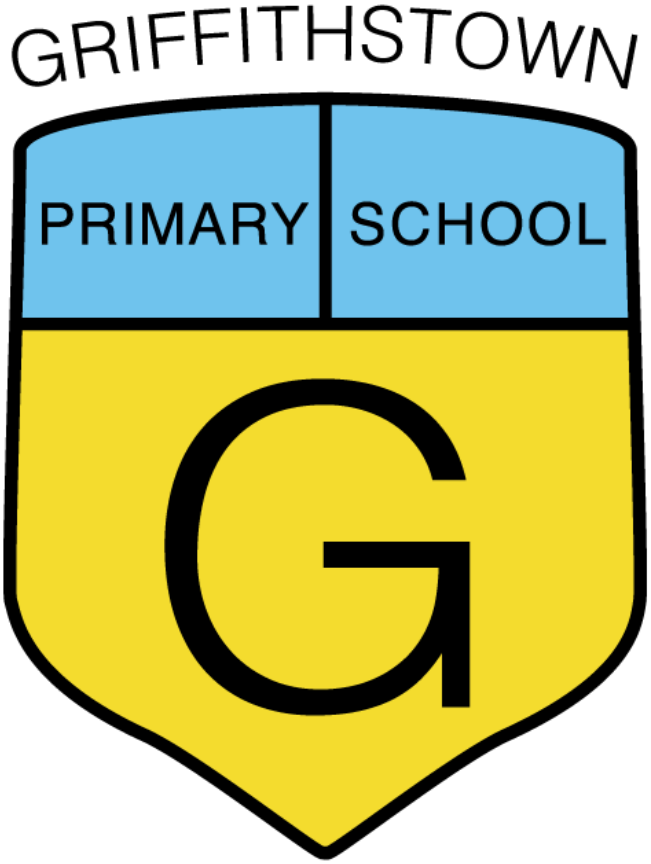
GRIFFITHSTOWN PRIMARY SCHOOL

INSPIRE CHALLENGE ACHIEVE

Every interaction begins with empathy!



Relationships and Well-being Policy
September 2026
Well-being Leader: S Hawksworth

Griffithstown Primary School
Relationships and Wellbeing Policy

Aims and Ethos
At Griffithstown Primary School, every interaction begins with empathy. It takes a community to raise a child and we are committed to listening to our stakeholder voices and effective engagement with pupils, parents, staff and the community (see Appendix 1 - 4).

School Staff Expectations
PACE principles (Playfulness, Acceptance, Curiosity and Empathy) are central to all conversations. All adults avoid accusatory 'WHY? questions and ask, "Help me understand WHAT happened…". WINE prompts such as 'I Wonder…' 'I Imagine… and 'I Notice…' along with 'Empathy' encourage curiosity without blame. All adults are mindful of their 'Face, Body and Voice' and communicate warmth and approachability through calm expression, open posture and a gentle, naturally expressive/prosodic tone. These principles guide everyday interactions and restorative conversations.

School Pupil Expectations
We use the term 'Expectations' when referring to rules.
All behaviour conversations include reference to our expectations.
School expectations are displayed in all classrooms.

- ***Listen and follow instructions***
- ***Respect and consider everyone and everything***
- ***Be honest, polite and kind***

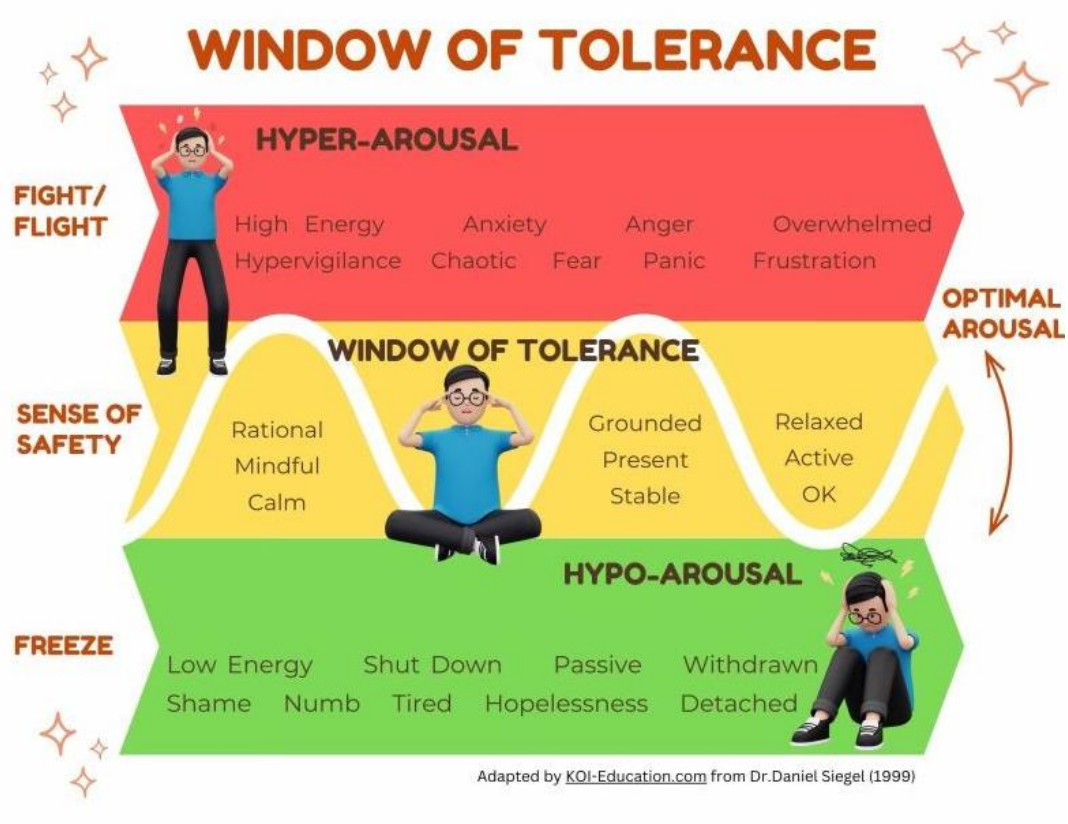
Intended Pupil Outcomes
All pupils will develop their growth mindset and be open to new ideas and experiences, with:

- resilience when facing challenges
- a strong sense of independence, autonomy and self confidence
- the ability to communicate well with others and express themselves
- the ability to recognise emotions and respond appropriately
- strong empathy and respect for others
- an active interest in school activities
- the ability to know when and how to ask for support

Classroom Environment / Experiences
All classrooms are TISUK informed, with:

- a daily routine displayed as a visual timetable.
- an age-appropriate daily emotional check-in, with adults noticing and following up sensitively when a pupil may need support.
- stage appropriate metaphors used to describe emotions e.g., weather, transport, animals or plants to provide deeper insight into emotional wellbeing.

- stage appropriate challenge for pupils to use more complex vocabulary. Words like sad, happy and scared explain little about a child's state of mind. Adults ask 'I'm curious if there is a word that is closer to how you feel.' Pupils may naturally wander into the use of a metaphor.
- a daily '10-minute Circle Time' at a natural interval during the day. Adults understand that the left side of the brain is factual and the right side is creative/emotional. Louis Cozolino says, 'It is always difficult for the right brain to talk when someone else's left brain is listening.' Adults are always ready to listen when pupils are ready to talk.
- all teachers monitoring and responding daily, to 'I wish my teacher knew...' comments.
- an attractive and welcoming 'safe space' which enables dis-regulated learners to return to their 'window of tolerance' and learning.



Positive Recognition

- **Everyday Expectations**

All pupils are supported to demonstrate our school expectations through kindness, respect, responsibility and positive relationships. Staff model these expectations and recognise effort and progress through encouragement, specific praise and ClassDojo House Points. A warm welcome and daily emotional check-in help pupils feel safe, connected and ready to learn.

- **Seren yr Wythnos – Weekly Recognition (Reception–Year 6)**

Each week, individual pupils are recognised for demonstrating school expectations, kindness, resilience, personal progress or positive contributions to school life.
Seren Yr Wythnos winners:

- Receive a certificate in celebration assembly and wear a special lanyard.
- Are recognised on their classroom display.
- Choose one reward each day throughout their celebration week

- **Going for Gold – Exceptional Achievement (Years 3–6 termly)**

Presented termly to pupils who exceptionally promote school expectations or make a significant positive difference to the school or wider community. Gold celebrates achievements beyond everyday expectations, including outstanding kindness, resilience, leadership, personal progress or service to others. Each term, one recipient per class receives a Gold Certificate and £10 voucher.

Additional Learning Provision (ALP) Social, Emotional and Behaviour Steps.

Specialised

Torfaen Outreach
Ed psych
Modified day
Behaviour IDP

Targeted

Individual calming box
Counselling Service
Specific safe space
Pupil specific reward chart
Sessions with school dog
Sessions in Nurture Room
Lego Play Therapy
SPACE Wellbeing
School nurse
ELSA
Enhanced check-ins
Volcano in my Tummy
Fidget 'toys'
Wellbeing One Page Profile (WOPP)
Big Emotional Drawings (BEDs)
TISUK Sand Tray activities
Now/Next board

