



# Relationships Policy





## Contents Page:

History of policy change and review

### Section 1

Introduction and Aim

Whole school approach (trauma informed)

Protect

Relate

Regulate

Reflect

### Section 2

Links to other Policies

PSHE

Rights Respecting School

### Section 3

Appendices

1 – Class Charters

2 - Rights of the Child, SEAL and JIGSAW

3 – Good to be Green – rewards and consequences

4- Rights Respecting Council – Positive Behaviours Anti-bullying

5 - Definitions and Glossary



## Section 1

Date	Change	Detail	Review Date
18/11/21		Original version	2022
19/7/22	Good to be Green Section	Reward section was altered after discussion with Rights Respecting School Council	2023
20/3/23	Rights of the Child	Appendix 1 Class Charters	Summer 2023
7/6/23	Relationship Watch and Rights of the Child	Dynamic need to support pupil's wellbeing. Wellbeing Team set up a Relationship Watch supporting difficulties with friendships.	Autumn 2023

## Introduction and Aim

This policy is based upon our fundamental school values –Respect, Inspiration, Nurture, Friendship, Achievement and Equity. Our school is invested in supporting the very best possible relational health between: Parent and child, child and child, child and school staff, parent and school staff, school staff, school staff and senior leaders and school staff and external agencies.

### Introduction:

Llantarnam Community Primary School ensures that all children and staff have a safe, happy and friendly environment to work in and feel empowered to make a positive contribution to school life. Therefore, in addition to teaching and learning through the Curriculum for Wales, we are also concerned with teaching how to work and play alongside each other and how to behave towards one another, thus enabling our pupils to become ambitious and capable, enterprising and creative, healthy and confident and ethically informed. Children need to be aware of moral issues such as right and wrong, fairness, tolerance and respect.

### Aim:



We are learning to build and sustain successful relationships that will enable us to excel and become valuable members of the society.



## To be successful we need to.

- Develop our understanding of empathy to remain curious and listen to other's needs.
  - To develop in our children a sense of self-discipline and an acceptance of responsibility for their own actions
  - To create conditions for an orderly school community in which effective and positive learning can take place, in which there is mutual respect between all members, and where there is proper concern for the school environment.
  - To be fully valued citizens of Wales and the World.

These principles are achieved in the framework of a relaxed, pleasant, atmosphere in which everyone is positively encouraged to give their best, both in the classroom, in extra-curricular activities and in the wider community.

## Whole School Approach

We have adopted a trauma informed approach to best support our pupils in all aspects of their school lives. Two staff members have recently successfully completed the Trauma Informed Schools Diploma and all staff have completed a one day training course to better inform them.

### What is a Trauma informed School:

Our school is committed to educational practices, which Protect, Relate, Regulate and Reflect.

#### 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.
- 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 emphatic, 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 under any circumstances in response to pupils' behaviour, challenging or otherwise.



- 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, (as well as 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)

### **Relate:**

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. All children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

### **Regulate**

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- 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.



- The emotional well-being and regulating of staff is treated as a priority to prevent burnout, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

### **Reflect**

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

- Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.

- Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.

## **Supporting Difficulties with friendships**

### **Relationship Watch**

**When friendship issues are noticed or reported by parents the named pupils are placed on a green relationship watch.**

**Green provision requires class action, small group and or whole class level.**

**If escalated to amber – all staff are made aware of the issues / concerns. Staff are to be alert to observing the named pupils when**



**supervising playtimes and step in and address issues quickly and with attention. Additional interventions are also implemented.**

**If strategies and provisions are not working or friendship issues escalate to a state of crisis, additional strategies, plans and partnership work with parents are implemented.**



1 – Pupils whose emotional and social development is within the average range for their age therefore our class charters / Good to be Green and rewards support them to operate successfully. These pupils have and are not experiencing the effects of trauma



