



La Moye School Positive Relationships Policy 2026

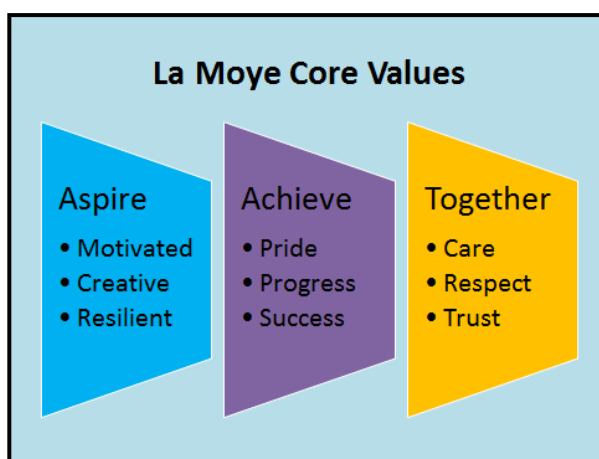
INTENT:

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

***'Visible consistency with visible kindness allows exceptional behaviour to flourish.'* (Paul Dix)**

At La Moye School we believe that every member of the school community should feel valued, trusted and respected and that each person is treated fairly and considerately. Every child should feel this value, trust and fairness in a consistent, clear way as they move through the school. Building effective relationships is fundamental to positive behaviour.

This philosophy is reflected in our school core values.



This policy is underpinned by the following UNCRC (United Nations Convention on the Rights of the Child) Articles:

- Article 2: Children will not be discriminated against
- Article 3: Anyone working with or for children should do what is best for each child
- Article 12: Children have the right to be heard and say what they think should happen when decisions are made about them
- Article 19: Children should be protected from harm
- Article 29: Children should be encouraged to be themselves, be responsible, and be the best they can be
- Article 31: Children have the right to rest and play

Each year with the children, in accordance with being a Rights Respecting School (RRS), we review our class charters.

This policy outlines the following five pillars of practice:

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

IMPLEMENTATION:

'It is certainty that is at the heart of exceptional behaviour practitioners... a certainty around their expectations for behaviour that are expected, respected and unquestioned. Classroom routines are the cogs...they deeply affect the behaviour of the class.' (Paul Dix)

Staff should:

- Use the following three clear, consistent expectations:

Ready	Respectful	Safe
<ul style="list-style-type: none">• Ready to listen, Ready to Learn:<ul style="list-style-type: none">• Look and Track• Steady and Calm• Think and Reply	<ul style="list-style-type: none">• Being polite, not rude• Show empathy and kindness• Demonstrate dignity• Celebrate differences• Taking care: people/things and the environment	<ul style="list-style-type: none">• Avoiding physical and emotional harm to others and yourself, including online• Regulated emotions to make rational choices• Follow the rules and expectations

- **Promote a positive inclusive classroom culture** through a co-constructed, agreed class charter which unpacks our Core Values and the UNCRC, in an age-appropriate way to the children. (This will likely link to expected learning behaviours and routines (including wet play).
- **Prioritise relationship building with all children**- showing interest, care and emotional warmth. Giving children opportunities to 'get back on track' with their behaviour.
- **Teach appropriate behaviour** through PSHE, circle time, and daily modelling and discussion.
- **Use positive, targeted praise** (using the principles of effective feedback) and mark the moment.
- **Be proactive in their monitoring of behaviour** and assess situations and pre-empt problems and potential 'conflict'.
- **Plan, teach and model clear and visible routines and structures** within the classroom that promote high expectations of learning behaviours.
- **Use the guidance and 'scripts'** in the appendices to promote positive behaviour and address poor behaviour at the very earliest opportunity.
- **Maintain a regular dialogue with parents**, celebrating the positive, as well as discussing concerns and involve them as early as possible.
- **Maintain records of any significant behavioural incidents** using the school system. This will be monitored by appropriate staff.
- **Attend ongoing training** in relation to the implementation of this policy, e.g.) MAYBO.
- It is imperative that ALL staff **take responsibility for behaviour** they may encounter with any child by noticing it and trying to address it or seek support from colleagues.

