

Rhydypenau Primary School

"Aiming High"



Healthy Relationships Policy

DEVELOPMENT, MONITORING & REVIEW OF THIS POLICY

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

This policy supersedes the Behaviour and Discipline Policy and the Positive Relationships Policy.

SCHEDULE FOR DEVELOPMENT, MONITORING & REVIEW

This policy was agreed by teachers:	Autumn term 25
This policy was agreed and adopted by the Governing Body:	Summer term 26
The implementation of this policy will be reviewed by:	
This policy will be reviewed:	Every two years
This policy was last reviewed:	Summer Term 2026
This policy is due to be reviewed:	Summer Term 2028
Chair of Governors' Signature:	
Headteacher's Signature:	

Healthy Relationships Policy

(Trauma Informed Approach)

At Rhydypenau Primary School healthy relationships are built on the core values of:

KINDNESS, RESPECT and RESILIENCE

“The more healthy relationships a child has, the more likely he will be able to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love. People, not programmes, change people.”

Dr Bruce Perry

Right Respecting Approaches

At Rhydypenau Primary School, we are committed to fostering an environment that values and upholds the rights of every child. We are proud to introduce a rights-respecting approach into our policies, recognising the inherent dignity and worth of each learner, Rhydypenau Primary School aims to align our practices with the principles of the United Nations Convention on the Rights of the Child (UNCRC) to nurture their strong sense of belonging, and instil a deep understanding of the rights and responsibilities to all stakeholders.

Article 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

Article 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

Article 29 (goals of education)

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

Article 42 (knowledge of rights)

Governments must actively work to make sure children and adults know about the Convention.

Purpose

This policy sets out how Rhydypenau Primary school promotes healthy, trauma-informed relationships and restorative approaches (Appendix A) to support emotional wellbeing and learning for all members of our school community.

Our Commitment

This policy was co-created by pupils, families, staff, governors and Local Authority Inclusion Officers. It reflects our shared commitment to understanding behaviour as communication, promoting emotional safety, and ensuring that every member of our community feels seen, heard, and valued. At Rhydypenau Primary School, healthy relationships are at the heart of learning, wellbeing, and belonging. We believe that every child and adult in our community deserves to feel safe, respected and connected. Strong relationships create the foundation for curiosity, confidence and compassion.

Our Core Principles

1. **Safety** – Everyone has the right to feel physically and emotionally safe.
2. **Trust and transparency** – We communicate openly and honestly.
3. **Connection before correction** – Relationships come first.
4. **Empowerment** – We help children build their own skills for regulation, reflection, and repair.
5. **Collaboration** – We work together with families, staff, and partners for the wellbeing of every child.
6. **Restoration and growth** – Mistakes are opportunities to learn and strengthen relationships.

The Language We Use Matters

The words we choose shape the culture we create. At Rhydypenau Primary School, we:

- talk about distress, not bad behaviour;
- focus on repairing harm, not punishment;
- use distress support plans instead of behaviour plans; and
- believe in connection before correction.

Consistency of approach

“Persistence and consistency are key to developing relationships of trust with pupils, especially vulnerable or highly challenging ones. Always treat pupils with dignity and expect that they treat others – including yourself— with the same.”

Our Shared Expectations

These expectations apply to everyone in our community – children, staff, parents and carers. They help us build trust, safety and belonging.

Staff will:

- Greet and welcome every child each day;
- Model calm, respectful communication and co-regulation;
- Notice emotions and respond with empathy and consistency using emotion coaching principles (Appendix A);
- Use restorative and relational approaches to resolve conflict (Appendix A);
- Reflect on what a child's behaviour might be communicating;
- Seek support from colleagues and offer help to others (Appendix D); and
- Follow our 7 step approach (Appendix B) with consistency

Children will be supported to:

- Show kindness and respect, two of our core values, to themselves and others;
- Take responsibility for their actions, with adult support when needed, following a child friendly version of our 7 step approach (Appendix C);
- Share how they are feeling and seek help when they find things difficult; and
- Take part in restorative conversations to repair harm and move forward.

Parents and carers will:

- Work in partnership with the school to support emotional wellbeing;
- Let us know about any changes or challenges that may affect their child; and
- Approach the school directly with concerns so we can resolve them together.

Our Agreed Values in Action

At Rhydyphenau, we live our core values of **kindness, respect, and resilience**. Together we agree to:

- **Look after ourselves** – by being brave and asking for help.
- **Look after each other** – by using kind words and helpful actions.
- **Look after our environment** – by caring for our resources and learning from our mistakes.

