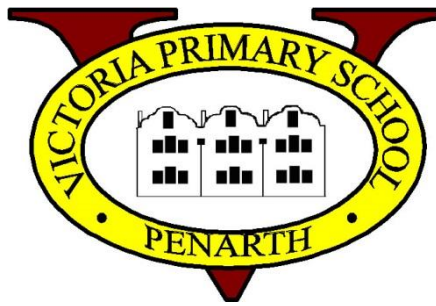


Victoria Primary School Ysgol Gynradd Victoria



Relationship Policy Polisi Perthynas

Together we aim for the stars.
Gyda'n gilydd rydym yn anelu am y sêr.

Relationship Policy

The Victoria Primary relationship policy embodies our culture and ethos, developed through a Trauma Informed approach, where relationship is at the heart of every interaction and supports the whole school community to include our staff, our pupils, parent(s)/carers and all other agencies working with Victoria Primary.

Purpose

In Victoria Primary School we believe in providing every child with the opportunity to experience an outstanding education academically, emotionally and socially. We strongly believe that by identifying the barriers to learning, we can provide an inspiring and relevant curriculum that considers the whole child and provides the necessary support for pupils to achieve, develop and reach their true potential.

We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our pupils develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity Experiences (ACE) on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.

Our priority as a school is to ensure psychological and environmental safety first; it is the foundation on which everything else depends. Through a trauma informed approach our focus is not only the physical environment, but the relational environment and the very culture and ethos of our school. This requires emotionally regulated and available adults who can provide essential support when they are overwhelmed by an event, a situation or their feelings.

Whole School Approach

As a school we have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. As such, even the day-to-day exposure to events such as divorce, loss of a loved one, illness within the family, moving house can be experienced as traumatic. Children and adults can be affected by toxic stress. Providing an environment that has safety, connection and compassion at its heart ensures that our school environments never unwittingly re-traumatise any of our school members and act to maximise protective factors through the conscious use of our relationships.

All adults in our school are aware of how to create an ethos and environment of both physical and psychological safety. We fully understand and support the impact that connection with a trusted, emotionally available adult has on a child and seek to maximise this for those who are identified as requiring additional support.

Our positive behaviour management and relationship policies reflect a trauma informed approach and our behaviour strategies are both developmentally and

trauma- informed. We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour, however, we have high expectations of behaviour for all and support is offered to those having difficulty meeting those expectations.

We have specially trained staff to support children who are identified as requiring additional support. This support may be offered in 1:1 sessions, in class or in small groups. Our aim is to support children to make sense of their experience, find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that may happen for them.

Children are identified for additional support by a number of methods. We universally screen the emotional and social development of some of our children using Motional three times every year. This assesses key executive functions and skills, emotional literacy and self-regulation. We also screen all children from Year 2 to Y6 bi-annually using the SELFIE wellbeing assessment. Children do not always present through their behaviour when life is becoming difficult for them, our screening program ensures that no child is missed. Children may be referred by their class teacher or highlighted through a significant change in their behaviour in schools or through a parental concern when behaviour changes at home or a significant life event impacts the family.

All staff are responsible for adhering to positive practise that promotes a pupils ability to engage in, and access their learning. This is based on the understanding that pupil's best achieve, develop and reach their true potential when staff are; fair, flexible, trustworthy, respectful, and model positive relationships. It is the expectation at Victoria Primary that all staff, regardless of role act in this way.

We believe that our parents know their children best and we are committed to working in partnership to identify the best ways of providing support for everyone within school. We aim to develop positive, non-judgemental working alliances with all our parents.

"The ability to form meaningful relationships is fundamental to mental health and happiness. It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others" (TISUK 2019)

"Just one emotionally available adult in the school, community or home can make all the difference" (TISUK 2019)

Therefore, our school is invested in supporting the very best relational health between:

Parent(s)/carer and child

Pupil and pupil

Pupil and school staff

Parent/carers and school staff

School staff

Pupils, parent(s)/carer and other agencies

School staff and external agencies

Our community adopts relational and educational practices which protect, relate, regulate and reflect as follows:

PROTECT:

Our school aims to increase 'safety cues' in all aspects of the school day for our pupils and each other, for example designed and timetabled interventions that create opportunities for the emotionally available adults to be alongside our pupils across the school day. We operate an open-door policy for informal discussions with parents/ carers.