(Ongoing training will be given for staff around 'implementation'. It is recognised that sometimes 'implementation' will not always be consistent across all of our staff all of the time, and we will support each other with this.)

Relentless Routines:

Positive behaviours will be supported not only through clear and high expectations but also through clear and precise routines for learning. Teachers need to consider their main routines in class and ensure these are taught to ensure efficiency and their effectiveness. Routines that will need thought for all staff include:

- Lining up and moving around the building.
- Collecting resources and moving around the classroom.
- Tidying up and keeping areas tidy (e.g. book areas, cloakroom areas...).
- Moving furniture/equipment safely and efficiently.
- Techniques for sharing ideas in lessons.

- Expectations for listening e.g.) 'Ready to Listen, Ready to Learn'.
- Lunchtime routines.
- Wet-play routines.

(The school's current routines can be found in Appendix 1.)

Managing Behaviour Positively:

***'The positive enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'* (Paul Dix)**

'Children need people, not punishment...Being relentlessly bothered is the key to sustaining and maintaining positive rapport with your students' 'If you reward children for going over and above, then there is no limit to their excellent behaviour' (Paul Dix)

Staff will use their professional judgement to ensure that this guidance is applied, making appropriate adaptations where needed. Responses to behaviour ought to be proportionate to the child, context and situation.

Whole school behaviour expectations are promoted in every classroom through:

- A clearly displayed class charter that reflects our Core Values and RRS/UNCRC.
- A clearly displayed graduated system of **RECOGNITION** of positive behaviour that is reflective of the Core Value reward system:
 - 1) Specific positive feedback from the teacher.
 - 2) Class-based community recognition system (e.g.) recognition board/above and beyond class board, class coins...)
 - 3) Core Value Bead
 - 4) Core Value Certificate,
 - 5) Shout Out Board (letter home) / Proud Wall
 - 6) Core Value Award (Bronze, Silver, Gold)
- A clearly displayed system of graduated **LOGICAL CONSEQUENCES** for inappropriate behaviour guided by this policy and in line with our high expectations (**Ready, Respectful and Safe.**)
 - 1) **Non-verbal/Verbal reminder e.g Warning/Redirection/Distraction (e.g task)**
 - 2) **Give or support regulation and reflection time / complete learning time** (e.g in class at another table/at a bench in the playground/in next door class/in a quiet place).
 - 3) **Restorative Conversation.** Restorative Justice e.g letter of reflection and apology, tidying up a mess they caused. If needed for support, involve another member of staff.
 - 4) **Escalation:** Involve Phase Leader/SLT and contact and discuss with parent. These would include:
 - Discriminatory language, eg) language that could be perceived as racist.
 - Physical or verbally aggressive towards anyone.
 - Repeated incidents over several days of inappropriate behaviours where restorative processes have been ineffective.

Some pupils may need additional time to ensure they are regulated before having a restorative conversation. They will need support with this but cannot carry on as normal.

In extreme circumstances, we may need to go beyond the school policy and use guidance from the CYPES 'Positive Behaviour Policy' depending on the seriousness of the incident.

(Useful 'Microscripts' for managing behaviour can be found in Appendix 2.)

Restorative Conversations

***'Punishment doesn't teach better behaviour, restorative conversations do.'* (Paul Dix)**
'Restorative follow up is tougher than punishment' (Paul Dix)

A restorative conversation is an evidence-based tool to help children understand what happened, why and to help children move forward positively. It is important to note that children often see restorative conversations as simply 'saying sorry'. Restorative practice is not done 'to' the children it is done 'with' them.

Tips for productive restorative conversations:

- Ideally the restorative process should involve the people who were involved, so where possible the adult dealing with an incident should be the person leading the process.
- In order to complete an effective restorative conversation, it is important all people taking part in it are calm enough and willing to engage with a good response. This may take time, so may not be possible in the same moment, or even on the same day. However, staff must keep returning at a later point. This is not a 'punishment'; it is about restoring and moving on.
- The setting of the conversation should ideally be as positive, private and child centred as possible. Offices/full classrooms are not always the most suitable; it may be better to 'walk and talk', do an activity together or ask the child to help a staff member to complete a task whilst you talk.

Restorative Conversation Questions:

- All questions are not needed. The stages are important here, not the exact questions. These are just prompts.