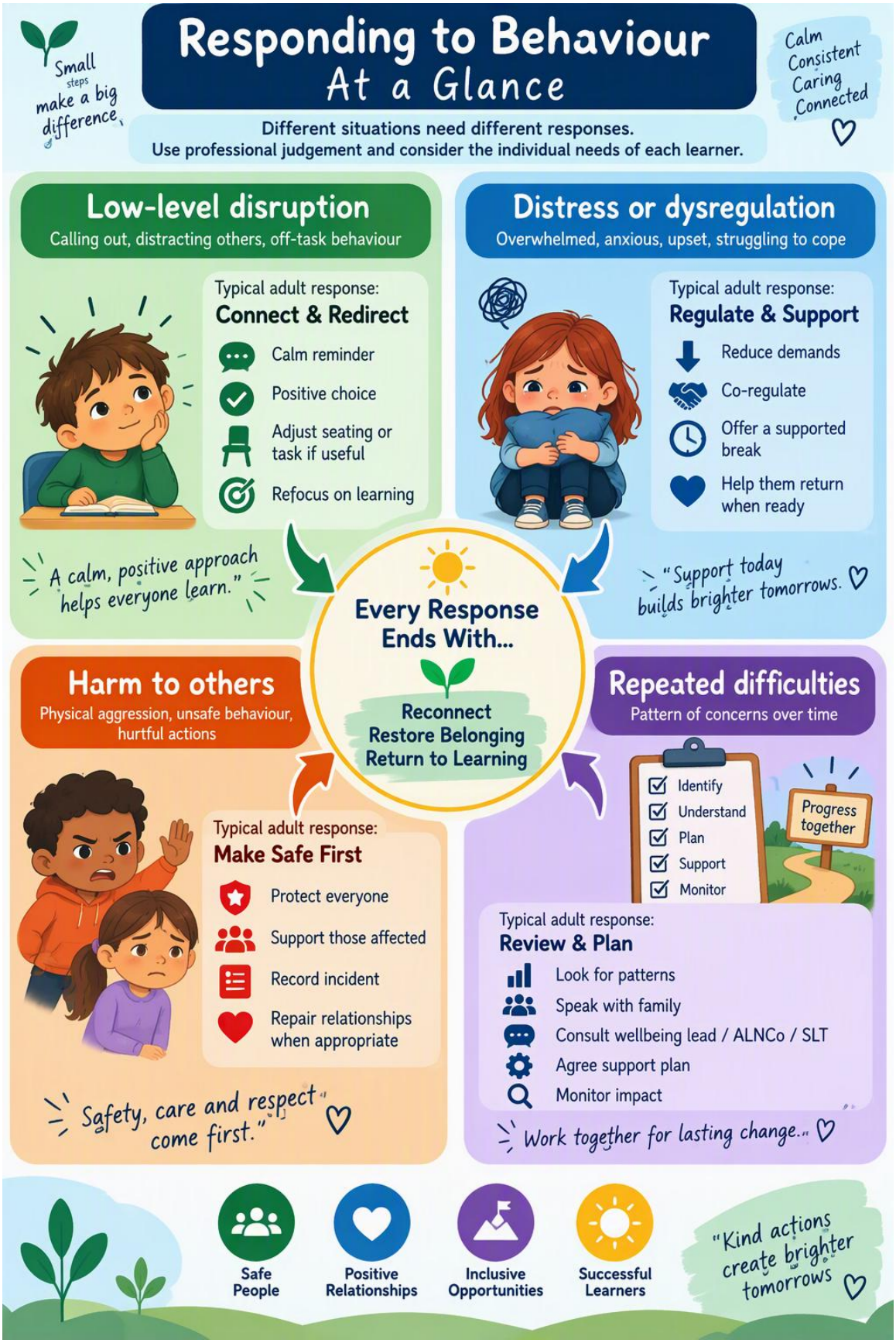
Universal

I wish my teacher knew…
All adults display positive Face, Voice, Body
All adults actively apply the principles of PACE and WINE
Safe space
Daily brain breaks
Daily check-in
Jigsaw Curriculum
Well-Being Week (September)
Visual Timetable
Seren Yr Wythnos
Going for Gold

Graduated Relational Support

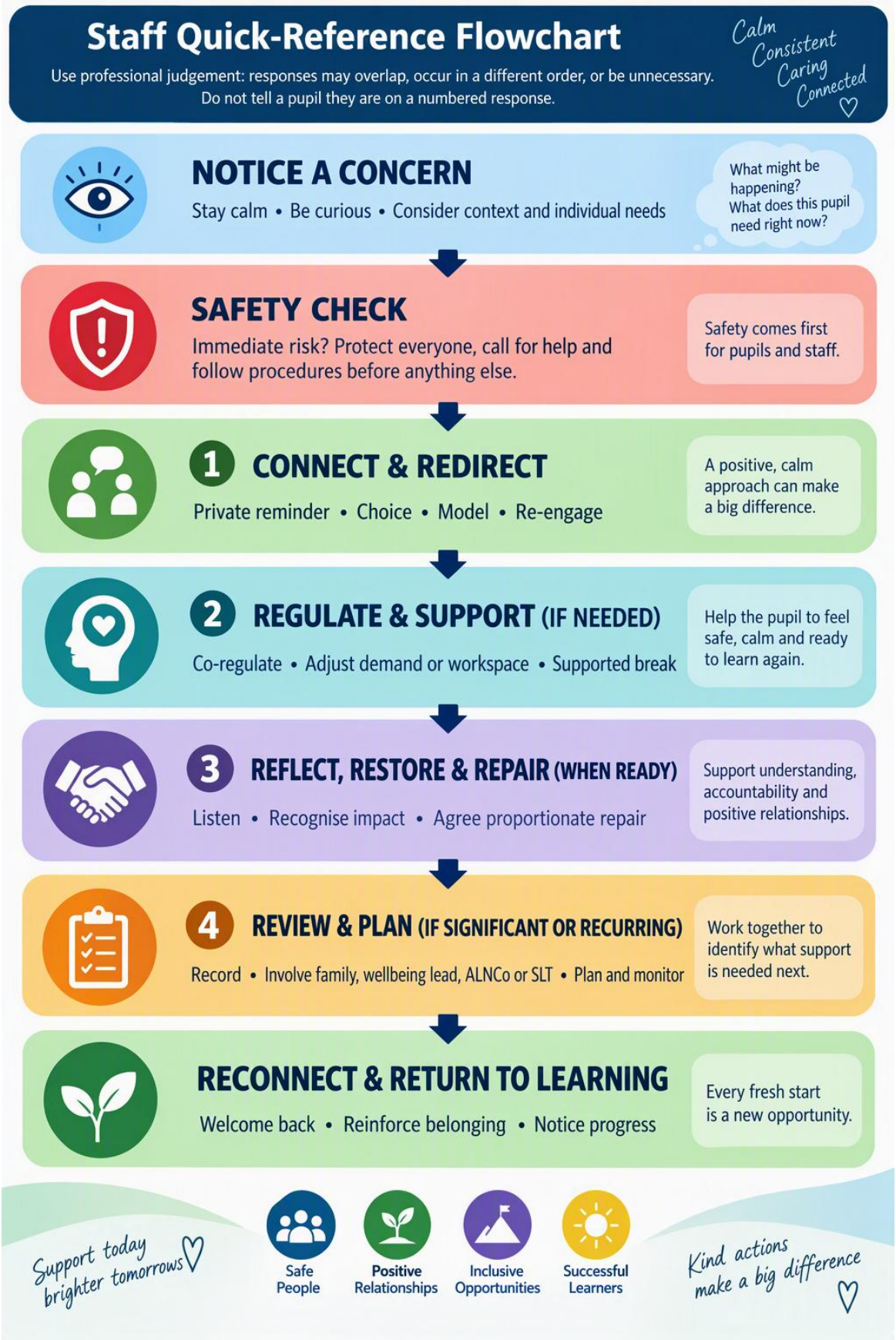
Adults recognise that behaviour may be challenging but understand that behaviour is seldom directed at individuals. All members of staff understand to 'connect' before they 'correct'.

