



## Managing relationships in a trauma informed setting

|                              |                       |
|------------------------------|-----------------------|
| Date of policy:              | September 2022        |
| Adopted:                     |                       |
| To be reviewed:              | June 2025 (completed) |
| Member of staff responsible: | VCW                   |



Ty Gwyn Education Centre's school values are built on four key principles. They are;

- **Be Respectful:** Staff and pupils at Ty Gwyn are respectful to themselves, others and their environment
- **Be Responsible:** Staff and Pupils at Ty Gwyn take responsibility for their actions, personal belongings and school property
- **Be Engaged:** Staff and pupils at Ty Gwyn are engaged in pro-social behaviour, self-development and contribute to school life
- **Be Safe:** Staff and pupils at Ty Gwyn are responsible for their own safety and that of their peers and are supported to develop resilience for life and make positive relationships

We ask all staff and visitors to observe this.

Ty Gwyn is a Rights Respecting School  
Article #28 The right to a good standard of education

## Rationale

Although traditional behaviourist approaches (e.g. reward and punishment) can be effective in altering the conduct of some pupils, they are not successful with all. This can be especially true for pupils that have experienced Adverse Childhood Experiences (ACEs) and those that are Children Looked After (CLA). For these pupils such approaches often serve to re-traumatise them and fail to teach them how to express their emotions in a more appropriate manner. As such, there is a clear requirement for Ty Gwyn to adopt alternative approaches to reducing challenging behaviour to help meet the needs of all pupils.

The Ty Gwyn policy promotes a shift towards viewing behaviour as a communication of an unmet need (cognitive, motivational, relational or emotional) and responding accordingly. By placing pupils' needs and feelings at the core of our interactions rather than their behaviour itself, we can apply a non-judgmental and empathic attitude towards behaviour. This approach does not minimise the need to maintain clear boundaries and expectations around behaviour recognises that in order to help pupils feel safe, their educational environment needs to be high in both nurture and structure, providing predictable routines, expectations and responses.

The policy also advocates the central importance of secure relationships to developing effective self-regulation in young people. By developing, maintaining and repairing relationships between staff, pupils and their parents/carers we are able to build a stable learning community that fosters connection, inclusion, respect, empathy and self-development.

Ty Gwyn Education Centre is invested in supporting the very best possible relational health between;

- Parent/carer and child
- Child and child
- Child and school staff
- Parent/carer and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies.

Ty Gwyn is committed to educational practices which protect, relate, regulate and reflect.

## Protect

- ❖ Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open door policy for informal discussions with parents/carers.
- ❖ Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm empathic, playful and curious (proven to shift children out of flight/fright/freeze positions).



- ❖ Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- ❖ A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- ❖ Staff 'interactively repair' occasions when they themselves move into defensiveness.
- ❖ Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- ❖ Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, all adults are emotionally available
- ❖ School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults).
- ❖ Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued.

emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

### **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.
- ❖ Vulnerable 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 burnt-out, 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.
- ❖ 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.
- ❖ Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.
- ❖ A behaviour policy based not on punishment, sanctions, resolution and interactive repair (e.g. restorative conversations).

At Ty Gwyn, we will always work:

- ❖ To create a positive ethos and environment within Ty Gwyn community that enables effective learning to take place, so that students can achieve
- ❖ To have consistent expectations and guidance about routines and procedures to support the staff to ensure teaching and learning can take place in a positive working environment
- ❖ To develop a sense of self and understanding of help seeking behaviour in the school community
- ❖ To develop mutual respect between all members of the Ty Gwyn community
- ❖ To ensure that positive choices are noticed and where negative situations arise that opportunities are provided to regulate and restore
- ❖ To ensure Equality of Opportunity for all pupils
- ❖ To foster partnerships between home, Ty Gwyn and the wider community
- ❖ To create a supportive environment where positive attitudes are encouraged and respected



- ❖ To involve the community in celebrating both achievement and the positive aspects of school life

### **Roles and Responsibilities**

The Head of Centre and Management Committee

The Management Committee will establish, in consultation with the Head, staff and parents, a policy that promotes the 4Bs above. It will ensure that this is communicated to pupils and parents/carers, is non-discriminatory and that expectations are clear. The Management Committee will support Ty Gwyn in maintaining high standards of pro-social behaviour of pupils and staff. The Head will be responsible for the implementation and day-to-day management of the policy and procedures.