We aim to increase our staffs' understanding in nurturing attachments and the PACE approach (Hughes, 2015). This means that our pupils are met with a warm empathic, playful and curious staff team that will enable them to move out of flight/fight or freeze and into relationship and trust.

As a school we ensure that interactions with pupils, their families/carers, other agencies and each other are socially engaging not socially defensive.

Punitive approaches are not being used in response to pupils' behaviour, challenging or otherwise such as shouting, sarcasm, humiliation, isolation, secluding or denying curriculum access. All members of our school aim to interactively reflect and repair occasions when they themselves move into defensiveness.

Our school staff adopt ways of developing relationships and understanding of our pupils, their families/carers and each other. Holding at the heart of our approach relationship as the key to personal, social, and emotional development (and academic achievement for our pupils).

Our school staff adjust their expectations for our pupils, their families, and carers in accordance with their developmental capabilities and experience of traumatic stress. This sometimes involves removing vulnerable and traumatised pupils in a kind and non-judgemental way from situations they are not managing well. As a staffing team we are also able to do this for each other.

The use of a robust debrief system. De-briefing opportunities are available in several ways for staff and pupils to assist them in managing situations that have caused or may cause distress. An incident debriefing meeting assists people, particularly staff and pupils, to overcome the effects of an incident by:

- Talking about what happened
- Expressing how they feel as a result of the incident
- Identifying any individual stress reactions (i.e. physical, emotional, thinking, behavioural)
- Identifying some ways of dealing with stress reactions,
- If appropriate, independent referrals can then be made to outside agencies and professionals.

RELATE:

A whole school approach and commitment to enable our pupils, families/carers and staff to see themselves, their relationships and the world positively, rather than through the lens of threat, danger or self-blame.

Our school provides everyone with repeated relational experiences (alongside emotionally available adults) to support everyone to move from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help-seeking'.

REGULATE:

As a school, we use evidence-based interventions that aim to support emotional regulation through playful and enriched interactions.

In our school the emotional well-being of and emotional regulation of staff is treated as highly important to prevent burn-out, stress –related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling blamed or under-valued.

REFLECT:

The adults in our school feel confident to develop relationships with pupils, their families and each other and to have the courageous conversations about their experiences so far.

Our school promotes the exploration of conversations with our pupils that helps to make sense of their life, to develop a language for their emotions and a narrative that makes sense of their experiences and how they feel. Supporting our pupils to understand their thoughts, feelings, bodily sensations, and reactions and in doing so enables them to identify and explore new options and strategies for ways forward with their challenges.

Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences.

A positive behaviour management policy based not on punishment and sanctions but resolution and interactive repair (e.g., restorative conversations).

Within the context of an established and trusted relationship with a member of staff pupils are given the means and opportunity to explore negative experiences through images as well as words, as a key part of 'working through' these experiences. Means include the provision of different modes of expression, e.g., art/play/music/sand/emotion worksheets/emotion cards.

Staff training and development in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

Positive Behaviour Management at Victoria

Rules (Ready, Respectful and Safe)

Ready, Respectful and Safe are the three rules which underpin our behaviour policy.

'Ready' - Ready to learn, ready to listen, ready to participate etc.

'Respectful' - Respect for themselves. Showing respect to their peers, to adults, to our environment.

'Safe' - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.

Ready	Respectful	Safe
1. School uniform 2. Full equipment 3. Listening 4. Be on time	1. Listen to others and expect to be listened to. 2. Appropriate language and tone. 3. Look after the building, displays and equipment. 4. Represent Victoria at its best, both in and out of school.	1. Be in the right place at the right time. 2. No physical contact. 3. Stay safe online both in and out of school. 4. Report any problems to an adult.

Every behaviour intervention, positive or corrective, must be punctuated with Ready, Respectful or Safe.

Adults must be consistent when referring to the three rules, always pinning behaviour to the same three rules every time. This is a core consistency for all adults working at our school.

Recognition

1. Every teaching space has a Recognition Board that is used throughout the lesson to acknowledge pupils who are going over and above. This will be displayed in the classroom.
2. Catch them getting it right.
3. Daily recognition boards - perhaps followed by a round of applause at the end of lesson for those who appear on it.
4. Wrist bands displaying ready, respectful and safe.
5. Positive phone calls/texts home.
6. Display good work in the classroom.
7. Assemblies - positives - have team captains to share their match reports/encourage pupils to share about clubs and achievements regularly to build a culture of recognition and positivity- pupil focused and led by pupils.