### Two Hands Approach

#### Hand One

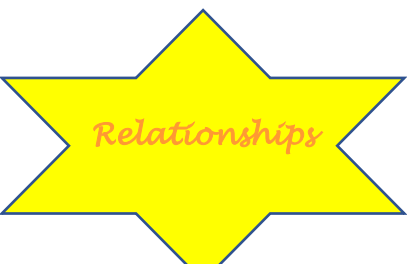
Provides warmth and nurture, and allows children appropriate autonomy matched to their developmental age



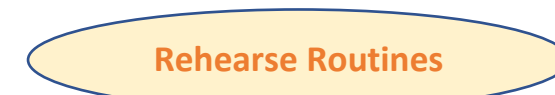
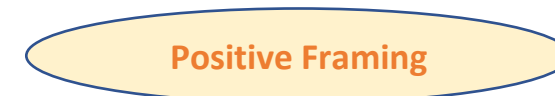
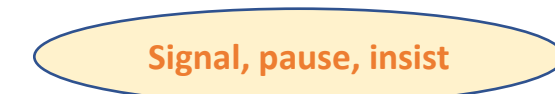
#### Hand Two

Provides structure and boundaries

(Dan Hughes)



Positive Relationships







2, At times some pupils who have been successful personally, socially, emotionally and academically with our main strategies experience challenge which leads them to need the strategies we provide outlined in 3. Often this is a short-term requirement but at times this becomes part of their long-term provision.



### 3, - Supporting children with difficulties with emotional regulation / personal, social and emotional development challenges – result of trauma or an ALN

Show empathy to the child  
Situation and feelings

Firm on behaviour  
Gentle on child

Avoid giving attention to the behaviour as much as possible – praise others / move others

Tell yourself:- they are doing this because they are operating in hyper arousal which makes it hard to regulate themselves.

This leads to toxic stress which leads their brain to working mainly in survival mode making it extremely hard to reason and even listen attentively.

## Two Hands Approach

### Hand One

Provides warmth and nurture, and allows children appropriate autonomy matched to their developmental age



### Hand Two

Provides structure and boundaries

(Dan Hughes)



Impossible to ignore –  
Language- No Thank you (never say please)  
Redirect – give choices

If they are not operating in toxic stress  
**WINE / PACE** may be effective

Follow Positive handling Plan  
&  
Risk Assessment

**W – wonder**  
**I – imagine**  
**N – notice**  
**E – empathise**

I'm sorry you are upset

When beginning to regulate / regulated / making a good choice demonstrate empathy to how they felt /feel using

**P - playfulness**  
**A – acceptance**  
**C – curiosity**  
**E – empathy**

=

Firm on the behaviour – not excepting  
Safety of pupils and staff put first





## Section 2

This policy brings together our behaviour Management and Anti-Bullying Policy

### Links to other Policies

We aim to use a variety of tools to support our learners including:

#### **PSHE**

Personal, Social and Health Education and psycho education as preventative input, informed by current research psychological and neuroscience on mental health, mental ill health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.

#### **Good to be Green**

Working alongside our Relationships Policy is our Positive Behaviour Policy

Each year pupils work together to create a Class Charter that promotes a positive, safe and happy environment to learn based upon our Rights and Responsibilities

This is based not on punishment, sanctions, resolution and interactive repair (e.g. restorative conversations).

As a school, we acknowledge the importance of the five areas outlined within 'The Every Child Matters Agenda'. These being, that every child has a right to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and achieve economic well-being. We know that quality learning only takes place in a school where every child is valued, feels safe and secure and is healthy and happy.

#### **Rights Respecting School**

**We are on our UNICEF Rights Respecting School journey and are delighted to have attained the RRS Bronze Award - Rights Committed.**

**We are now furthering our journey towards achieving the RRS Silver Award.**

A Unicef UK Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted. Children and young people and the school community learn about children's rights by putting them into practice every day. The



Award is not just about what children do but also importantly what adults do – in Rights Respecting Schools, children's rights are promoted and realised and adults and children work towards this together.

### **The Rights:**

- We have the right to be safe and feel secure
- We have the right to learning and fulfil our potential
- We have the right to be treated with respect

### **The Responsibilities:**

Rights come with responsibilities. Responsibilities need to be learned and practiced so that they become habits.