Senior Leadership Team

Senior staff provide additional support and guidance for classroom staff where behaviour has escalated and further intervention is required. A highly visible personal presence during transition times and at break and lunch will be maintained and all staff are emotionally available adults.

All Staff

All Staff provide a caring and supportive learning environment where all pupils can achieve their full potential. Staff will:

- ❖ Role model appropriate positive behaviour and language to pupils and colleagues
- ❖ Show unconditional positive regard for all pupils, making every day a fresh start, even when challenged!
- ❖ Be prepared and organised to deliver/support high quality learning experiences, including resources and IT equipment
- ❖ Ensure all learning is differentiated and pupils make progress/support learning so pupils make progress
- ❖ Ensure appropriate FFT activities are carried out and recorded appropriately
- ❖ Be in the correct location promptly for any duties
- ❖ Participate in CPD activities (internal and external)
- ❖ Take the appropriate action when the fire/lockdown alarm sounds, remaining calm and in control
- ❖ Maintain/support a calm and orderly classroom environment
- ❖ Report any accidents to the Safeguarding Officer
- ❖ Report any damage or maintenance issues to the Site Manager
- ❖ Report any safeguarding concerns using the appropriate method (in person/My Concern) before leaving school
- ❖ Support pupils to use the Be Your Best booklets in each lesson



## Parents and Carers

Ty Gwyn asks all parents/carers to support this policy by:

- ❖ Discussing any problems that may arise with school in a timely way
- ❖ Working in partnership where discussion or action at home may help to support
- ❖ Encouraging their child to be a responsible member of the Ty Gwyn and local community with their words and actions

## Learners

Ty Gwyn supports learners to be **Respectful, Responsible, Engaged** and **Safe** whilst at Ty Gwyn education Centre. Learners are developing into ethical and informed citizens. As part of this our young people will:

- ❖ Arrive on time each day, be punctual to each lesson, remain in class and move around the centre in a calm, quiet and safe manner
- ❖ Take responsibility for their own behaviour and be socially responsible inside and outside of Ty Gwyn
- ❖ Show respect for and co-operate with all members of the Ty Gwyn community and all of its policies
- ❖ Be prepared to engage learn in all lessons and interventions
- ❖ Seek help in an appropriate manner and use adult support if offered
- ❖ Work to the best of their ability and use class time appropriately to complete all work and assessments
- ❖ Report any incidents of disruption, violence, bullying and any form of harassment to a member of staff and be confident it will be addressed appropriately
- ❖ Follow any instructions given by staff in an emergency
- ❖ Refrain from smoking in school, and whilst travelling to and from school or when on an off-site activity
- ❖ This extends to and includes, all types of e-cigarette
- ❖ Leave mobile phones at home or hand in on entry to school, Ty Gwyn is a no phone school for everyone's safety



## Recording and actions

For the safety, wellbeing and safeguarding of both staff and learners, the BROMCOM system is used to record incidents of unwanted behaviour or choices which lead to a negative outcome. Ty Gwyn also uses My Concern software if the behaviour has elements of safeguarding within, as well as recording other safeguarding issues on this system.

In BROMCOM:

Level 1 and 2

Unwanted behaviour at this level can include off task behaviour, low level disruption, swearing, disturbing others, refusal to work, walking out etc. Level 2 would likely be continued behaviour or an escalation of this.

As trauma informed practitioners, the emotionally available adult always asks “how can I help” or “what do you need right now” in response to the unmet need underlying the behaviour presenting.