Restorative Stages	Key Restorative Questions
1) What happened?	What happened? What were you thinking? What did you want?
2) Feelings and Impact	How did you feel at the time? How do you feel about it now ? How did it make other people feel? Who has been affected ? How have they been affected ?
3) Moving forward	How can we put things right / make things better? How can we do things differently next time ? What could we have done differently? <i>Teacher might need to reinforce the following: 'Frustration and anger are emotions- they are ok, but aggression is an action and is not okay.'</i>

(Restorative Conversation Questions are displayed in all classes and can be found in Appendix 3.)

Children with Additional Needs:

Some children may require an individual bespoke plan which will be developed with the child, parent, teacher and other relevant members of staff.

The support of outside agencies will also be sought where appropriate, in particular SEMHIT, ASCIT and CAMHS Early Intervention.

Where there is a personalised plan in operation, the class teacher has a responsibility to ensure all other relevant staff are aware of those guidelines in order to ensure consistency in approach.

Monitoring Of Behaviour:

It is important that as a school we are able to track patterns and incidents of inappropriate behaviour. This will inform our policy and practice. As such, staff are expected to record incidents of inappropriate behaviour on our school behaviour log. The behaviour lead records significant behaviours on SIMS

where required. If the behaviour is of a safeguarding nature, then it should be recorded in the school's safeguarding system MyConcern.

The behaviour lead will review the daily log on a weekly basis, identify any patterns/trends and feedback to staff to ensure support/interventions are put in place. A termly report will be compiled by the behaviour lead and shared/discussed with SLT and staff.

Anti-Bullying:

Everyone at La Moye School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent bullying happening and to take action if bullying is reported. This policy contains guidelines to support this ethos. (see **Appendix 4 – 'La Moye School Anti-Bullying Policy'**). To ensure clarity and understanding around bullying, a Child-Friendly Anti-Bullying Policy has been created which will be visible in all classes (**See Appendix 5 – 'Child Friendly Anti-Bullying Policy'**).

Role of Parents:

- Parents have a crucial role in supporting the school's positive relationships policy and should be encouraged to reinforce the policy at home as appropriate.
- Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.
- Staff will reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the different school's policies.
- As much as possible, parents should be included in any restorative, pastoral or logical consequences following incidents.

Trauma Informed Approach

Children who struggle to contain their anger often carry the invisible shrapnel of traumatic lives' (Paul Dix)

There are different models of trauma informed practice which different settings use. There is still a lack of substantial evidence on how best to use a 'trauma informed' approach in schools, however La Moye recognises that there are basic principles of trauma informed practice which will work for all children, especially those who have been through traumatic experiences including ACEs (Adverse Childhood Experiences). This policy outlines how La Moye School aims to be as trauma informed as possible. The overriding principle with these approaches is one of prioritising the need to be informed about why children behave the way they do and to follow the five guiding principles on which this approach is centred.

(Further details can be found in Appendix 6.)

IMPACT:

This policy is subject to ongoing monitoring. Judgements about the effectiveness of this policy will come from:

- Informal discussion with staff and any feedback surveys.
- Staff practice.
- Impact on the curriculum through reviews of the PSHE and Personal Development curriculum.
- Lesson observations.
- Learning Walks.
- Discussion with pupils
- Analysis of the school behaviour logs/SIMS and patterns.
- Parental surveys.

- Jersey School Review Framework.

Ultimately the impact will be judged as to what extent teaching staff and/or children are doing things consistently better, and what precisely has improved.

Date of Policy:

April 2026

Review of Policy:

April 2029

Appendix 1

Relentless Routines – What This Means In Reality

Morning Routine

1. Greet as much as possible.
2. Visual timetable on display
3. Calm/quiet putting away and getting ready – countdown to register

Moving Around School as a Group / Class

1. Walking single file (line order)
2. Voices Away
3. Respectful to all

Getting Out Resources (incl. books)

1. Accessible and labelled
2. Nominated children
3. System for getting out and putting away

Transitions (finger signals)

1. Stand up
2. Stand behind chair (or in line place)
3. Be ready for next task

Moving Around School as an Individual

1. Walking Feet
2. Quiet Voice when needed
3. Respectful to all.

Attention Grabbers (Verbal Countdown)