This ensures everyone feels safe, calm, and ready to learn.

Responding to Distress and Conflict

When children experience distress or dysregulation, our first response is connection and understanding.

We help children regain calm before exploring what happened. We use restorative questions to guide reflection and repair:

1. What happened?
2. What were you thinking and feeling?
3. Who has been affected and how?
4. What do you need to feel better or to put things right?
5. What needs to happen now?

When Someone Needs Help Meeting Expectations

We all make mistakes and sometimes struggle to meet expectations. When this happens, adults will help children to reflect and repair. Our responses are always fair, proportionate, and designed to help learning. They might include:

- A restorative conversation to understand what happened and how to make things right;
- Opportunities to repair or put something right (for example, helping to tidy a space or apologise); and
- Working together to plan how to prevent the issue happening again.

Repairing and Reconnecting

Conflict and mistakes are normal in any community. What matters is how we respond. When harm occurs, we prioritise listening, acknowledging impact, restoring trust, and agreeing actions to move forward together.

We follow a 7 step approach when dealing with distress and conflict (Appendix B & C).

Celebrating Relationships and Success

We notice and celebrate kindness, effort, and cooperation every day. We do this through smiles, words of appreciation, class celebrations, celebration certificates and assemblies, sharing positive news with families, and community recognition. By focusing on what's going well, we strengthen our culture of belonging and motivation.

Working Together with Families and Partners

We know that children flourish when adults work together. We maintain open communication with parents and carers and collaborate with external agencies where needed to support emotional and relational development.

Policy and Practice Connections

This policy supports, and is supported by, other key Rhydypenau Primary school policies such as:

Safeguarding and Child Protection: [SAFEGUARDING POLICY 2025 - Google Docs](#)

Anti-bullying Policy: [Anti bullying policy - Google Docs](#)

Whole School Attendance Policy: [primary-school-attendance-policy - Google Docs](#)

Equalities Policy: [Equalities Policy - Google Docs](#)

Curriculum Policy: [Curriculum Policy - Google Docs](#)

Positive Handling Policy: [Positive Handling Policy NON COVID - Google Docs](#)

Staff Development and Learning

We recognise that relational and trauma-informed practice requires ongoing reflection and learning. Staff receive regular opportunities for professional development, coaching, and peer reflection on restorative approaches, emotional regulation, and inclusion.

Monitoring and Reflection

We regularly reflect on how well we live our values through:

- Listening to pupil and parent voice;
- Staff reflection and supervision;
- Monitoring of attendance, wellbeing, and engagement;
- Reviewing how effectively restorative approaches are used; and
- Using feedback to help shape future updates of this policy.

How We Share and Review

The policy is available in accessible formats for pupils, families, and partners. It is summarised in child-friendly posters and family leaflets. Feedback from learners, staff, parents, governors and LA Inclusion Officers will inform future reviews every two years or sooner if needed.

Moving Forward Together

At Rhydyphenau Primary School, we know that strong, trusting relationships are the heart of a thriving learning community. By approaching behaviour through a trauma-informed and restorative lens, we help every child feel safe, valued, and capable of change.

The ALNCo and Senior Leadership Team will review the policy every two years, drawing on pupil voice, staff feedback, and wellbeing data, and report outcomes to governors.

Appendix A: Glossary of Terms

Emotion Coaching
Emotion Coaching is an evidence-based approach that helps children to self-regulate and manage their emotions.

Research has shown that Emotion Coaching enables adults to communicate more effectively and consistently with children in stressful situations, leading to an increase in wellbeing and readiness to learn in children and a reduction in stress in the adults who work with them. The technique promotes children's self-awareness of their emotions and generates nurturing relationships.

Staff in Rhydyphenau follow the following steps when working with children:

- **Step 1:** Recognising the child's feelings and empathising with them
- **Step 2:** Labelling the feelings and validating them
- **Step 3:** Setting limits on behaviour (if needed)
- **Step 4:** Problem-solve with the child

PACE

PACE refers to **P**layfulness, **A**cceptance, **C**uriosity and **E**mpathy.

PACE is a relational model developed by Dr. Dan Hughes to help children and young people to build trust, emotional connection, and security. It is an approach, not an intervention; a way of being rather than a thing we might do. It allows the adults working with the child to be more mindful of how they react to young people's emotions and behaviours, which encourages them to develop their own self-awareness, emotional intelligence and resilience. Over time, and with practice children and young people are able to gain strong tools to better understand and regulate their emotions.