The adult is calm and directs the learner to seek or to accept the help on offer. They can:

- Offer a reasonable alternative learning activity, appropriately supervised
- Offer a 5 minute “learning break” either inside or outside of the classroom (with a member of staff if outside) and/or discussion about the issue
- Offer an alternative activity (check pupil IDP)

Level 3 and 4

Unwanted behaviour at this level can include repeated behaviours from L1 and 2 and/or more serious actions such as sustained verbal abuse, non-compliance leading to danger, direct swearing or verbal abuse/threats, walking out/absconding, direct aggression, misuse or damage to equipment.

Adults will intervene as above and show care and compassion for the learner who is not managing themselves. They can:

- Offer a solution/compromise (within reason) and delay dealing with the reasons for unwanted behaviour to de-escalate the situation
- Offer a short “learning break” in the classroom
- Ask the learner to leave the classroom (accompanied) and go to Learning Recovery (or appropriate alternative) with appropriate activity or work, set a time limit
- Request support from a senior member of staff to resolve the situation, a change of face often works to de-escalate
- Use Hafan or the Music Room to de-escalate the situation away from others

Level 4 behaviours are those that require immediate support from a member of the SLT, the head or the deputy. This can include fighting, spitting, physical violence, extreme verbal abuse, threats, serious damage to property, smoking inside and others.

Staff should call for SLT support and take every action to make the situation safe, including removing themselves or learners from the situation to protect themselves and others from harm. Adults have a duty of care to intervene positively.

Very rarely, physical intervention and restraint may be needed and this should only be used where risk assessed by the staff as making the situation safer.

\*Concealing a mobile phone is immediate SLT call



These are the guidelines from Team Teach (as staff are trained in this model):  
Is it SAFE? PROPORTIONATE? REASONABLE?

\*If an RPI is used, the local authority requires this to be recorded and submitted to the Portal to be reviewed. Any staff involved will provide a written account on a level 4 form, or on BROMCOM or directly to the Head of Centre, before the end of the working day.

### **Be your Best booklets**

Pupils at Ty Gwyn are encouraged to regulate their own emotions, responses and behaviours, with adult support and to seek or accept help when things may be going wrong. The “Be Your Best” booklet, filled in each lesson with a red/amber/green reflection against each of the 4Bs supports learners to do this and provides an accurate picture of their behaviour and engagement during the day. The weekly reflections are recorded on BROMCOM and reviewed by SLT for intervention and action.

Where learners are consistently not meeting the expectations of the 4Bs, or there has been a serious Level 4 incident, the daily BROMCOM report will allow SLT to review and take action in partnership with class teachers, the pupil and parents. This is bespoke to each pupil and can include:

Protect, relate, regulate and reflect:

- ❖ Reflection time with a chosen member of staff for a short period during the Friday reward time session
- ❖ Parent and other agency meetings
- ❖ Restorative work with relevant parties
- ❖ Reparation tasks
- ❖ Catching up on “lost learning”
- ❖ Targeted attendance for a short period to re-set the balance
- ❖ Targeted in-school intervention(s) to deal with a crisis
- ❖ Referral to another agency/LA for specific support
- ❖ On some occasions, an exclusion may be warranted to pause a learner’s unwanted behaviour, allow time to reflect on what has happened and restore at the return to school meeting so a positive way forward can be found

### **Praise and Rewards**

All Ty Gwyn staff use positive language and present an empathetic warm approach to pupils, therefore, praise, when given, is **specific, moderate and genuine**. Praise can also be recorded as “bonus points” on Be your Best booklets, where pupils have met the 4Bs expectations or directly into BROMCOM.

