

Abertillery
Learning Community



ALC RELATIONSHIPS POLICY

Policy:	Relationships
Age Range:	3-16
Type:	Non-Statutory
Sub Committee:	Relationships and Wellbeing
Governing Body Approval:	10 th December 2025
Review Date:	November 2026
Staff Lead:	A Lyndon-Jones / I Carter

Version Control

Version	Key Changes	Sub Committee Approval (Date)	Full GB Approval (Date)	Review Date
1.0		18 th June 2024	11th September 2024	June 2025
2.0	Amendment made to linked document - Upper School Behaviour Guidance, Exclusion process		9 th July 2025	
3.0	Staff lead & Removal of after-school detentions for punctuality from Upper school behaviour guidance.	19 th November 2025	10 th December 2025	November 2026

Review

Monitoring, Evaluation and Review

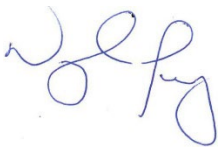
The Senior Leadership Team will annually review this policy and make any further recommendations to the Governing Body.

The Governing Body will monitor the application of this policy and associated procedures in order to ensure its continued effectiveness and compliance.

Headteacher:



Chair of Governors:



Date: 10th December 2025

Formulation of the policy

Staff at Abertillery Learning Community engaged in a programme of professional learning over a number of years, regarding the development of a more relationships-based approach to behaviour management, focusing on trauma-informed and restorative approaches. As a result of this work, Abertillery Learning Community developed a Relationships Policy to replace our existing behaviour policies. This policy encompasses our work around developing relationships, promoting wellbeing and managing behaviour effectively across the school. During its development, school staff, pupils, parents and governors were consulted on aspects of the policy in order to ensure a stakeholder-wide approach to developing relationships.

We have a version of the policy that is more accessible to pupils: 3-16 ALC

[3-16 ALC Relationships Policy Pupil Version](#)

Children's Rights

Abertillery Learning Community is proud to be a "Rights Respecting School" where children's rights are at the heart of our school life. Through learning about and building these rights into our daily practice, we aim to create a safe and inspiring place to learn where children are respected, nurtured and supported to thrive.

Wellbeing Warriors are pupils across the school who work as a Rights Respecting Steering group (RRS). These Wellbeing Warriors have worked with staff to ensure children's rights (UNCRC - United Nations Convention on the Rights of the Child) are woven through our Relationships Policy.

The UNCRC is a legally binding international agreement, embedded by the Welsh Government in legislation, setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. This policy particularly draws upon the following articles:

- Article 3, which recognises the best interests of the child in all decisions and actions that concern children, the best interests of the child shall be a primary consideration.
- Article 6, which recognises that all children and young people have the right to survive and the right to develop.
- Article 12, which states that children have a right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.
- Article 24, which says that healthcare for children and young people should be as good as possible, but also goes further than this by saying children and young people have the right to be both physically and mentally fulfilled.
- Article 29, which says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them. In particular, they should learn to respect their rights and the rights of others.

Vision and Values

In Abertillery Learning Community, our vision is to create an environment where all members of the school community are **respectful** towards others, take **responsibility** for their actions and develop **resilience** in their approach to learning.

Abertillery Learning Community's Core Values

We are respectful...

We treat others as we would like to be treated,
e.g. speaking respectfully to others.

We understand that everyone is important.

We celebrate our differences, e.g. through learning about different cultures in lessons and assemblies.

We behave well, e.g. by following the school rules and values.

We understand that everyone has a valuable voice, e.g. listening to other points of view.

We are responsible...

We are accountable for our actions, e.g. accepting there may be consequences for negative behaviour.

We take ownership of our behaviour and learning, e.g. owning up to and apologising for mistakes.

We take care of our environment, e.g. throwing litter in the bin.

We care for others, e.g. including others and asking others how they are.

We are positive role models for others, e.g. by demonstrating the school values.

We are resilient...

We don't give up, e.g. using different strategies and resources to help solve problems.

We understand that mistakes lead to success, e.g. through having a growth mindset.

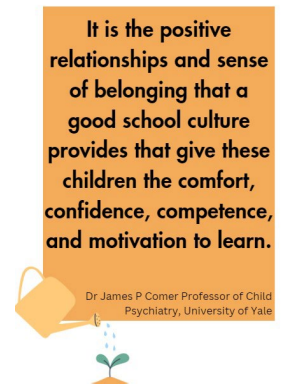
We have a positive attitude to learning.

We always try to do our best.

Positive Relationships

In Abertillery Learning Community, we believe that positive relationships are the foundation to success. It is important that every member of the school community feels valued and respected, and that each person is treated fairly and well.