3. Stop
2. Look
1. Steady and Calm

Ready to Listen, Ready to Learn

1. Look and track
2. Think and reply
3. Steady and calm

End of Day

1. Tidy
2. Belongings
3. Goodbye

Appendix 2

Microscripts For Managing Behaviour:

Often the use of short scripts helps to frame positive interactions or redirect children. We try to use standard approaches. For short interventions regarding behaviour, we use a '30 Second Microscript' which are a series of sentence stems to reinforce our behavioural expectations. This includes:

- You need to ...
- I need to see you ...
- I can see you are feeling... I'm noticing that you look... (feeling, naming emotions)
- I'm wondering if you are... (labelling emotions)
- I expect ...
- I know you will ...
- Thank you for ...
- I have heard what you said, now you need to ...

END WITH A POSITIVE – e.g.) I believe you can be successful / I know you can do it.

Appendix 3:

Key Restorative Questions	
1	What happened? What were you thinking? What did you want?
2	How did you feel at the time? How do you feel about it now ? How did it make other people feel? Who has been affected ? How have they been affected ?
3	How can we put things right /make things better? How can we do things differently next time ? What could we have done differently? Teacher might need to reinforce: <i>'Frustration and anger are emotions- they are ok, but aggression is an action and is not okay.'</i>

Appendix 4:

La Moye School Anti Bullying Policy

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

At La Moye School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and will not be tolerated; we have a firm zero-tolerance approach. All pupils should feel able to tell someone if they are being bullied and when bullying behaviour is brought to our attention, prompt and effective action will be taken. This means that anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

Aims Of This Policy:

- To ensure that all staff, pupils and parents understand what bullying is.
- To ensure that all staff know what the school policy is on bullying and follow it when bullying is reported.
- To ensure that all pupils and parents know what the school policy is on bullying and what they should do if bullying arises.
- To ensure that as a school we take bullying seriously and it will not be tolerated.
- To assure pupils and parents that they will be supported when bullying is reported.

What Is Bullying?

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. The school tries hard to ensure that all children know the difference between bullying and simply "falling out."

"Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying"
(Torfaen 2008)

Bullying generally takes one of four forms:

- Indirect
- Physical
- Verbal
- Cyber

It may include being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books) pushing, kicking, hitting, punching, slapping or any form of violence name-calling, teasing, threats, sarcasm.

It may include homophobic, transphobic or biphobic behaviour. It may also include all areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging, mobile threats by text messaging and calls, misuse of associated technology, ie) camera and video facilities.

At La Moye, we use the Discrimination (Jersey) Law 2013 to treat everyone equally and fairly and protect individuals from unfair treatment based on core characteristics: 'Age, Disability, Gender Reassignment, Pregnancy and Maternity, Race, Sex (including the VAWG taskforce report) and Sexual Orientation'. In addition, La Moye respects the additional two characteristics of 'Marriage or

Civil Partnerships and Religion or Beliefs' contained in the Government of Jersey Equality and Diversity Policy 2019.

This policy is underpinned by the following UNCRC (United Nations Convention on the Rights of the Child) Articles:

- Article 2: Children will not be discriminated against
- Article 3: Anyone working with or for children should do what is best for each child
- Article 19: Children should be protected from harm
- Article 29: Children should be encouraged to be themselves, be responsible, and be the best they can be

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be bullied. Everybody has the right to be treated with respect. Pupils who are demonstrating bullying behaviour need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Actions To Tackle Bullying:

School:

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded and given to the Phase Lead in the first instance.
- The class teacher or Phase Lead will carry out an investigation and will record the incident on the school behaviour log (and/or SIMS). This allows us to track and monitor behaviour over time and identify trends and patterns.
- Parents will be kept informed.
- Logical consequences will be used as appropriate and in consultation with all parties concerned.

Pupils:

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff.
- Reassurance by the school of the zero-tolerance approach.
- The offer of continuous support.
- Restoring self-esteem and confidence, using ELSA support.