Rewards can be useful to motivate pupils and engage those most hard to reach in learning activities and Ty Gwyn uses pupil voice to ensure the range of reward activities reflects learner interests and views. All learners access weekly reward sessions of engaging activities, fun sessions and treats and:

- ❖ Verbal acknowledgement from adults who care
- ❖ Positive phone calls to parents/carers to share the good news
- ❖ Friday reward activities (lesson 5)
- ❖ Half termly reward trips (chosen by pupils in School Council)
- ❖ Certificates and recognition in Praise and Celebration assembly



## Appendices

- ❖ Level 4 incident form
- ❖ Expectations of all staff
- ❖ Levels of unwanted behaviours



**Ty Gwyn Education Centre  
Level 4 Incident Report Form**

Pupil name:

Class / Group:

Date:

Staff member writing report:

Time:

Type of behaviour: Physical Violence Throwing items Spitting Absconding Theft  
Damage to Property Racist/homophobic abuse Persistent non-compliance Serious verbal  
abuse Threatening behaviour Sexualised behaviour/actions

Location of Incident

.....

For Information / For Action (please circle)  
BROMCOM

\*Actions will be recorded in

|                                       | <b>Nature of Incident<br/>(please tick all<br/>applicable)</b> |  |
|---------------------------------------|----------------------------------------------------------------|--|
| Absconding from site                  | Possession of<br>weapon                                        |  |
| Allegations against<br>staff          | Racial/homophobic<br>abuse towards<br>pupil(s)                 |  |
| Bullying                              | Racial/homophobic<br>abuse towards staff                       |  |
| Unacceptable/foul<br>language         | Aggression (high<br>level)                                     |  |
| Non-compliance                        | Smoking (inside)                                               |  |
| Verbal abuse<br>towards staff         | Possessing illegal<br>substance                                |  |
| Leaving lesson<br>without permission  | Theft                                                          |  |
| Refusing to attend<br>lesson          | Physical assault<br>against pupil(s)                           |  |
| Deliberate damage<br>to property      | Physical assault<br>against staff                              |  |
| Inappropriate use of<br>mobile device | Inappropriate use of<br>school IT                              |  |

| <b>Action taken by staff<br/>at the time</b> |  |
|----------------------------------------------|--|
| Class withdrawal                             |  |
| Discussion with pupil                        |  |
| Counselling/discussion                       |  |
| Exclusion                                    |  |
| Letter home                                  |  |
| Parent/Carer informed                        |  |
| Positive handling                            |  |
| Referral to external<br>agencies             |  |
| No further action                            |  |
| Time out – class based                       |  |
| Other                                        |  |

[illegible]

|                                    |  |                         |  |              |  |
|------------------------------------|--|-------------------------|--|--------------|--|
| PREVENT INJURY TO OTHERS           |  | GUIDED ESCORT           |  | DOUBLE ELBOW |  |
| PREVENT SELF HARM                  |  | SINGLE ELBOW            |  | WRAP         |  |
| PREVENT SERIOUS DAMAGE TO PROPERTY |  | DOUBLE ELBOW (to floor) |  | SHIELD       |  |

|                  |  |                                            |  |          |  |
|------------------|--|--------------------------------------------|--|----------|--|
| PARENTS INFORMED |  | CHILD PROTECTION<br>Social Worker informed |  | RECORDED |  |
|------------------|--|--------------------------------------------|--|----------|--|

|                                         |
|-----------------------------------------|
| Details of Incident:                    |
|                                         |
| Police Incident Number (if applicable): |



## Appendix 2

### ***Expectations of all staff***

- ❖ Be on time and appropriately attired (for your role)
- ❖ Be at the classroom door to welcome pupils
- ❖ Ensure you present as an emotionally available adult to all
- ❖ Role model appropriate positive behaviour and language to pupils and colleagues
- ❖ Show unconditional positive regard for all pupils, making every day a fresh start, even when challenged!
- ❖ Be prepared and organised to deliver/support high quality learning experiences, including resources and IT equipment
- ❖ Ensure all learning is differentiated and pupils make progress/support learning so pupils make progress
- ❖ \*Ensure books are marked in line with school policy
- ❖ \*Ensure appropriate FFT activities are carried out and recorded appropriately
- ❖ Be in the correct location promptly for any duties
- ❖ Participate in CPD activities (internal and external)
- ❖ Take the appropriate action when the fire/lockdown alarm sounds, remaining calm and in control
- ❖ Maintain/support a calm and orderly classroom environment
- ❖ Report any accidents to the Safeguarding Officer
- ❖ Report any damage or maintenance issues to the Site Manager
- ❖ Report any safeguarding concerns using the appropriate method (in person/My Concern) before leaving school
- ❖ Support pupils to use the Be Your Best booklets in each lesson Follow school policies and procedures for: de-escalating unwanted behaviour, responding to incidents, recording of incidents (on BROMCOM), Use of physical intervention and restraint, praise and rewards