Pupils are always welcomed back positively following difficulties. Staff actively support reconnection and recognise progress.



1. ***<u>Graduated Relational Support One: Connect and Redirect</u>***

For everyday difficulties, adults use calm, discreet reminders, proximity, non-verbal cues, positive modelling, limited choices and supportive redirection. They check understanding and help the pupil re-engage.



2. ***Graduated Relational Support Two: Regulate and Support (Window of Tolerance)***

Staff recognise that pupils may move outside their Window of Tolerance into heightened arousal (for example, agitation or panic) or reduced arousal (for example, withdrawal or shutdown).

Adults respond to the individual child with calm connection and co-regulation, rather than expecting immediate explanation or reflection. See TIS Staff Quick Reference (Appendix 5)

When a pupil is distressed or struggling to regulate, adults prioritise safety and co-regulation. Options include a trusted adult, calm space, movement or sensory break, reduced language, adjusted demands or a different workspace. Staff understand that when a pupil is in Hyper or Hypo Arousal, the child's brain is 'off-line' and so do not engage in 'reasoning' or reflective conversation. Meaningful conversation is only possible once the pupil is in their window of tolerance.

Note: Pupils never receive: 'fixed' five-, ten- or twenty-minute punishments.
Time from play is only ever to have a 'reconnection' conversation / never punitive.
Adults ask 'Help me understand…', and find resolution.
Break-time is an essential time for pupils to move, talk and re-regulate.

3. ***Graduated Relational Support Three: Reflect, Restore and Repair***

When behaviour affects people, resources or learning, staff address safety and the needs of anyone harmed first. Once the pupil is ready, adults help them understand impact, take age-appropriate responsibility and agree meaningful repair. Repair may include putting right damage, rebuilding trust or completing interrupted learning. Apologies and reconciliation must not be forced.

4. ***Graduated Relational Support Four: Review and Plan***

Staff work with families, the wellbeing lead, ALNCo, SLT and relevant professionals as appropriate. Where behaviour is persistent or concerning, staff explore possible triggers, patterns and unmet needs. ABC: Antecedent, Behaviour, Consequence (Appendix 6) or TIS Record Sheet (Appendix 7) are used to support this understanding.
Staff complete Taith records, Motional Snapshots and Wellbeing One Page Profiles (*WOPPs) during half termly staff meetings to identify patterns, agree adjustments, plan intervention and review impact.
**WOPPs are developed between the teaching staff, parents and pupil. SMART targets are set and reviewed by the teacher and parents every six weeks or sooner if necessary. WOPP documents are QAd by the Wellbeing Leader and link governor.*

Physical Intervention

At Griffithstown Primary School, physical intervention is used only as a last resort when necessary to prevent harm to a pupil or others. Staff prioritise prevention, de-escalation, co-regulation and relational approaches.
Where physical intervention is necessary, it must be reasonable, proportionate and carried out in accordance with the school's agreed Team Teach procedures and current guidance. All incidents must be recorded, reported and reviewed in line with school procedures, with appropriate support provided to pupils and staff following an incident.
Restorative conversations occur only when the pupil is in their window of tolerance.

