

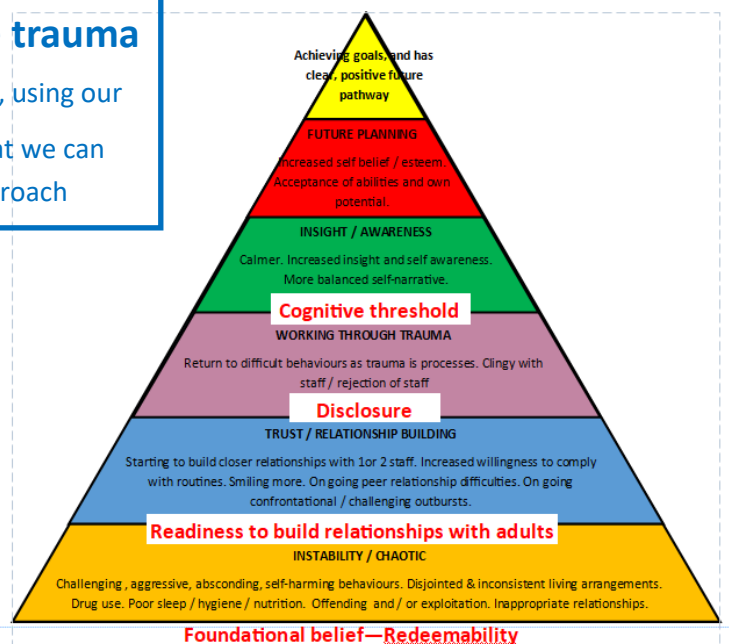
At Pathway Learning Centre we believe in a **trauma recovery focused culture** which is built around **positive relationships** and ensuring the **individual needs** of children and young people **are at the heart of everything we do**. We believe in recovery from trauma not management of behaviour. As such, we have intentionally moved away from a 'Behaviour Policy' to a 'Relationships Policy' which is framed against the **PLC Trauma Recover Model<sup>^</sup>**. This approach underpins our **commitment to developing a culture**, amongst staff and students, of a **truly trauma recovery focused setting** which has moved **beyond trauma informed practice**.

**... a mutually held set of beliefs and expectations**

The PLC Relationships Policy is simply a **mutually held set of beliefs and expectations** between students and staff, where **everyone has a voice**, staff are **predictable, repetitive and individually consistent** and where **relationships** are the fundamental building block of our work.

We start by **assessing the severity of the trauma impact** and the underlying needs of our students, using our **PLC Trauma Recovery Model<sup>^</sup>** so that we can provide the most suitable recovery focused approach

**... a culture which holds the foundational belief that every child or young person is redeemable**



**Relationships    Respect    Empathy    Perseverance**



## A mutually held set of beliefs and expectations

We know that **relationships** are central to holding and supporting children and young people and in helping them recover from trauma

We know that **behaviour is one form of communication** and as such we work to look beyond the behaviour to understanding the needs of an individual

**Individual consistency**  
We believe that each child needs consistency, but that consistency is applied to their individual needs

We know that **co-regulation** comes before self-regulation. Therefore, we have a commitment to provide an environment and experiences which support co-regulation, until our children and young people have the strategies to **self-regulate**

We remain **calm, empathetic and caring** as we look after children and young people. We know dysregulated staff cannot regulate

**A child will not be able to learn, focus, concentrate, play or relax until their basic needs are met.** Are they hungry, tired, needing comfort?

We do not follow a single approach to our trauma recovery model, as we know that **students who have experienced multiply and pervasive trauma** need an approach which requires specialist assessment and therapeutic intervention

We will be careful with our words. We are aware that we nurture by our **facial expressions, tone of voice, body language, words and actions**

We believe that **listening** is a key skill that is central to all our work

We recognise that **trauma impacts relationships, the body, learning, emotions and memory** and recovery is possible when we work consistently as a team

We recognise that children do not always have matching **biological ages and emotional ages** and we will help them at the stage they present with, in that moment

We understand that predictable, repetitive, positive interactions can **help to reform neural pathways** that can tolerate and then enjoy relationships

We are committed to supporting CYP understand the impact of trauma and the underlying needs of self and others. We support their understanding through our **'emotional regulation curriculum'**

We support our children and young people to **find the strategies and words to describe their feelings and emotions**

We believe in a **foundational belief that any child is redeemable** and we believe our job is to 'hold' them and help them recovery from trauma

We are aware of the impact of **secondary trauma** on all those working with vulnerable children and young people. We look after ourselves and each other through **listening, empathy and kindness**

**Team around the child**  
We believe that it is important to work together around the child, as parents, teachers and other professionals and build trust across the whole team for the benefit of the child or young person

## Relationships Respect Empathy Perseverance

## Emotionally literate scripts

### Relate and Connect

- I can see you are... *upset / frustrated / scared / angry / anxious / sad ....*
- How can I help? ...
- I hear you...
- I'm listening...
- I wonder if ...*you are feeling scared / anxious / angry about...?*

### (Co) Regulate and Repair

- I understand you are feeling *angry / upset / anxious ....I would be too*
- It's normal to feel .... *upset / frustrated / scared / angry sometimes ....*
- I hear you ....*but I need you to do ...choice 1 / choice 2 (give take up time)*
- I'm just going to ....*stay here with you / sit next to you / come back in 5 mins to make sure you are safe*
- Use Do statements NOT Don't do

### Reflect and Restore ... when ready

- I might be wrong but... *could this be about ... are you feeling ... (help identify emotions)*
- I'm sorry if I made you feel ....
- What happened?
- How were you feeling? / What were you thinking at the time?
- What could you do next time you start to feel ....?
- Who else has been affected by this?
- What needs to happen now to make things right?
- Thank you for ....*doing ....listening ....*