We are a caring community, whose values are built on mutual trust and respect for all. The school relationships policy is designed to support the way in which all members of the school community can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, and to help children to become positive, responsible and increasingly independent members of the school community.



Encouraging positive behaviour patterns underpins the ethos of our school. Positive behaviour is essential in promoting learning and ensuring the safety of the children in our care.

Our relationships policy aims to guide staff to develop positive, nurturing relationships with every child. It echoes our core values with an emphasis on respectful behaviour, a partnership approach between the child and adult to develop effective strategies to support self-control and self-esteem.

The PACE Approach

The culture is set by the way adults behave.

Paul Dix

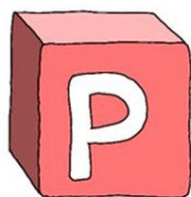


It is the duty of all school staff to act as positive role-models of behaviour for our pupils through demonstrating the school core-values in our daily behaviour. We see every interaction as an opportunity to help a young person grow and develop and utilise the PACE (Playfulness, Acceptance, Curiosity & Empathy) approach.

PACE is a way of thinking, feeling, communicating and behaving which aims to make pupils feel safe. PACE focuses on how we deliver messages to pupils through our communication and behaviour. Using PACE helps adults slow down their reactions, stay calm and tune into what the pupil is experiencing in the moment, gaining a better understanding of the child. PACE helps children feel more connected to and understood by the adults in their life and ultimately helps to slow down their own responses.

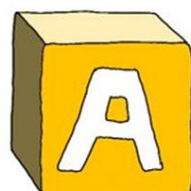
- **Playfulness** - This is creating a light and playful atmosphere when communicating with the pupil. This can help diffuse a difficult or tense situation.
- **Acceptance** - This is accepting their thoughts, feelings and perceptions without judgement. Acceptance does not mean accepting the behaviour if this is harmful to themselves or to another person. Staff can manage the behaviour while at the same time understanding and accepting the motives for the behaviour.
- **Curiosity** - This is seeking to understand what it is that drives them, e.g. "What do you think was going on?", "What do you think that was about?" or "I wonder what...?"

- **Empathy** - This is about putting yourself in someone else's shoes and allowing yourself to feel what they must be feeling. It gives us a sense of compassion for the child and their feelings. This is essential in helping a child feel understood.



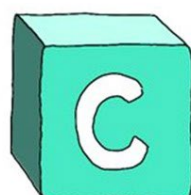
Playfulness

- Playfulness in interactions can diffuse conflict and promote connection
e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



Curiosity

- Being curious to where a behaviour has come from (in your head or out loud...)



Empathy

- Really connecting with how they are feeling and showing compassion



P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by Julie Young

Aims of the policy

- To provide a physically safe (predictable, consistent, structured) and stimulating environment to support, motivate and inspire learners;
- To develop positive, nurturing relationships between all members of the school community;
- To ensure that all members of the school community are treated fairly and with respect;
- To ensure that positive behaviour choices are an expectation for all.

How will we achieve our aims?

Staff at ALC endeavour to develop meaningful relationships with pupils through utilising the PACE approach (above) which supports the key elements for successful relationships: *Protect, Relate, Regulate and Reflect*.

What do we mean by **protect**?

- We provide a caring and nurturing ethos within the school.
- Our focus is on creating a safe physical environment, as well as developing strong relationships.
- We endeavour to be emotionally regulated adults who support a child when they are overwhelmed by an event, a situation or their feelings.

What do we mean by **relate**?

- We endeavour to form meaningful relationships with all pupils as we recognise this is fundamental to good mental health and happiness.
- We endeavour to demonstrate an unconditional positive regard for all pupils

What do we mean by **regulate**?

- We recognise that children need to feel understood and that this will help to bring down their stress levels and help them feel socially connected.
- When regulated, children will be better able to learn, to concentrate, and to be kind to others.

There are 4 key principles to support a child to regulate their feelings and behaviour.

1. Stay with the child
2. Listen to the child
3. Affect labelling – this simply means help the child to find words to describe their feelings
4. Mental state talk – When they have big feelings, talk them through it. An example of this is: instead of just putting a screaming toddler in the pushchair and ignoring them or shouting at them, place them in the pushchair whilst using mental state talk, e.g. *'Mummy knows you don't want to get in the pushchair. You are cross about it. You are cross with mummy. Mummy knows you were so enjoying playing with your ball in the sand.*

[YouTube animations and activities.pdf](#)
[regulate activity.pdf](#)

What do we mean by **reflect**?

- We recognise the importance of having conversations with a child that will support their emotional and mental health.
- Reflecting helps the child to make sense of their life, to develop a language for their emotions and a coherent narrative that makes sense of what they feel.