Pupils who have been demonstrating bullying will be supported by:

- Establishing the wrongdoing and the need to change through a Restorative Conversation in line with our Positive Relationships Policy.
- Check-in systems put in place to monitor the situation.
- Informing parents or guardians to support the school in challenging the attitude and behaviours evident.
- Opportunities and strategies to build relationships with peers eg) Circle of Friends.
- Interventions from outside agencies.

In extreme circumstances, we may need to go beyond the school policy and use guidance from the CYPES 'Positive Behaviour Policy' depending on the seriousness of the incident.

Actions To Prevent Bullying Taking Place:

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies (including a whole school annual focus in National Anti-Bullying Week) and subject areas, as appropriate, in an attempt to help children to identify and challenge such behaviour.

We will use some or all of the following to help raise awareness of and prevent bullying. As and when appropriate, these may include:

- Reinforcement of the school rules.
- Signing a class charter.
- Using cross-curricular opportunities in Art, Drama or Music to reinforce awareness.
- A regular meeting agenda item for School Council.
- Peer Mediators available for all children to talk to (subject to available training).
- Reading social stories about bullying or having them read to a class or in assembly.
- Having regular discussions about bullying and why it matters.

Recognising The Signs and Symptoms:

Many children and young people do not speak out when bullied and may indicate by signs or behaviour that he or she is being bullied. Signs of bullying may include:

Attendance:

- Doesn't want to come to school.
- Uses excuses to miss school (headache, stomach ache, etc).

Changes At Home:

- Is unable to sleep.
- Wets the bed.
- Cries themselves to sleep at night or have nightmares.
- Goes to bed earlier than usual.
- Is nervous and jumpy when a text message or email is received.
- Is afraid to use the internet or mobile phone.
- Gives unlikely excuses for any of the above.

Changes At School:

- Changes their usual routine.
- Withdrawn, anxious or lacking in confidence.
- Begins to suffer academically or socially.
- Has possessions which are damaged or 'go missing'.
- Asks for money or starts stealing money.
- Has unexplained cuts or bruises or shows signs of being in a fight.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Changes their eating habits (stops eating or over eats).
- Is frightened to say what's wrong.
- Gives unlikely excuses for any of the above.

Adults should be aware of these possible signs or behaviours and should investigate. Whilst they could indicate other concerns, bullying should be considered a possibility and should always be investigated.

Role Of Parents:

Parents are essential partners in the school's anti-bullying policy, serving as the first line of defense through open communication, monitoring for warning signs, and collaborating with schools to enforce, educate, and support those being bullied and those who demonstrate bullying. La Moye School always aims to work in partnership with its parents on any matters involving bullying.

Resources:

www.childline.org.uk/bullying

www.nspcc.org.uk

CYPES Anti-Bullying Policy 2019

Keeping Children Safe in Education (Jersey) 2024

CYPES Positive Behaviour Policy

Bullying In The Workplace:

La Moye School does not tolerate any degree of bullying within the staff team. The emotional well-being of staff is as important as that of the children. Any member of staff who feels that they are being bullied in any way should refer to the School Staff Handbook or CYPES 'Bullying and Harassment Policy' for further guidance.

Monitoring, Evaluation and Review:

We believe that one case of bullying is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have and will call on outside resources to support our actions. The school will review this policy every three years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Date of Policy:

April 2026

Review of Policy:

April 2029

Appendix 5:

La Moye School Child-Friendly Anti-Bullying Policy

What Do We Think About Bullying At Our School (Our Culture and Values)?

Through the culture of our school which is based on the core values of 'Aspire, Achieve, Together', we aim to promote the following.

- **La Moye School is a place where everyone has the right to be themselves.**
- **La Moye School is a place where everyone can feel safe, be happy and learn.**
- **Everyone at La Moye School is equal and acts with respect and kindness towards each other.**

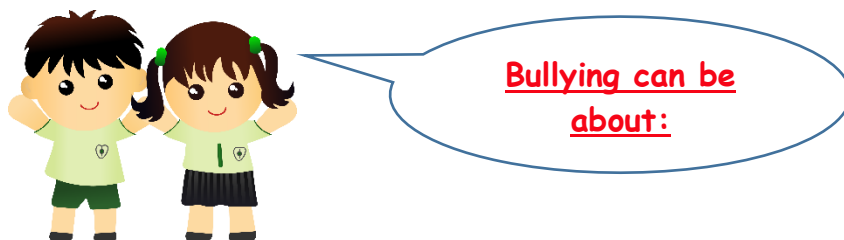
What Is Bullying?