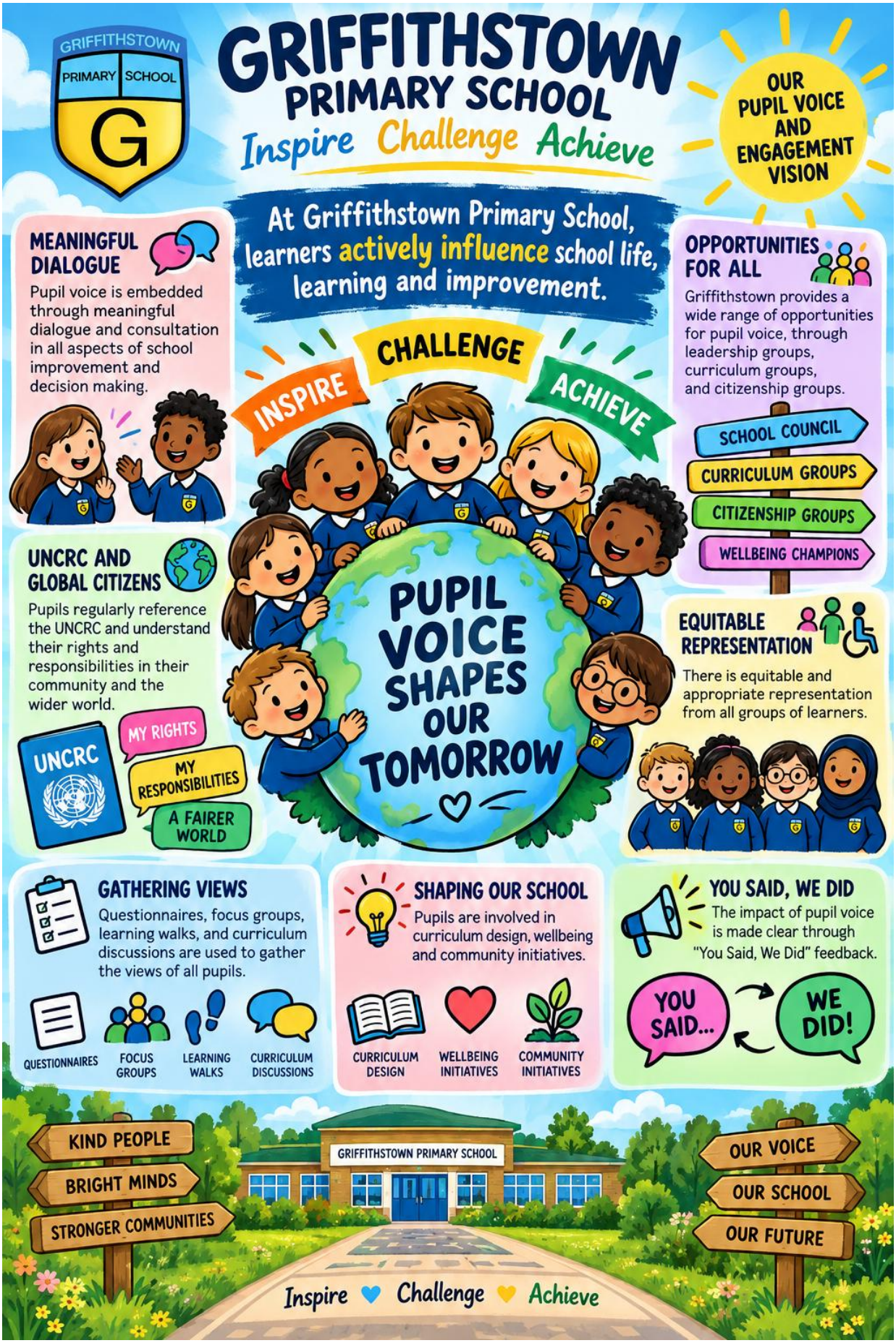
Team Teach Statement

"Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe."

Role of Governors

The Governing Body will support and monitor the implementation of this policy, ensuring that the school's approach to relationships, behaviour and wellbeing remains inclusive, consistent and aligned with its safeguarding responsibilities and statutory duties.

Appendix 1


GRIFFITHSTOWN PRIMARY SCHOOL
GRIFFITHSTOWN PRIMARY SCHOOL
Inspire Challenge Achieve
OUR PUPIL VOICE AND ENGAGEMENT VISION
At Griffithstown Primary School, learners actively influence school life, learning and improvement.
MEANINGFUL DIALOGUE
Pupil voice is embedded through meaningful dialogue and consultation in all aspects of school improvement and decision making.
INSPIRE
CHALLENGE
ACHIEVE
PUPIL VOICE SHAPES OUR TOMORROW
OPPORTUNITIES FOR ALL
Griffithstown provides a wide range of opportunities for pupil voice, through leadership groups, curriculum groups, and citizenship groups.
SCHOOL COUNCIL
CURRICULUM GROUPS
CITIZENSHIP GROUPS
WELLBEING CHAMPIONS
UNCRC AND GLOBAL CITIZENS
Pupils regularly reference the UNCRC and understand their rights and responsibilities in their community and the wider world.
UNCRC
MY RIGHTS
MY RESPONSIBILITIES
A FAIRER WORLD
EQUITABLE REPRESENTATION
There is equitable and appropriate representation from all groups of learners.
GATHERING VIEWS
Questionnaires, focus groups, learning walks, and curriculum discussions are used to gather the views of all pupils.
QUESTIONNAIRES
FOCUS GROUPS
LEARNING WALKS
CURRICULUM DISCUSSIONS
SHAPING OUR SCHOOL
Pupils are involved in curriculum design, wellbeing and community initiatives.
CURRICULUM DESIGN
WELLBEING INITIATIVES
COMMUNITY INITIATIVES
YOU SAID, WE DID
The impact of pupil voice is made clear through "You Said, We Did" feedback.
YOU SAID...
WE DID!
KIND PEOPLE
BRIGHT MINDS
STRONGER COMMUNITIES
GRIFFITHSTOWN PRIMARY SCHOOL
OUR VOICE
OUR SCHOOL
OUR FUTURE
Inspire Challenge Achieve

Appendix 2

GRIFFITHSTOWN PRIMARY SCHOOL

Inspire Challenge Achieve

Family 'Voice and Engagement' Vision

Families are empowered to support learning and contribute to school development.

Griffithstown Primary School has strong partnerships with families based on trust, communication and shared responsibility for learning and wellbeing.

Meaningful surveys and consultations inform decisions and we act on feedback.