**Our School Responsibilities:** It is our responsibility to help our children learn their rights, responsibilities and rules to ensure fairness and consistency in their application.

**The Children's Responsibilities:** It is the responsibility of every child to learn and demonstrate their understanding of these rights, responsibilities and rules and how they can apply them to themselves and to others.

**Parents and Carers Responsibilities:** It is the responsibility of all parents and carers to support the school in guaranteeing for every child a safe, secure, healthy and happy school in which learning flourishes.

**Governors Responsibilities:** It is the responsibility of the Governors to uphold the principles and practice of the Positive Relationships Policy on behalf of all children, parents and carers and staff at our school.

### **School Code of Conduct**

At the beginning of the school year the Rights and Responsibilities will be reinforced and agreed by all children, staff and parents. This will be supported by Class Charters/Agreements that are drawn up by each class and this displayed prominently for all to see throughout each class base. A copy of individual Class Charters will also be sent home to parents and carers in September every year. An example of a Class Charter is attached.

The Class Charter is supported by our Good to be Green system, whereby pupils are rewarded for maintaining and keeping 'promises'. Where 'promises' are broken procedures and sanctions are implemented. See Appendix 1



## Section 3

### Stakeholder Roles and Responsibilities

**Guidance for All Staff** - Establishing Positive behaviour at our school is a collective responsibility.

Our aim is to praise, to commend pupils' successes, emphasise their potential and highlight their good behaviour

Positive re-enforcement of good behaviour is more effective than negative sanctions.

Good behaviour and positive attitudes should be discussed in PSHE lessons, school assemblies and our Friday Celebration Assembly. Dojo points, stickers, certificates and Good to be Green rewards should acknowledge and reinforce positive behaviour as well as academic achievement.

Staff and pupils ensure that there is agreed, acceptable behaviour for a safe and secure learning and teaching environment;

Consistent approach and clear boundaries so that children know what is expected of them and why;

Opportunities for children to develop self-awareness and personal responsibility;

Children are supported to develop strategies to effectively manage their own behaviour and that of others;

Promote self-esteem and provide an environment where everyone feels equally valued;

Ensure that staff are aware of their collective responsibility and of relevant support structures

Nurture Group provides specialise support for vulnerable pupils;

A wide range of Specialist Outside agencies will be used to support children with challenging behaviours;

Develop a partnership with parents in promoting positive behaviour;

Staff and pupils ensure that there is agreed, acceptable behaviour for a safe and secure learning and teaching environment



Consistent approach and clear boundaries so that children know what is expected of them and why

Opportunities for children to develop self-awareness and personal responsibility

Children are supported to develop strategies to effectively manage their own behaviour and that of others

Ensure that staff are aware of their collective responsibility and of relevant support structures

Develop a partnership with parents in promoting positive behaviour

The Headteacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion.

### **The Role of the Class Teacher?**

Provide good quality teaching in lessons which are stimulating, thoughtful and engaging.

Set clear expectations for behaviour in class and around school.

Maintain a well organised, carefully managed classroom, with established consistent procedures.

Make specific constructive, positive comments.

Encourage the children to set their own goals and take ownership of their learning.

Give clear instructions and explanations with set learning intentions with clear success criteria?

Monitor progress carefully, marking work regularly and give appropriate feedback? in line with our marking policy.

Handle misbehaviour quickly and calmly so that the pace of the lesson is not lost?.

Listen carefully and react appropriately.

Communicate achievements in behaviour and work to parents and carers.

Praise and reward often.



All teachers and support staff should feel that they are working within the framework of the Positive.

### **The Role of Lunchtime Supervisors**

Lunchtime Supervisors have an important role in supporting and maintaining good order in the playground at lunchtime and the dining hall.

Staff should report serious misbehaviour to the Headteacher or Deputy Headteacher. Lunchtime Staff are encouraged to reward children for politeness and positive behaviour with stickers and Dojo's.