PACE can be used by any adult to validate, explore and understand children and young people's feelings.

Restorative approach

A restorative approach focuses on repairing relationships, understanding impact, and learning from mistakes together. For instance, a pupil might help to restore a relationship by writing a note of apology or finding a way to show kindness to someone affected.

Trauma-informed approach

A trauma-informed approach means recognising that behaviour is communication and responding with empathy, consistency, and emotional safety. For example, if a child becomes distressed, adults will first offer calm presence and co-regulation before discussing what happened.

Appendix B: 7-step approach

Step	Level	Types of behaviour observed	Key staff actions & strategies	Value Focus
1	Preventative		- High-quality teaching - Clear routines and expectations - Consistent praise/reward systems - Classroom safety and wellbeing assessments (Appendix E)	Ready to Learn: Building a culture of kindness & respect
2	Early Intervention	- Shouting out/interrupting - Breaking class rules - Wandering around the classroom - Being unkind - Stopping other children from learning - Uncooperative behaviour - Misuse of school equipment - Being off task / refusing to work	- Connection using PACE & Emotion Coaching strategies - Non-verbal cues (e.g., proximity/gestures) - Verbal reminders linked to core values. - Quiet private discussions reminding the learner of expectations	Regulation: De-escalating before a conflict occurs
3	Classroom Response	- Spoiling other people's work - Taking other people's property - Deliberately breaking school rules - Deliberately being unkind - Deliberately stopping other children from learning - Refusing to follow staff instructions - Irritating/winding up/name calling/teasing other children - Leaving the classroom without permission - Regular uncooperative behaviour - Silly play in toilet area	<i>Must be proportionate & non-humiliating:</i> - Move to another seat in the area - Short reflective time in classroom - Loss of small privilege (e.g., part of golden time) - Completion of a restorative task during non-teaching time (e.g., helping to tidy a space/apologising).	Responsibility: Learning from mistakes in a safe space.

4	Escalated Response	• Dangerous play • Sexualised behaviour or remarks • Persistent silly play in toilet area • Persistent uncooperative behaviour • Repeated irritating/winding up/name calling/teasing other children • Leaving the building without permission	• Time in another classroom or supervised area. • Record on <i>My Concern</i> • Parents informed via <i>SeeSaw</i> • Meeting with teacher and parent/carer. • Restorative conversations held with affected peers or staff.	Repair: Restoring relationships beyond the classroom.
5	SLT Involvement	• Persistently and deliberately hurting another child • Serious or persistent dangerous play • Persistent sexualised behaviour or remarks • Persistent irritating/winding up/name calling/teasing other children • Any behaviours targeting characteristics protected under the Equality Act 2010 (e.g., racist or homophobic remarks/behaviour) or Additional Learning Needs (ALN) • Leaving school without permission • Vandalism	• Meetings with Senior Staff and parents. • Formal restorative conversation • Accessing interventions (Appendix D).	Safety: Addressing persistent or serious disruption.
6	Formal behaviour support measures	This stage is triggered when behaviours suggest an underlying ALN or when a child is in a state of chronic distress that requires a specialist approach. This might include: • Persistent high-level dysregulation. i.e., Frequent, intense "meltdowns" or periods of distress that do not respond to standard co-regulation or SLT-led restorative conversations. • ALN-linked distress: Behaviours that appear to be a direct result of sensory processing difficulties, communication	ALNCo to become involved to explore if behaviour may link to additional learning needs. • Distressed Behaviour Plan developed (Appendix F) . • External support accessed (e.g. local authority specialist teachers, educational psychologist). • Safety assessment for the class to ensure the environment remains safe.	Resilience: Supporting underlying needs and ALN.

		breakdowns, or neurodevelopmental needs for example (e.g. severe physical lashing out due to sensory overload). • Complex safety risks: Persistent behaviours that impact the safety of others in the classroom. • Inability to access learning: When a child's emotional state is so consistently dysregulated that they cannot engage with the curriculum despite targeted interventions.		
7	Last Resort	• Severe and Persistent Violence: Frequent and deliberate physical harm towards peers or staff that has not improved following a Distressed Behaviour Plan. NB: Occasionally a significant isolated incident may occur, which may appear to occur out of the blue. The severity of the incident may therefore need to be considered at this level of response. • Extreme Vandalism or Arson: Significant, intentional damage to school property that poses a major safety risk or prevents the school from functioning.	• Exclusion (only as a last resort). Welsh Government guidance is explicit: Exclusions must be lawful, reasonable and fair and only used when other measures have failed. School will therefore consider: • Underlying needs • Proportionality • Impact on the child's rights under the UNCRC • Alternatives to exclusion (e.g. a managed move to another school).	Safeguarding: Protecting the rights of the whole community

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Our Choices, Our Journey

THE GREEN ZONE: Ready to Fly!