Classroom Support

Calm and easy on every step with plenty of take-up time. Resist the urge to jump steps.

Reminder

Take up time

.....

Warning

Script

Lots of take up time

.....

SLT Referral

.....

Triage

Removal from space is a sanction

Teacher/LSA's choice

(Quick catchup, restorative conversation, imposition, detention, or natural consequence)

Serious Breaches

Pupils who commit a serious breach will be triaged immediately without support steps. This might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence, homophobic behaviour.

Any pupil removed to SLT or Triage will be recorded on My Concern.

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour.

Although there are occasions when it is necessary, every minute a pupil is out of your lesson is one where they are not learning. Steps should always be considered with care and consideration; individual needs must be considered where needed. Praise the behaviour you want to see. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Serious or persistent misbehaviour may result in a letter home, exclusion from lessons and/or exclusion from school. Repeated serious misbehaviour or very serious misbehaviour could possibly result in permanent exclusion from school.

A **reminder and warning** of the expectations for pupils referring to the rules of 'Ready, Respectful, Safe' should be delivered privately to the pupil. The adult makes them aware of their behaviour. The pupil has a choice to do the right thing. Pupils should be given time to respond to this request 'take up time'.

A clear, verbal, final **last chance warning** should be delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what you have said and respond appropriately.

Scripted approaches at this stage are encouraged:

"I've noticed that...You know the school rules ready, respectful, safe. Can you remember when I phoned home when you...and how that made you feel? I expect you to...Thank you for listening".

Walk away as soon as you have finished and praise pupils who are getting it right. Following an incident where a pupil has been removed, it is important that the adult follows this up. 'Picking up your own tab' is a key principle here. The adult has the following options:

1. Catch up

Behaviour that results in a pupil being removed from the space may need no more consequences. However, it is very important, to catch up with the pupil, acknowledge that the previous lesson wasn't good for anyone and that next lesson is a fresh slate. (This could take place with the pupil at the end of the day, on the playground or phone call home.)

2. Restorative Conversation

Walk and talk, stack books and talk, clean tables and talk. The Restorative Conversation is so much easier and more productive if it isn't two people sat at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:

'What happened?

What were you thinking at the time?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get pupils to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the pupils, sometimes for everyone.

3. Completing work

Work that was not done in the lesson taken home, signed by a Parent/Guardian and returned before the start of the next day. This is ideal for pupils who have not completed work due to their poor behaviour. This work could be set and completed on Google Classroom.

4. Reflection time

5 minutes at breaktime or 10 minutes to think about what happened at lunch or the end of the day can be enough. Lengthy detentions served days after the incident don't make the point or teach anyone better future behaviour. Any reflection time should be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries.

5. Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

Removal from a lesson is a sanction in itself. Using phrases like: 'I would like you to come back for 10 minutes at break to complete the missed work' is much more supportive than 'you have to miss your playtime'. As part of the resolution you may wish to have a restorative meeting using the 'The restorative 5' - What happened? What were you thinking at the time? Who has been affected? What should we do to put things right? How can we do things differently in the future?

Triage

What happens in Triage?

1. Self regulating space
2. Opportunity to talk, access support and reset
3. Quiet place to learn

The area is managed by classteachers/LSAs.

Repair - Self regulating space

Initial contact with a trusted adult to determine whether there needs to be some time in this area. This is a quiet space using sensory aids/blackout tent/headphones/happiness boxes (for regular attendees) until the pupil is ready to talk and access support to help regulate their emotions.

Restore - Space to talk, access support and reset

For most pupils the aim is for the repair/restore to take place straight away. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the pupil the time to regulate their emotions.

A trusted adult would be responsible for the restorative actions and following up with SLT. Also, arranging any further support and/or assessment. Restorative 5 questions.

Return to learn - Quiet space to learn

This would be the area where pupils would complete the work that they are missing due to being removed from class. There would always be an expectation that the work is completed. Some pupils may be placed into this area quite quickly, if for instance their removal was a one off and by means of being removed from the situation they had calmed and self regulated. They would then return to their class ready for learning.

References

Trauma and Mental Health Informed Schools and Communities Delegate Programme Handbook (TISUK, 2019)
Positive Behaviour Management Policy (Victoria Primary School, 2019)
When the adult changes – Paul Dix

Signed: S.Davies and J Hall
Date: October 2025
Date of review: October 2026