



Relationship Policy

'Building for Successful Futures'

Formally adopted by the Governing Board of	Fred Nicholson School
Chair of Governors	Hilary Bradshaw
Policy Holder	Executive Headteacher
Policy Contributor	Heads/Leads of Areas
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Statutory Policy	N	Published on Website	Y
This policy is based on a model policy from The Key for School Leaders, developed with the NAHT and approved by Forbes Solicitors. <u>Any updates and amendments to government legislation or guidance from the Education HR Service automatically supersede this school policy prior to ratification by the Governing Body.</u> This policy applies to all areas of school.			



Relationship Policy

‘Building for Successful Futures’

We want our pupils to:

Be eager, excited, curious and engaged in learning.

Have a sense of self and are happy, confident and emotionally healthy.

Be able to co-operate and communicate socially.

Be healthy and safe.

Feel equipped to make life choices, recognize their own achievement, take responsibility for themselves and behave in a way that enhances their wellbeing and the wellbeing of others.

Introduction

The Fred Nicholson School relationship policy embodies our culture and ethos developed through a Trauma Informed approach. Relationships are at the heart of every interaction and supports the whole school community including pupils, staff, parents/carers and other agencies working with the school.

All children have a right to a broad, balanced and relevant educational, social and emotional experience which provides continuity and progression and takes individual differences into account.

Our school is invested in supporting the very best relationships between

- Parent and pupil
- Pupil and pupil
- Pupil and school staff
- Parents and school staff
- School staff
- School staff and Senior Leadership Team
- School staff and external agencies

As a school we are committed to supporting all pupils to develop positive mental health and resilience, enabling them to fully engage in life and learning. Our priority is to ensure environmental and psychological safety for our pupils.

ACE's and Protective Factors

The Adverse Childhood Experiences study (ACE study) is the one of the biggest Public Health Studies of all time (17,000 people). The study shows a direct link between adverse child experiences, and the most common forms of physical illness (e.g.



cancer, diabetes, heart attacks/strokes) and mental illness (e.g. depression, anxiety, conduct disorders) decades later.

Research shows that 'protective factors', namely interventions by emotionally available adults, before the age of 18 can support pupils to develop resilience and positive mental health. The research shows that some adults with high ACE scores didn't exhibit negative impacts. The common factor was one trusted emotionally available adult before the age of 18.

All staff at Fred Nicholson School are aware of the need to be an 'emotionally available adult' and understand how to create a physical and psychologically safe environment. Staff have access to and are familiar with the ACE's questionnaire and the Protective Factors List used in school.

Assessment

All pupils will be assessed at least 3 times a year using the assessment tool 'Motional' <https://motional.io/>. All staff who work directly with pupils have access to Motional and can create and view snapshots and programs. The class team is responsible for updating and assessing pupils regularly. Staff will be provided with support and training on Motional as required.

PRRR

Fred Nicholson School is committed to educational practices which Protect, Relate, Regulate and Reflect.

Protect

- Fred Nicholson School aims to increase 'safety cues' in all aspects of the school day e.g. staff greeting pupils from transport and having emotionally available adults available throughout the day.
- Aim for all staff to have an understanding of PACE modes of interaction. Pupils are met with warm, empathetic, playful and curious staff members who can support pupils out of fight/flight/freeze situations.
- All staff to ensure that interaction with pupils, parents/carers and other staff are 'socially engaging', not 'socially defensive'.
- Fred Nicholson School is committed to ensure harsh voices, shouting, put downs, criticism, isolating and shaming are not used in school. These behaviours and reactions are proven to be psychologically and neurologically damaging.
- Staff will interactively reflect and repair on occasions when they move into defensiveness.



- Staff adjust their expectations of pupils and their parents/carers in accordance with their developmental capabilities and evidence of traumatic stress or incidents.
- Staff are able to remove vulnerable and traumatised pupils in a kind and non-judgmental way from situations when they are not coping.
- Staff are able to support other staff members to leave difficult situations in a kind and non-judgmental manner when they are not coping.
- Fred Nicholson School aims to have emotionally available adults available for vulnerable children throughout the day.

Relate

- Staff will provide relational opportunities for pupils alongside emotionally available adults to support them to move from 'blocked trust' (not feeling psychologically safe) to 'trust' (feelings of psychological safety).
- Staff will have regular training from TIS practitioners around the four key relational needs for secure attachments - affect attunement, empathy, soothing and containment.
- A whole school approach to enable pupils, their parents/carers and staff to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger or blame.

Regulate

- Fred Nicholson School uses evidence-based interventions that aim to repair psychological brain damage caused by adverse childhood experiences through emotionally regulated interactions with emotionally available adults.
- Pupils can take part in relational interventions specifically designed to bring down stress levels in vulnerable pupils, enabling them to feel calm and safe (physically and psychologically).
- Staff only spaces are available in school, which are there to enable staff to take the time and space they need to reflect and de-stress as necessary.
- The emotional wellbeing of staff at Fred Nicholson School is treated as highly important to prevent burnout or stress related absence.
- Promoting Positive Behaviour policy, based on repairing relationships and restorative conversations.
- Restrictive Physical Intervention policy in place.



Reflect

- Fred Nicholson School uses a robust debrief system for when incidents or situations have caused distress to pupils or staff. This debrief helps staff and pupils to overcome the effects of an incident by
 - Talking about what happened
 - Talking about how they felt at the time and/or feel now
 - Identifying any causes of these reactions/emotions
 - Identifying any ways of dealing with these reactions/emotions.
- Promoting Positive Behaviour policy, based on repairing relationships and restorative conversations.
- Resources provided to support staff to have meaningful empathetic conversations with vulnerable children
- RSHE curriculum is informed by current research on mental health, mental ill health, relationship health, family, parenting and intimate relationships.
- Pupils are given the means and opportunities to symbolise painful life experiences through different methods of expression, including but not limited to art, music, sand trays and emotion cards.
- Staff development and training in the art of good listening, dialogue, empathy and understanding.
- Staff development and training to help pupils move from 'behaving' their painful life experiences to reflecting on those experiences.

Links to Other Policies

Promoting Positive Behaviour Policy

Physical Intervention Policy

Equality Impact Statement

The Governors have reviewed this policy giving due regard to their responsibilities with respect to the equalities agenda, in line with recent legislation. They believe that the policy reflects a positive attitude and approach to all members of the school community.

Policy Approved by:

Chair of Governors