### **The Role of the Headteacher**

The Headteacher is responsible for the promotion of:

Self-discipline

Proper regard for authority

Good behaviour

Respect for others

Respect of property

Maintaining acceptable standards of behaviour

Regulating the conduct of pupils

Relevant consultations with the local authority

Exclusions from school

The Headteacher should act in accordance with governors' statements and have regard for governors' guidance.

To fulfil the governors' principles the Headteacher should manage staff, foster a sense of community, take the lead in setting aims and standards, encourage collective responsibility, establish clear communication systems and direct overall curriculum planning.

### **The Role of Parents and Carers**

Parents and Carers have responsibilities which will contribute to maintaining positive behaviour in and around our school.

These include ensuring the following:



Regular attendance and punctuality<sup>2</sup>

Providing the correct school uniform<sup>2</sup>

Regular attendance at parents interviews to discuss progress

Actively encourage the child to participate fully in their day to day school work and in the wider life of the school community<sup>2</sup>

Agreement and co-operation in matters of discipline and a willingness to reinforce the school's efforts at home<sup>2</sup>

Keeping in contact with the class teacher so that communication can be open and honest

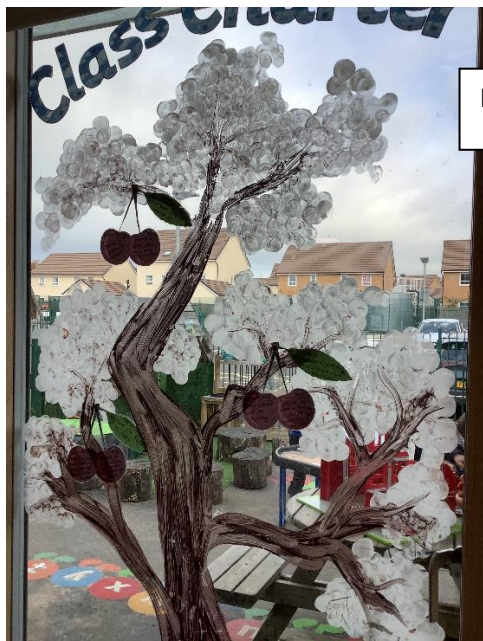
### **The Role of the Governors**

The governing body has the responsibility setting down these guidelines for discipline and behaviour, and or reviewing their effectiveness. The Headteacher has the day to day authority of implement this policy, but governors may give advice to the Headteacher about particular disciplinary issues.

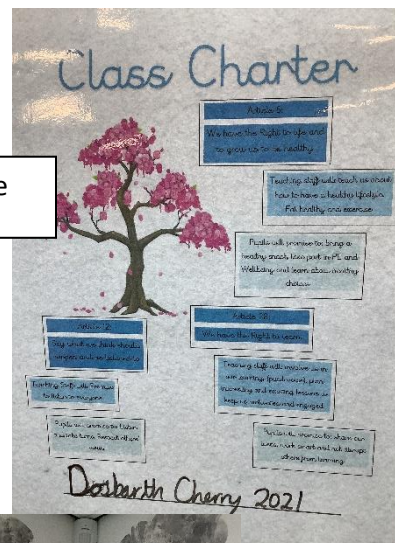


## Appendix 1 Class Charters

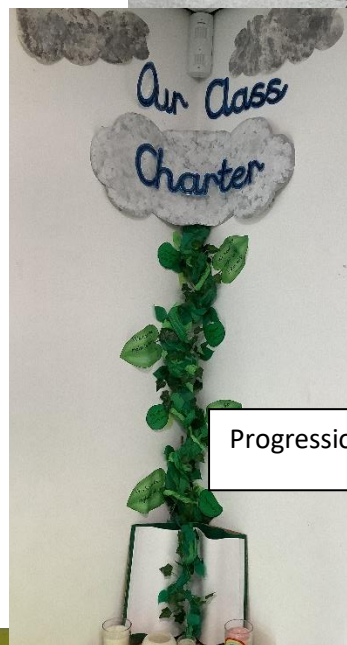
Class Charter examples:



Progression Step 1 Example



Progression Step 2 Example



Progression Step 3 Example





## Appendix 2: Rights of the Child



### SEAL & JIGSAW (Personal social & emotional aspects of learning)

**Happy Healthy Safe**

Month	Children's Right	SEAL /Jigsaw
January	To the best possible health (Article 24)	Going for Goals Dreams & Goals
February	To join in, including children with disabilities. (Article 15, Article 23)	
March	To be proud of your identity (Article 30, Article 7)	Good to be me Healthy Me
April	Everyone should know about children's rights (Article 42)	Relationships
May	To a good standard of living (Article 27)	Relationships
June	To have your say and be listened to (Article 12, Article 13)	Changes
July	To relax and play (Article 31)	Changing Me
August		
September	To an education, to learn (Article 28)	New Beginnings
October	To be the best you can be (Article 29)	Being me in my world
November	To be safe from harm and be treated with kindness (Article 19, Article 2)	Say no to Bullying Celebrating Difference
December	To follow your own religion (Article 14)	Getting on and Falling out



Month	Children's Right	Article reference
January	To the best possible health (Article 24)	<b>Article 24 (health and health services)</b> Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.
February	To join in and be treated fairly (Article 15, Article 23)	<b>Article 15 (freedom of association)</b> Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.  <b>Article 23 (children with a disability)</b> A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.
March	To be proud of your identity (Article 30, Article 7)	<b>Article 30 (children from minority or indigenous groups)</b> Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.  <b>Article 7 (birth registration, name, nationality, care)</b> Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.
April	Everyone must know about children's rights (Article 42)	<b>Article 42 (knowledge of rights)</b> Governments must actively work to make sure children and adults know about the Convention.
May	To a good standard of living (Article 27)	<b>Article 27 (adequate standard of living)</b> Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.
June	To have your say and be listened to (Article 12, Article 13)	<b>Article 12 (respect for the views of the child)</b> Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
July	To relax and play	This right applies at all times, for example during



<p><b>August</b></p>	<p><b>(Article 31)</b></p>	<p>immigration proceedings, housing decisions or the child's day-to-day home life.</p> <p><b>Article 13 (freedom of expression)</b> Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.</p> <p><b>Article 31 (leisure, play and culture)</b> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>
<p><b>September</b></p>	<p><b>To an education, to learn (Article 28)</b></p>	<p><b>Article 28 (right to education)</b> Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.</p>
<p><b>October</b></p>	<p><b>To be the best you can be (Article 29)</b></p>	<p>Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.</p> <p><b>Article 29 (goals of education)</b> Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>
<p><b>November</b></p>	<p><b>To be safe from harm and be treated with kindness (Article 2, Article 19)</b></p>	<p><b>Article 2 (non-discrimination)</b> The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.</p> <p><b>Article 19 (protection from violence, abuse and neglect)</b> Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p>
<p><b>December</b></p>	<p><b>To follow your own religion (Article 14)</b></p>	<p><b>Article 14 (freedom of thought, belief and religion)</b> Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.</p>

## Appendix 3 Good to Be Green

### Positive Behaviour Policy: Good to be Green Charter

#### 1: What all children should expect if they follow our School charter?

- Lots of praise in class for good behaviour.
- The use of stickers and rewards by the Class teacher.
- Highlighting good behaviour in front of the class.
- Golden Time – Class Reward for working together and Keeping Class Promises
- “Good to be Green” award for the most Dojo’s per week.
- Bronze, Silver, Gold and Platinum cards achieved over the course of a year and certificates awarded when each stage is achieved.
- Celebration of achievements during weekly whole school awards assemblies.- teacher’s Seren Yr Wythnos, Siarad Yr Wythnos, Healthy Schools and Sports Council Award, Myon Award
- Pupil of the week chosen by the Rights Respecting School Council weekly.
- Good behaviour brought to the attention of the Head teacher by sending pupils to the HT office for praise and a Gold Head Teacher’s Awards.
- Governors Termly Award
- Excellent achievements brought to the attention of the Governors, parents, Friends of the School, media and the Local Authority.