\*teachers only

| <b>SLT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Ty Gwyn's School Values</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>❖ Provide leadership, guidance and support to all staff during the day with a highly visible personal presence</li> <li>❖ Be on call for serious (Level 4 incidents)</li> <li>❖ Oversee emergency/H&amp;S procedures</li> <li>❖ Be on duty at the appropriate times</li> <li>❖ Ensure daily briefings are informative, accurate and timely</li> <li>❖ Carry out agreed support actions at the appropriate time</li> <li>❖ Manage and deploy support staff as needed during the day</li> <li>❖ Support and encourage all staff, provide personal support when needed</li> <li>❖ Appropriately challenge staff when required</li> <li>❖ Carry out quality assurance measures as per the school self evaluation calendar eg. observations</li> <li>❖ Use these to make judgements for external services and for the purposes of school improvement</li> <li>❖ Oversee the management of school transport</li> <li>❖ Oversee the management of external providers</li> <li>❖ Ensure all statutory requirements regarding off site visits are met</li> </ul> | <ul style="list-style-type: none"> <li>❖ Be Respectful: pupils are respectful of themselves, others and the environment</li> <li>❖ Be Responsible: pupils are responsible for their actions, their property and school property</li> <li>❖ Be Engaged: pupils are engaged in pro-social behaviour, self development and contributing to school life</li> <li>❖ Be Safe: pupils keep themselves physically and emotionally safe, make positive relationships and develop resilience</li> </ul> <p>Ty Gwyn is a school that is able to support children and young people who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Children who have suffered several painful life experiences and who don't receive help are highly likely to go on to suffer severe mental and physical ill-health.</p> <p>We provide care, support, guidance and learning to this group of children and young people. We aim to increase:</p> <ul style="list-style-type: none"> <li>❖ Children and young peoples' health and wellbeing</li> <li>❖ Their ability to be more resilient</li> <li>❖ To gain skills and knowledge to help them succeed and achieve their potential</li> </ul> |



Levels of unwanted behaviour

|                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Level 1</i></p> <ul style="list-style-type: none"><li>• Swearing, inappropriate language</li><li>• Refusing to start/complete work</li><li>• Disturbing others</li><li>• Not following instructions</li><li>• Being late</li><li>• Walking out</li></ul> | <p><i>Level 2</i></p> <ul style="list-style-type: none"><li>• Repeated level 1 behaviour, not responding to adults</li><li>• Smoking outside</li><li>• Using mobile phone inappropriately</li><li>• Higher level defiance/refusal to comply</li><li>• Direct swearing/verbal abuse</li><li>• Further swearing, inappropriate language</li></ul>                                                                              |
| <p><i>Level 3</i></p> <ul style="list-style-type: none"><li>• Aggression</li><li>• Damage to property</li><li>• Throwing items</li><li>• Using mobile phone inappropriately</li><li>• Bullying</li><li>• Further inappropriate language/verbal abuse</li></ul> | <p><i>Level 4</i></p> <ul style="list-style-type: none"><li>• Physical violence</li><li>• Significant aggression</li><li>• Credible threats/threatening behaviour</li><li>• Absconding</li><li>• Smoking inside</li><li>• Serious damage to property (graffiti, fire lighting, flooding, vandalism)</li><li>• Distribution/consumption of illegal substances</li><li>• Bullying</li><li>• Theft</li><li>• Spitting</li></ul> |