Step 1: Aiming for Awesome

- **What's happening:** I am focused, following routines, and being a kind friend.
 - **The Reward:** I feel proud, earn praise, and enjoy fun, engaging lessons! 
-

THE AMBER ZONE: Stop, Breathe, Reset

Step 2: A Little Reminder

- **What's happening:** My teacher gives me a "nod," a gesture, or a quiet word to help me.
- **The Action:** I take a breath and check my focus. 

Step 3: The Classroom Reset

- **What's happening:** I might move seats or take a short "reflection break." 
- **The Fix:** I complete a restorative task (like a quick tidy or a sincere apology). 

[!IMPORTANT]

THE FRESH START ARROW

At any point in the Amber Zone, once I have "Fixed it" and "Reset," I follow the arrow straight back to the GREEN ZONE! Every moment is a new chance. ✨

THE RED ZONE: Stop & Support

Step 4: Space to Calm

- **What's happening:** I spend time in another classroom to reset my energy.
- **The Link:** My teacher talks to my family on SeeSaw so they can help me too. 

Step 5: Team Talk

- **What's happening:** I meet with a School Leader and my parents to find a solution together.

Step 6: My Special Support Plan

- **What's happening:** We create a plan just for me, sometimes with help from outside experts. 🧠

Step 7: Staying Safe 🛑

- **What's happening:** If things are very serious, the school follows special rules to keep everyone safe and protect our rights (UNCRC). ⚖️

Appendix D: Targeted interventions for wellbeing

Time to Talk

Structured programme created to teach and develop social skills and improve oral language skills for children aged between 4-6 years old. It supports children to develop the basis of interaction with the help of Ginger the Bear who is a core feature in all of the activities.

Talk About

Structured programme for teaching and measuring social skills. It uses a hierarchical method of teaching social skills by developing self-awareness and self-esteem before processing body language. It also covers conversational skills and friendship assertiveness.

Drawing and Talking Therapy

An attachment-based therapeutic intervention, Drawing and Talking Therapy is designed to complement CAMHS and other specialist therapies. Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions.

Peer Mentoring

A positive resource that creates a culture of listening, empathy and support. Mentors provide valuable support and are able to help with low level school-based issues and personal matters. Mentors are trained to listen well, provide support and encouragement, be non-judgemental and reflective and are excellent role models.

ELSA

An Emotional Literacy Support Assistant can deliver sessions covering such things as social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.

Social Stories

Use of social stories to identify triggers and the means of overcoming them. These are especially useful for those pupils who may have difficulties with social communication.

Lego Therapy

Lego therapy is a play based piece of intervention which focuses on developing collaborative play skills. It works on key areas of social interaction, such as; turn taking, listening, initiation, eye contact, problem solving and sharing. In addition to this it works on language concepts such as; size, prepositions and colours. Within a therapy group an adult will set the 'ground rules' with children and facilitate if necessary. Each child is given a role to contribute towards the success of the Lego model being made. Language and complexity of Lego models can be easily adapted to meet the needs of the group.

Classroom Safety and Wellbeing Assessment

Purpose: To provide parents and carers with an overview of the proactive measures, environmental adjustments, and relational strategies implemented at Rhydypenau Primary School to ensure a "safe, calm, and ready to learn" environment for all pupils.

1. Physical Environment Assessment

- **Safety Audit:** Our classroom is regularly audited to ensure high-traffic areas are decluttered and that resources are stored safely. This reduces physical risks and supports pupils who may struggle with balance or spatial awareness.
- **Sensory & Wellbeing Zones:** We have assessed the need for 'low-arousal' spaces. Our classroom includes a designated 'Quiet Zone' and access to sensory resources, allowing any child to self-regulate before their distress impacts others.

2. Teaching & Learning Assessment

- **Cognitive Load Management:** To support working memory and reduce anxiety-based behaviours, we use consistent visual timetables and 'now and next' boards. This assessment ensures that every child understands the expectations of the day.
- **Small-Group Provision:** We have structured our staff deployment (Teachers and TAs) to support small groups. This allows for closer monitoring of peer interactions and immediate support if a child begins to feel overwhelmed.