WINE

[Learners feelings Sheet.pdf](#)

In order to achieve our aims, staff of ALC agree to:



- **Promote a physically safe learning environment** through establishing clear routines and expectations, planning and preparing structured learning experiences, following health and safety guidelines and adhering to any risk assessments in place;
- **Provide a stimulating learning environment where pupils are supported, motivated and inspired** through prepared and well-organised resources, displaying pupils' work, celebrating success;
- **Employ the agreed approach within their phase to managing behaviour and relationships consistently and appropriately;**
- **Utilise the PACE (Playfulness, Acceptance, Curiosity & Empathy) approach, particularly with pupils experiencing dysregulation** through:
 - Displaying an unconditional positive regard for all pupils, keeping the 'behaviour' and the 'child' separate;
 - Acting as emotionally regulated adults who calmly support children when they are overwhelmed by an event, a situation or their feelings;
 - Engaging in active listening and taking a curious approach when examining behaviours. This may be play-based with younger learners;
 - Displaying empathy for the feelings the pupil is experiencing;
 - Engaging in restorative conversations with learners following behaviours that are not in line with our core values;
- **Communicate with home regarding pupil wellbeing, as appropriate.**

In order to achieve our aims, pupils of ALC agree to:

- Be kind to others;
- Be helpful;
- Be a good friend (take turns, listen to our friends, respect our friends);
- Be respectful and welcoming to others - “treat others the way you would like to be treated”;
- Listen to staff;
- Work hard;
- Move safely around the school;
- Look after our school;
- Be resilient if things get tough (don’t give up easily).

In order to achieve our aims, Governors of ALC agree to:

- Act as role models by fully supporting and abiding by the agreed policy;
- Ensure the agreed policy is followed by holding the school accountable through asking questions about wellbeing, bullying and behaviour

Partnership between school and home

We recognise that when schools and families work together, this can have a really positive impact on pupil well-being.

At ALC, we aim to develop good relationships with home through a number of ways including:

- Effective and regular two-way communication between home and school;
- Providing support for home-school learning;
- Encouraging parental participation in school life;
- Engaging parents in decisions around school improvement.

Further detail around these aims are shared in the primary and secondary specific guidance below.

In line with our core value of **respect**, we have an expectation that staff and parents/ carers behave in a reasonable manner towards each other.

At times, we will utilise reasonable sanctions in order for pupils to take **responsibility** for their actions. In these cases, we have an expectation that parents/ carers will support the decision of the school and work with us to support the child in reflecting on and improving their behaviour. If parents/ carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, parents/carers should raise their concerns with the campus leadership team. If the matter is still unresolved, parents/ carers are able to make use of the school complaints’ policy.

In order to achieve our aims, parents/ carers of ALC pupils agree to:

- Ensure their child attends school punctually every day and inform school of any reasons for absence;
- Inform the school of any changes in circumstances that may affect their child's behaviour or well-being;
- Work in partnership with staff to promote positive behaviour, including supporting decisions around children taking responsibility for their actions;
- Communicate respectfully with staff and pupils at all times.

[Primary Phase Behaviour Guidance](#)

[Upper School Behaviour Guidance](#)

Anti-Bullying

Bullying behaviour:

- is harmful for all the individuals involved;
- can become the focus of a learner's experience of daily life;
- undermines safety, well-being and attainment;
- damages school ethos;
- is detrimental to the school and the wider community;
- can affect home life and relationships with parents/carers;
- affects bystanders and those who know it takes place in their school.



[3-16 Anti-Bullying Policy](#)

Whole School Approach to Emotional & Mental Wellbeing

[Framework on embedding a whole-school approach to emotional and mental well-being](#)

The responsibility for all school staff to take a whole-school approach to the promotion of good mental health and emotional well-being is universal and integral to a successful school environment.

Staff and Pupil Wellbeing

At Abertillery Learning Community we believe and recognise that our staff are our most important resource and work hard to ensure all staff are valued, supported and encouraged to develop personally and professionally within a caring, purposeful learning community.

We recognise that there is a direct correlation between the well-being of our staff and the well-being of our pupils.

[Staff Wellbeing Policy - Google Docs](#)

[Pupil Wellbeing Policy - Google Docs](#)

Key Documents

[Abertillery Learning Community RSE Policy](#)

[3-16 ALC Relationships Policy - Pupil Version](#)

[PACE Handbook 2023](#)

[Primary Phase Behaviour Guidance](#)

[Upper School Behaviour Guidance](#)

[3-16 Anti-Bullying Policy](#)

[Framework on embedding a whole-school approach to emotional and mental well-being](#)

[Staff Wellbeing Policy](#)

[Pupil Wellbeing Policy](#)