Bullying is when a person is hurtful or unkind to someone else, **on purpose** and **more than once**. Bullying can be done by one person or by a group of people and can be towards one person or a group of people. It can happen anywhere, including online. A useful way to remember bullying is:

'SEVERAL TIMES, ON PURPOSE' (S.T.O.P.)!



- Hitting or saying you are going to hit someone.
- Touching someone when they don't want you to.
- Calling someone names, teasing, using rude language or saying nasty things about someone to them or to other people.
- Stealing or damaging someone else's belongings.
- Ignoring someone on purpose or leaving them out.
- Sending hurtful or unkind online messages or content (e.g. videos, images) to someone or about someone.



- Being unkind about what someone looks like, smells like or behaves like
- Being unkind about where someone lives.
- Special educational needs or disability.
- Race or ethnicity (racist bullying).
- Religion or beliefs.
- Family and culture.
- Sexist bullying, which is bullying someone because of their gender. For example, because they are a boy or a girl, or saying they are acting 'like a boy' or 'like a girl'.

- Homophobic or biphobic bullying. This is saying unkind or nasty things because someone is lesbian, gay or bisexual, or because you think they are, or because they have two mums or two dads. It is also calling someone lesbian, gay or bisexual on purpose to be unkind or nasty to them, or 'you're so gay!'
- Transphobic bullying. This is saying unkind things because someone is trans, or because you think they are trans, or being nasty about trans people (someone who feels the gender they are given as a baby doesn't match the gender that they feel themselves to be).



If someone is being hurtful or unkind to you several times on purpose, for whatever reason, whether it is about you or your family or friends, that is bullying. No one should be picked on for being different in anyway, for how they act, what they look like or who their family are.

Why Does Bullying Happen?

Although bullying doesn't happen very much at this school it might happen. Bullies can be older or younger than you, bigger or smaller than you. Bullies pick on people who may be different in some way and try to make them feel worse about themselves. If you are being bullied, remember that it is **never** your fault.

Where Does Bullying Happen?



Bullying can happen before school, at school, after school, at the weekend and online.

What Should I Do If I Think Someone Is Being Bullied?

- Talk to the person and ask if they're okay and try to find out if they are being bullied.
- If they are, ask if you can help them.
- Talk to a teacher or an adult you trust.

It is never okay not to do anything- Be an Upstander not a Bystander!

What Should I Do If I'm Being Bullied?

- If you are being bullied, it is important to tell someone you trust.
- Tell an adult or friends, either at school or at home. If you have already told an adult about bullying, you can still tell them again. You can:
 - You can also call ChildLine at any time for free on 0800 1111. They will not tell anyone else about what you have said but will give you advice.

Remember ...

If you tell a teacher or an adult at school, they will take it seriously, try to find out more, and try to help you. They may tell another teacher, a leader in school, or a parent or carer.

Date of Policy:

April 2026

Review of Policy:

April 2029

Appendix 6:

Trauma Informed Approach: Principles Explained

- The first principle is about being safe. How do you help children feel safe (not just physically but emotionally, socially, sensorily and academically) despite what's just happened to them? How can we help to rebalance their view of the world as somewhere that's safe enough?
- The second principle is about being calm. Often, following trauma, people end up on a higher level of arousal, and that outlasts the actual threat itself - they can't sleep, they can't concentrate and so on. How do we help children to calm down and regulate their emotions and level of arousal?
- The next one is about connection. How do you help people to feel connected and supported with meaningful relationships? That might be through family or friends, or with their class. It might be with their teacher. These are the people already familiar and connected to them, so let's make sure we're leveraging the therapeutic potential of those existing relationships.
- The fourth principle is about feeling in control. Potentially traumatic events can make people feel they have no control. Giving limited choices, framing activities to include pupil agency and an element of power/responsibility.
- The last one is about expectations for the pupils. How do you weave in a bit of hope? What do we want the child to achieve, what does the family want the child to achieve and most importantly, what does the child want to achieve? How can we help them to do this?