Communication methods are suited to families' needs and preferences.

Families are supported with 'learning at home' through practical guidance, high-quality resources and useful advice.

Parent helpers, our parent association, and dedicated parent governors effectively support our school.

We identify and remove barriers to engagement, particularly for vulnerable families.

YOU SAID... WE DID!

We listen to parents and carers and respond through "You Said, We Did" feedback.

Stronger families brighter futures



Appendix 3


GRIFFITHSTOWN PRIMARY SCHOOL
Inspire Challenge Achieve
Staff Voice and Engagement Vision
Staff are valued partners in decision making, wellbeing and improvement.
VALUED, LISTENED TO AND INVOLVED
Leaders regularly gather views and our school has a culture where all staff feel valued, listened to and involved in decision making and self-evaluation.
DISTRIBUTED LEADERSHIP
Distributed leadership is ensured through staff participation in working parties, action research and leadership opportunities.
WELLBEING
Wellbeing is secured through workload management, informal well-being check-ins, professional supervision, peer support, and links with external agencies.
OUR STAFF
VOICE
IDEAS
PEOPLE
TOGETHER
OUR STRENGTH
VISIBLE, APPROACHABLE AND RESPONSIVE LEADERS
Leaders are visible, approachable and responsive to the professional and personal needs of all staff.
PROFESSIONAL LEARNING AND CAREER DEVELOPMENT
High-quality professional learning and opportunities for career development and progression are provided for all staff.
YOU SAID WE DID
The impact of staff voice is made clear through "You Said, We Did" feedback.
Inspire ★ Challenge ★ Achieve

Appendix 4

GRIFFITHSTOWN PRIMARY SCHOOL

Inspire Challenge Achieve

Community 'Voice and Engagement' Vision

Griffithstown Primary School works collaboratively with our community and partner agencies to improve outcomes for all.

- Griffithstown Primary School sits at the heart of its community.
- Strong partnerships are embedded with local organisations, businesses, charities and services.
- School facilities support community learning, wellbeing, sports and cultural activities.
- Multi-agency partners effectively support children and families.
- Community expertise enriches the curriculum and provides authentic learning experiences.
- School signposts families to sources of support, including health and wellbeing services.
- Griffithstown engages the community in projects and events that promote inclusion, cohesion and belonging.

Together we make a difference



Appendix 5

TIS STAFF QUICK REFERENCE

This guide supports consistent relational practice. It complements, rather than replaces, safeguarding, risk assessment, Team Teach and individual support plans.

1 PACE – Connection before correction

Playfulness (where appropriate), Acceptance, Curiosity and Empathy. Acknowledge feelings while keeping clear, safe boundaries.

2 WINE – Empathetic language

Begin with empathy: “I wonder whether that felt difficult…”; “I imagine you might be frustrated…”; “I notice things seem hard right now…”. Try “Help me understand…” or “Tell me more…” rather than an accusatory “Why did you do that?”

3 FBV – Face, Body, Voice

Keep facial expression and posture approachable; give appropriate space; use a calm, warm, expressive voice. Adapt to individual sensory and communication needs.

4 Daily emotional check-ins

Offer a welcoming greeting and a suitable check-in. Support language beyond simple happy/sad labels: pupils may describe themselves as stormy, settled, tangled, growing or running low on energy. Follow up discreetly and respect privacy.

5 Window of Tolerance

Within the window: a pupil is more able to connect, think and learn. Above the window: heightened alertness, anxiety or agitation may call for reduced demands, space and calm co-regulation. Below the window: withdrawal or shutdown may call for gentle connection, time and reassurance. These are guides, not diagnoses or fixed stages.

6 Reflect and repair

Address immediate safety first. Once a pupil is regulated and ready, use a trusted adult, empathetic prompts and meaningful, proportionate opportunities to put things right. Do not force apologies.

APPENDIX 6

How to use an ABC chart

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the *antecedent* or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the *behaviour* that occurred e.g. X threw item on the floor. 'C' refers to what occurred after the behaviour or the *consequence* of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

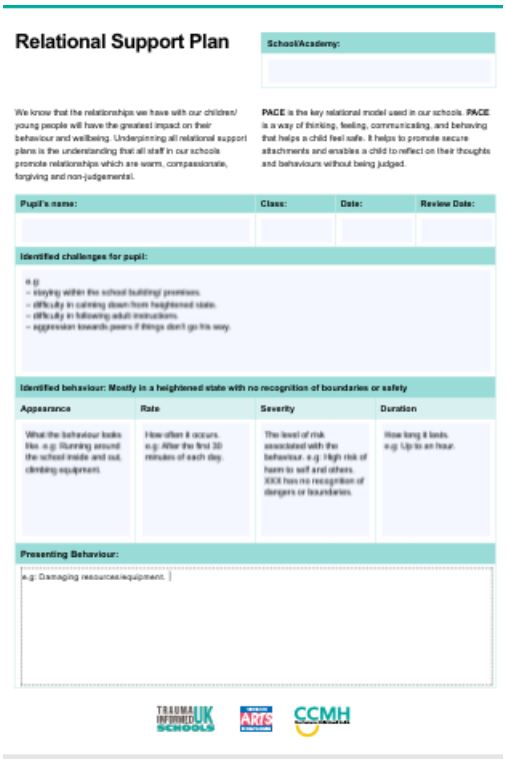
Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the child?