As part of the Three Tiers of Wellbeing at Llantarnam we provide a staged approach to support our learners. The 'Good to be Green' system used is part our Universal provision. Where pupils access the Targeted Provision stage they require a more individualised approach to supporting behaviour and rewards. If pupil's have a One Page Profile, Risk Assessment or ALN need, they will use daily tick charts, reward chart or Now/Next charts that are chunked to support learning activities throughout the day. These individual plans are discussed and agreed with the pupil and parents before implemented.

Llantarnam Community Primary School  
Nurture, Inspire, Achieve – To be the best we can be

## Rewards

Individual Dojo Points – Class Prizes and Rewards

Active listening	Helping others	Independent working	Keeping promises
On Task	Resilience	Superstar	Teamwork
Tocyn Iath	Add skill		

**Golden Time** – Each term pupils gather ideas through pupil voice for Golden Time rewards. Each week one option is chosen to celebrate the class working as a team and keeping Class Promises.

Super Star

House Points

Tocyn Iath

4 out of 5  
Green days  
equals a Green

We all work hard  
to keep our  
promises and earn

10 green weeks	
20 green weeks	
30 green weeks	
35 green weeks	

Behaviour	Consequence
Break a promise	Time Out
Keep breaking promises	Red Card Time out with Head teacher

### What will happen if promises are broken or behaviours become seriously challenging?

When Consequence are necessary staff will follow consequences chart below. When dealing with challenging behaviours teachers will remain calm and use a low, firm direct tone. Shouting is always avoided.

Whole classes are not punished in any way in relation to individual offences.

I will receive a warning if I:

Shout Out

Do not follow instructions

Throw resources

Use unkind words/hands/feet

Do not respect privacy/boundaries

1 warning = reminder of our promises

2 warnings = stop and think card and second reminder

3 warnings = yellow card

Positive Praise

"Thank you for putting the books away, Jacob."

"Da iawn Rhiannon and Chloe. Thank you for working quietly."

"I like the way you are helping, Owen."

"I'm noticing the lovely way you're working there Thomas."

"I love the way that Beth is lining up."



I will receive an instant **RED CARD** and reflective time out if i:

Wilfully Hurt Another Child

Wilfully Destroy Property

Wilfully Swear/Verbal Abuse

Overtly Refuse To Follow Rules

1 yellow card = 5 mins of missed play

2 yellow cards = 10 minutes of missed play

Red card = 15 minutes of missed play and reflective time out



Assertive Discipline

I want you to...

I need you to..

The instruction is..

(Name) you will..

The direction is to..

On occasions, it may be necessary to support a child through physical intervention. This is only acceptable where there is a positive handling plan in place which identifies the need within the 'RED'



section and has been agreed by the parents/guardians or where there is serious risk of the pupil harming him/herself, another person, or inflicting serious damage to property.

Any instances two appropriately trained (TEAM TEACH) staff must undertake the intervention and record it in the Team Teach logbook.

Staff who administer physical intervention must have the appropriate and up to date Team Teach training

In the event of serious behaviour which result in the safety of the pupil, other pupils and or staff being put at risk it may be necessary to temporarily exclude a pupil. The school following the Local Authority procedures and WAG guidance.

## Appendix 4 Rights Respecting Council – Positive Behaviours Anti-bullying



### Rights Respecting Schools Positive Relationships to as part of Anti-bullying



Above are the rights we feel our positive relationships policy covers which supports anti-bullying.

In Llantarnam Community Primary School our main aim is developing positive relationships with our friends, peers and adults within school. We strive to have positive relationships with everyone as this is an important life skill. We also try very hard to be empathetic to others, this is also an important life skill.





Sometimes it's hard to have positive relationships and understand others. People can be purposefully unkind with their words, their actions and/or their behaviour.

At times a breakdown in a positive relationship can cause upset and confusion. Also, people can be extremely unkind and this is called Bullying.

