe - they will tell me this My teachers will allow me to have quiet time when I have been removed from class My teachers may offer me a drink of water My teachers will talk to me about things that make me happy, before talking about what happened...

HOW WILL I KNOW THAT I AM DOING WELL?	WHAT WILL HAPPEN TO HELP ME GET BACK ON TRACK?
<ul style="list-style-type: none"> I will see lots of smiling faces! I will keep reaching 100 dojos and getting a reward from the treasure chest! I will be able to join my friends at playtime for a longer time I may enjoy coming to school 	<ul style="list-style-type: none"> I may need a Buddy or a teacher at playtimes I may need to spend time away from the classroom to manage transitions

Review dates (to be written in from the beginning of the PSP process)	
	Actions from the review meetings
Week 4: Date.....	<p>Discussed positives since plan put in place:</p> <ul style="list-style-type: none"> More work completed Following more instructions More good choices being made Less serious chats about behaviour incidents XX plays nicely with the year 3 children out on the playground XX is smiling more in school Adults are smiling more at Lewis as he is making more good choices <p>Next steps:</p> <ul style="list-style-type: none"> Follow most instructions without warnings needed to be given Line up straight away outside when asked Play sensibly with peers from own year group <p>Actions:</p> <ul style="list-style-type: none"> Keep plan in place with some adjustments agreed by XXX plasticine to be added to choices for brain break Time in the office at the start of the day and afternoon reduced to 10 minutes <p>To be reviewed again in 3 weeks.</p>

Week 8: Date.....

Guidance

Working definition of trauma-informed practice

Published 2 November 2022

Background

Trauma-informed approaches have become increasingly cited in policy and adopted in practice as a means for reducing the negative impact of trauma experiences and supporting mental and physical health outcomes. They build on evidence developed over several decades. However, there has been a lack of consensus within the health and social care sector on how trauma-informed practice is defined, what its key principles are and how it can be built into services and systems.

This document seeks to address this gap by providing a working definition of trauma-informed practice for practitioners working in the health and care sector. The working definition presented in this document reflects the original internationally recognised [definition developed by the United States Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#). The evidence base exploring the use of trauma-informed practice in different settings and sectors is still being developed. This working definition will be kept under review and updated where appropriate to reflect new evidence.

Trauma

Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening. While unique to the individual, generally the experience of trauma can cause lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual well-being.

Working definition of trauma-informed practice

Realise that trauma can affect individuals, groups and communities

Trauma-informed practice is an approach to health and care interventions which is grounded in the understanding that trauma exposure can impact an individual's neurological, biological, psychological and social development.

Recognise the signs, symptoms and widespread impact of trauma

Trauma-informed practice aims to increase practitioners' awareness of how trauma can negatively impact on individuals and communities, and their ability to feel safe or develop trusting relationships with health and care services and their staff.

It aims to improve the accessibility and quality of services by creating culturally sensitive, safe services that people trust and want to use. It seeks to prepare practitioners to work in collaboration and partnership with people and empower them to make choices about their health and wellbeing.

Trauma-informed practice acknowledges the need to see beyond an individual's presenting behaviours and to ask, 'What does this person need?' rather than 'What is wrong with this person?'.

Prevent re-traumatisation

It seeks to avoid re-traumatisation which is the re-experiencing of thoughts, feelings or sensations experienced at the time of a traumatic event or circumstance in a person's past. Re-traumatisation is generally triggered by reminders of previous trauma which may or may not be potentially traumatic in themselves.

The purpose of trauma-informed practice is not to treat trauma-related difficulties, which is the role of trauma-specialist services and practitioners. Instead, it seeks to address the barriers that people affected by trauma can experience when accessing health and care services.

Key principles of trauma-informed practice

There are 6 principles of trauma-informed practice: safety, trust, choice, collaboration, empowerment and cultural consideration.

Safety

The physical, psychological and emotional safety of service users and staff is prioritised, by:

- people knowing they are safe or asking what they need to feel safe

- there being reasonable freedom from threat or harm
- attempting to prevent re-traumatisation
- putting policies, practices and safeguarding arrangements in place

Trustworthiness

Transparency exists in an organisation's policies and procedures, with the objective of building trust among staff, service users and the wider community, by:

- the organisation and staff explaining what they are doing and why
- the organisation and staff doing what they say they will do
- expectations being made clear and the organisation and staff not overpromising

Choice

Service users are supported in shared decision-making, choice and goal setting to determine the plan of action they need to heal and move forward, by:

- ensuring service users and staff have a voice in the decision-making process of the organisation and its services
- listening to the needs and wishes of service users and staff
- explaining choices clearly and transparently
- acknowledging that people who have experienced or are experiencing trauma may feel a lack of safety or control over the course of their life which can cause difficulties in developing trusting relationships

Collaboration

The value of staff and service user experience is recognised in overcoming challenges and improving the system as a whole, by:

- using formal and informal peer support and mutual self-help
- the organisation asking service users and staff what they need and collaboratively considering how these needs can be met
- focussing on working alongside and actively involving service users in the delivery of services

Empowerment

Efforts are made to share power and give service users and staff a strong voice in decision-making, at both individual and organisational level, by:

- validating feelings and concerns of staff and service users
- listening to what a person wants and needs
- supporting people to make decisions and take action
- acknowledging that people who have experienced or are experiencing trauma may feel powerless to control what happens to them, isolated by their experiences and have feelings of low self-worth

Cultural consideration

Move past cultural stereotypes and biases based on, for example, gender, sexual orientation, age, religion, disability, geography, race or ethnicity by:

- offering access to gender responsive services
- leveraging the healing value of traditional cultural connections
- incorporating policies, protocols and processes that are responsive to the needs of individuals served