ABC (Antecedent, Behaviour, Consequence) Chart Form

Date/Time	Activity	Antecedent	Behaviour	Consequence
Date/Time when the behaviour occurred	What activity was going on when the behaviour occurred	What happened right before the behaviour that <u>may</u> have triggered the behaviour	What the behaviour looked like	What happened after the behaviour, or as a result of the behaviour

Appendix 7



Relational Support Plan

School/Academy:

We know that the relationships we have with our children/young people will have the greatest impact on their behaviour and wellbeing. Underpinning all relational support plans is the understanding that all staff in our schools promote relationships which are warm, compassionate, forgiving and non-judgemental.

PACE is the key relational model used in our schools. **PACE** is a way of thinking, feeling, communicating, and behaving that helps a child feel safe. It helps to promote secure attachments and enables a child to reflect on their thoughts and behaviours without being judged.

Pupil's name:	Class:	Date:	Review Date:

Identified challenges for pupil:

e.g
- staying within the school building/ premises.
- difficulty in calming down from heightened state.
- difficulty in following adult instructions.
- aggression towards peers if things don't go his way.

Identified behaviour: Mostly in a heightened state with no recognition of boundaries or safety

Appearance	Rate	Severity	Duration
What the behaviour looks like. e.g. Running around the school inside and out, climbing equipment.	How often it occurs. e.g. After the first 30 minutes of each day.	The level of risk associated with the behaviour. e.g. High risk of harm to self and others. XXX has no recognition of dangers or boundaries.	How long it lasts. e.g. Up to an hour.

Presenting Behaviour:

e.g: Damaging resources/equipment.



Identified Function of Behaviour/Unmet Need:

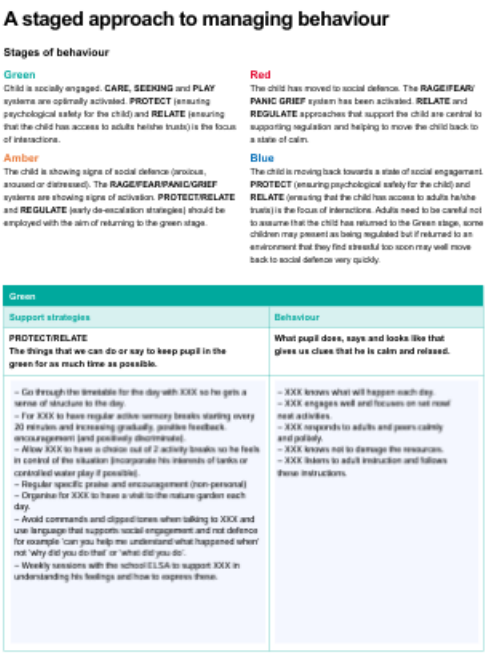
e.g
- Discharge of anger or frustration that cannot be expressed verbally.
- Anxiety about tasks child feels he cannot do.

Agreed relational strategies to respond to behaviour (In addition to the specific strategies listed below all adults use a PACE approach at all times):

e.g
- Validate the experience of the child and the emotional tone – I can see you are angry, you feel so, so cross right now.
- Safe space to go to when needing to be calm with an adult that XXX trusts. Adults notice when XXX needs time in his safe space and support him to make that choice.
- Staff member to explain the now and next instructions to XXX.
- Staff to avoid using commands, clipped tones or 'why' instead use language such as I wonder, I imagine, I notice.
- Use of positive feedback that is specific and non personal for example 'That was a good thing you did when you came with me to play dominoes', or 'thank you for walking so nicely'.
- XXX has regular sensory breaks throughout the day – these are supported by the adults who he trusts and include sensory water play, gross motor activities that support his vestibular system heavy work/push/pull.
- XXX has activities presented to him in ways that support him to feel that he has some control over what he is being asked to do, this will usually involve some form of choice.
- Provide children with safe alternatives such as clay, paper, soft balls that they can use to express anger.
- XXX is met at the beginning of the day by his trusted adult who then settles him into class. They also spend time with him at the end of the day to support the transition back home.

Long term aim of strategies (think SMART):

e.g
- XXX can tell adults what his now and next activities are and follow his visual now/next timetable. 50% of the day.
- XXX follows instructions with the support of adults 80% of the day.
- XXX is able to describe what he needs to do to remain safe in school and makes use of this safe space at times when he is anxious or upset.
- XXX completes short activities either in the classroom or at his base area with planned outdoor breaks between activities.
- XXX feels so psychologically safe with his EAA that he is able to tell the story of what happened to him so that he can reflect on his trauma rather than behave his trauma.
- Agreed timescale for review: weekly.



A staged approach to managing behaviour

Stages of behaviour

Green
Child is socially engaged. **CARE, SEEKING** and **PLAY** systems are optimally activated. **PROTECT** (ensuring psychological safety for the child) and **RELATE** (ensuring that the child has access to adults he/she trusts) is the focus of interactions.