3. Relational & Emotional Assessment

- **Emotion Coaching:** Our 'Healthy Relationships Policy' is applied universally. Staff are trained to 'Recognise, Label, and Validate' emotions. This proactive assessment of emotional state helps de-escalate potential incidents before they occur.
- **Resilience Building:** We have assessed how we teach persistence. By framing "asking for help" as a form of bravery, we ensure that children feel safe to admit they are struggling rather than becoming frustrated.

4. Response & Safeguarding Assessment

- **Stepped Responses:** We follow a clear hierarchy of support (Appendix E of our policy). This ensures that any unhelpful behaviour is dealt with proportionately, non-humiliatingly, and restoratively.
- **Confidential Individual Support:** Where an assessment indicates that a learner requires a specific 'Individual Distressed Behaviour Plan' or 'Risk Assessment,' these are managed strictly between the school and the specific family involved, in line with GDPR and Article 16 of the UNCRC (Right to Privacy).

Created by:

Date:

Rhydypenau Primary School

Supporting Distressed Behaviour Plan

Pupil Name:

Date of Birth:

Strengths		Interests		Dislikes		
• Very creative • Knowledge of warfare and current affairs	• Lovely manners when regulated • Imagination	• American Culture • Technology • Football • Minecart	• Motorbikes • History • Role play	• Formal written work • Confrontation • Noise • Hates the Police	• Being told off publicly • Disloyalty	
Triggers of distressed behaviour	Signs that the pupil is becoming distressed	Key Times/Places	Behaviours when distressed	Strategies to Try	Strategies to Avoid	Measure in place to reduce anxieties/risk
Frustration Peer Dynamics Response to challenge Learned Behaviour Accepting consequences Educational Difficulty Response to structure Sexual Perpetrator Ego Defence Pressure Racial Attack Psychological/Psychiatric Conflict Drug/Substance/Abuse Gender Issues Control Issues	• Starts swearing • Shouts • Speaks really quickly • Hood goes up and body language changes-goes rigid	Transport Assembly Lessons Break Lunch Moving around school Off-site trip Also end of the day	Verbal abuse Severe disruption of lesson Slapping Pinching Biting Punching Kicking Spitting Hair grabbing Neck grabbing Clothing grabbing Arm grabbing Body holds Weapons/missiles being thrown Violence Absconding Self-harm Damage Bullying Impulsive	Verbal advice/support Firm clear directions Negotiation Limited choices Distraction Reassurance Planned ignoring Contingent touch Take up time Withdrawal offered Withdrawal directed Change of face Reminders of consequences Humour Success reminders Others	Verbal advice/support Firm clear directions Negotiation Limited choices Distraction Reassurance Planned ignoring Contingent touch Take up time Withdrawal offered Withdrawal directed Change of face Reminders of consequences Humour Success reminders Others	• Example has his own space • He works with individual support • A member of staff is allocated to monitor him during break times • Wind down activities at the end of the day and clear notification about the time
Notes		Notes	Notes	Notes	Notes	
Example is constantly on the go. Becomes dysregulated if his expectations/demands are not met He is also triggered by seeing any LGBTQ+ symbols		Breaktimes Example can influence other pupils' behaviour and cause confrontation. Finds transition home challenging and needs time to prepare	Example is very destructive-has broken numerous chromebooks and iPads. Targets windows. Will punch staff to the face. Homophobic and racist language	Example needs space from others in a low stimulus environment. Directing or escorting to the Chill Out Room can be effective	Contingent touch heightens anxiety and increase anger	

Who is at Risk		Planned Responses to Increasing Risk		Debrief/Reflection	
Learners (including themselves)	Staff	Most effective techniques	Safe place	Where is best	Who debrief is most effective with
Initial Younger pupils and pupils presenting differently.	Initial Any staff putting demands Example does not like	Friendly Hold Figure of Four Single Elbow Single Elbow (2people) Seated Single Elbow (2 people) Double Elbow (2 people) Help Hug Double Elbow Half Shield Other	Initial Chill Out Room	Initial In Example's allocated room	Initial Mr W, Mrs B
Review 1	Review 1		Review 1	Review 1	Review 1
Review 2	Review 2		Review 2	Review 2	Review 2
Review 3	Review 3		Review 3	Review 3	Review 3
Review 4	Review 4		Review 4	Review 4	Review 4
Review	Created/Reviewed by	Date Reviewed	Date Shared with SLT	Date Shared with Parent/Career	
Initial	Neil Purcell	N/A	10-9-24	12-9-24	
1					
2					
3					
4					