In 2018 our Rights Respecting Pupil Councillors worked with pupils from the other 5 primary schools and Croesyceiliog Comprehensive on a project where we agreed a definition for bullying.

We agree that there are many different types of bullying, verbal, physical, emotional, cyber (online) and sexual bullying.

Bullying is RIT

Repetitive

Intentional

Threat

We are extremely lucky at Llantarnam Community Primary School to have positive relationships with friends, peers and adults. If we feel that we are having issues with others and becoming upset we must STOP it (Start, Telling, Other, People) as they are here to help. If we do not feel comfortable talking to someone in school we can of course talk to trusted people at home.

Strategies to build positive relationships and prevent and tackle bullying

- Relationship watch
- Check-in mentors
- Rights Respecting School Council members
- Take 5 (take yourself away from challenging situations)
- Worry Monster/'I Wish My Teacher Knew' Box
- Annual Positive Relationships Week
- Positive Relationships Questionnaire/Survey (written by RRSC)
- Use of Calm Corners/Pod to reflect
- Playground buddies
- Transition buddies
- Friendship stops
- Friendship buddies
- Worry monsters



## Appendix 5. Definitions and Glossary

Relational Environment	The kind of environment that can provide a safe place for young people to be transparent and vulnerable. As trust between adult and young person grows deeper, this kind of environment encourages accountability and spiritual growth.
Behaviours that challenge	Any behaviour that interferes with learning. These behaviours may include non-compliance, passivity, task avoidance, aggression or stereotyped behaviours.
Toxic Stress	This can occur when a child experiences strong, frequent, and/or prolonged adversity – such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship – without adequate adult support.
Tolerable Stress	This activates the body's alert system to a greater degree and generally occurs within a time-limited period. If it is buffered by supportive caregivers/relationships that assist the person to adopt, this gives the brain an opportunity to recover from potentially damaging effects.
Traumatic Stress	This is a normal reaction to a traumatic event such as a natural disaster, motor vehicle accident, plane crash, violent crime, or terrorist attack.
Motional	Motional is Trauma-Informed Schools' tool of choice for measuring its intervention as well as providing universal guidance and support for the wider school setting. It is based on a combination of Professor Jaak Panksepp's research on emotional systems in the brain and Dr Margot Sunderland's extensive research, studies and expertise in executive functional skills. It records Aversive Childhood Experiences (ACE) and Protective Factor scores, and gives staff a whole-brain picture of the students' mental health and wellbeing
Emotional Literacy	Emotional Literacy is the term used to describe the ability to understand and express feelings. Emotional Literacy involves having self-awareness and recognition of one's own feelings and knowing how to manage them, such as the ability to stay calm when angered or to reassure oneself when in doubt.
Self-regulation	Self-regulation involves controlling one's behaviour, emotions, and thoughts in the pursuit of long-term goals. More specifically, emotional self regulation refers to the ability to manage disruptive emotions and impulses.
Interventions	Interventions provide students with the support needed to acquire the skills being taught by the educational system and address functional skills,



	academic, cognitive, behavioural, and social skills that directly affect the child's ability to access an education
De-brief	Debriefing (reviewing an experience) through a structured process aids staff through reflection, by sharing experiences, gathering information, and developing ideas moving forward. Whether things went well or not all involved have likely learned from the experience. By debriefing we can capture lessons learned to ensure better outcomes.
Secondary Trauma	Secondary trauma can be incurred when an individual is exposed to people who have been traumatized themselves, disturbing descriptions of traumatic events by a survivor, or others inflicting cruelty on one another.
Adverse Childhood Experiences <b>(ACE)</b>	There are three direct and six indirect experiences that have an impact on childhood development. The more adversity a child experiences the more likely it is to impact upon their mental and physical health.

## Appendix 6

### References:

- Trauma and Mental Health Informed Schools and Communities Delegate Programme Handbook (TISUK, 2019)
- Creating Loving Attachments: Parenting with PACE to Nurture Confidence and Security in the Troubled Child (Daniel Hughes, 2015)