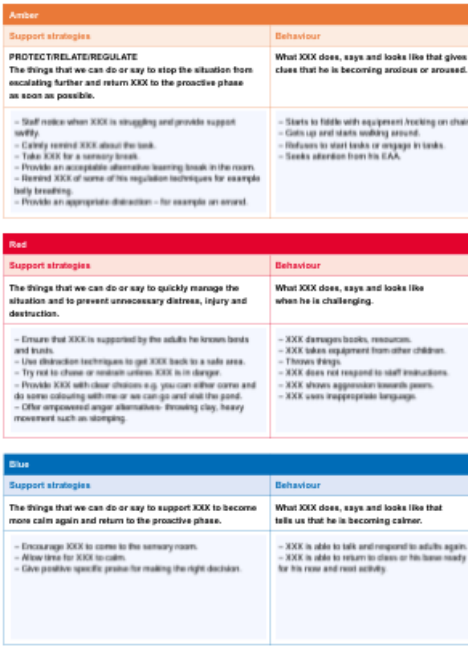
Amber
The child is showing signs of social defence (anxious, aroused or distressed). The **RAGE/FEAR/PANIC/GRIEF** systems are showing signs of activation. **PROTECT/RELATE** and **REGULATE** (early de-escalation strategies) should be employed with the aim of returning to the green stage.

Red
The child has moved to social defence. The **RAGE/FEAR/ PANIC GRIEF** system has been activated. **RELATE** and **REGULATE** approaches that support the child are central to supporting regulation and helping to move the child back to a state of calm.

Blue
The child is moving back towards a state of social engagement. **PROTECT** (ensuring psychological safety for the child) and **RELATE** (ensuring that the child has access to adults he/she trusts) is the focus of interactions. Adults need to be careful not to assume that the child has returned to the Green stage, some children may present as being regulated but if returned to an environment that they find stressful too soon may well move back to social defence very quickly.

Green

Support strategies	Behaviour
PROTECT/RELATE **The things that we can do or say to keep pupil in the green for as much time as possible.**	**What pupil does, says and looks like that gives us clues that he is calm and relaxed.**
– Go through the timetable for the day with XXX so he gets a sense of structure to the day. – For XXX to have regular active sensory breaks starting every 20 minutes and increasing gradually, positive feedback, encouragement (and positively discriminate). – Allow XXX to have a choice out of 2 activity breaks so he feels in control of the situation (incorporate his interests of tanks or controlled water play if possible). – Regular specific praise and encouragement (non-personal) – Organise for XXX to have a visit to the nature garden each day. – Avoid commands and clipped tones when talking to XXX and use language that supports social engagement and not defence for example 'can you help me understand what happened when' not 'why did you do that' or 'what did you do'. – Weekly sessions with the school ELSA to support XXX in understanding his feelings and how to express these.	– XXX knows what will happen each day. – XXX engages well and focuses on set now/ next activities. – XXX responds to adults and peers calmly and politely. – XXX knows not to damage the resources. – XXX listens to adult instruction and follows these instructions.



Amber

Support strategies	Behaviour
PROTECT/RELATE/REGULATE **The things that we can do or say to stop the situation from escalating further and return XXX to the proactive phase as soon as possible.**	**What XXX does, says and looks like that gives clues that he is becoming anxious or aroused.**
– Staff notice when XXX is struggling and provide support swiftly. – Calmly remind XXX about the task. – Take XXX for a sensory break. – Provide an acceptable alternative learning break in the room. – Remind XXX of some of his regulation techniques for example belly breathing. – Provide an appropriate distraction – for example an errand.	– Starts to fiddle with equipment /rocking on chair – Gets up and starts walking around. – Refuses to start tasks or engage in tasks. – Seeks attention from his EAA.

Red

Support strategies	Behaviour
The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.	**What XXX does, says and looks like when he is challenging.**
– Ensure that XXX is supported by the adults he knows lands and trusts. – Use distraction techniques to get XXX back to a safe area. – Try not to chase or restrain unless XXX is in danger. – Provide XXX with clear choices e.g. you can either come and do some colouring with me or we can go and visit the pond. – Offer empowered anger alternatives- throwing clay, heavy movement such as stomping.	– XXX damages books, resources. – XXX takes equipment from other children. – Throws things. – XXX does not respond to staff instructions. – XXX shows aggression towards peers. – XXX uses inappropriate language.

Blue

Support strategies	Behaviour
The things that we can do or say to support XXX to become more calm again and return to the proactive phase.	**What XXX does, says and looks like that tells us that he is becoming calmer.**
– Encourage XXX to come to the sensory room. – Allow time for XXX to calm. – Give positive specific praise for making the right decision.	– XXX is able to talk and respond to adults again. – XXX is able to return to class or his base ready for his now and next activity.

Reflect and Repair

It is important that there are opportunities for children to be able to talk about their experiences, what happened and why. Trusted adults can support children to do this using agreed approaches to **REFLECT** and by being **PACEful** in their interactions. These opportunities should take place at a time and place that is comfortable for the child and promotes psychological safety. It is rarely, if ever, likely to be successful as part of the stages of behaviour Amber, Red or Blue. **REFLECTIVE** conversations and **REPAIR** need to take place when the child is well regulated with their emotionally available adult at a time that is most helpful to the child.

Successful Strategies

- Choose a safe space that the child feels comfortable in.
- Carefully consider the language used to encourage children to reflect – **PACE** and **WINE** (I wonder, I imagine, I notice). Avoid using why? and what? phrases. Instead use help me understand…
- Not all children can verbally express their feelings or what has happened so consider other ways to help them to share their thoughts and feelings e.g. Big Empathy Drawing, Sand Tray, Puppets.
- Think creatively about the ways in which children can repair when things have gone wrong. Simply saying sorry is not always most helpful or possible. Showing someone they are sorry can often be more powerful and reparative.

Relational support plan completed by:	Relational support plan agreed by:
Date:	Date:
Signed by parent:	Signed by teacher:
Date:	Date:
Signed by Headteacher:	
Date:	