



## Trauma Sensitive Relationships - The Newark Way

### Our Values and Our Vision

NURTURE ENJOYMENT WELCOMING AMBITION RESPECT KINDNESS

Here at Newark Primary School we work together with mutual respect to achieve everyone's full potential. We achieve this through creating positive, nurturing relationships and by providing the best learning and teaching experiences in a safe, motivational environment.

Through participating in a variety of learning experiences, we encourage our pupils to become:  
**Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.**

**Newark Primary is invested in supporting the very best relational health between:**

- Parent and Child
- Child and Child
- Child and School Staff
- Parent and School Staff
- School Staff
- School Staff and Senior Leaders
- School Staff and Partner Agencies

We will:	Because we want to:
<ul style="list-style-type: none"> <li>• Look after ourselves</li> <li>• Look after each other</li> <li>• Look after our things</li> <li>• Look after our environment</li> </ul>	<ul style="list-style-type: none"> <li>• Feel healthy, happy and able to learn</li> <li>• Feel cared for, safe and respected</li> <li>• Feel responsible and show gratitude</li> <li>• Create a place where we can learn</li> </ul>
What matters to us:	We know:
<p><b>Our Relationships</b></p> <p><b>Our Rights</b></p> <p><b>Our Actions</b></p>	<p><b>We won't get it right all of the time:</b></p> <ul style="list-style-type: none"> <li>• We might say or do something hurtful</li> <li>• We might cause damage</li> <li>• We might be disrespectful</li> <li>• We might be unsafe</li> <li>• We might disrupt learning</li> <li>• We will make mistakes</li> </ul> <p>And that's okay because we work together to repair it</p>

**When we don't get it right, we have agreed to:**

- Focus on repairing relationships and returning to learning as soon as possible
- Take responsibility for ourselves, our actions and for making things right
- Accept that we may need help from someone else to do this (peers, school staff, parents, partners)
- Accept that there may be consequences beyond a restorative conversation, however, consequences will always be natural; specific to the situation and the individual needs of everyone involved.

By embracing trauma-informed practices as our golden thread, Newark Primary School creates an environment that supports healing, growth, and resilience for individuals who have experienced trauma. It ensures that trauma-informed principles are not isolated interventions but rather integrated into the fabric of our culture and practices.



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**Our Trauma Informed and Relationship Policy is supported by our other policies and practices on:**

Child Protection	Learning and Teaching	Rights Respecting	ASL and Inclusion	Equality and Diversity	Health and Wellbeing	Parents as Partners	Anti-Bullying	Young Carers	Attendance
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**We make our policy work by:**

- Being Rights Respecting



We are a Gold Level Rights School and as such pupil voice should be at the heart of all learning (UNCRC 12).

Expectations are co-created with learners, they are visible and regularly referred to in the form of a Class Charter which should be completed and displayed on the first day of the term.

Children have Fun 31 at Newark Primary every week for 40mins, normally a Friday. This time is intrinsically motivated, child led free play. (UNCRC 31) All children have rights and those rights can never be taken away. Children will never "lose" anything at Newark Primary, however, they may be asked to reflect on actions during breaks, lunch, Fun 31 and Free Play.

- Being Nurturing



We follow the 6 Principles of Nurture, the posters should be displayed in every classroom.

Because we understand that all behaviour and language is a means of communication, we do not take things personally.

Adults know the developmental, social and emotional age of consistently dysregulated pupils and understand that they are behaving appropriately as per development.

Nurture is one of our school values.

There is an expectation that all children are taught about all of our values in the first term and these are then revisited regularly both in class and at assembly.

It is expected that all members of staff will model the NEWARK values at all times.

All transitions of activity, people/grouping, and /or seating /location are supported.

Entrance and exits from classes and the way in which children walk through the corridors are calm and consistent.

Classes at Newark are always escorted throughout the building with staff members who show consistently high levels of expectation.

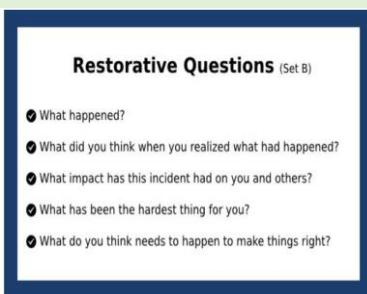
We have a soft start at Newark Primary. All pupils are warmly welcomed by every adult they meet.

Everyone at Newark Primary school should show the value of welcoming as they pass each other in corridors.



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- Being Restorative



All staff will have an annual update on Restorative practices and what these conversations look like.

At Newark Primary School, we consistently allow pupils the opportunity to restore ruptured relationships.

- Promoting Wellbeing (responsibility of ALL)



If staff members have a child protection concern, action should be taken to follow the policy as a matter of urgency.

If staff are concerned about the wellbeing of any pupil it is their responsibility to report that GIRFEC Concern in writing (email or handwritten) to SMT as soon as possible.

Attendance maximising is the responsibility of all. Concerns should be passed to SLT immediately.

The Glasgow Motivational and Wellbeing Toolkit should be used in Primary 4-7 in Term 1 and in Term 4. The deadline for completion of this will be the Friday before the October Break and the second Friday in June.

We use the Leuven's Scale to measure engagement in Primary 1-3.

We use Boxall Assessments for all children accessing Nurture as well as pre and post assessments.

It is the responsibility of the class teacher to access the relevant HWB/ASN information for the pupils in their class. Time is handed over at the first in - service days for this. Teachers should action all previous planning immediately.

We are committed to inclusion and understand the legal obligations of our school through the ASL Act.

All staff are issued Handbooks and within these details of our universal offers for Trauma and Adversity, Dyslexia, ADHD and Communication Friendly classes can be found. These are a "have to" and have been co created with pupil voice groups.

Drop ins will be offered annually for new members of staff or staff needing a refresher to go over these in more detail. It is the professional responsibility of the class teacher to attend these drop ins.

We have a robust TAC Meeting schedule in place. Class Teachers are asked to prepare an update and gain pupil voice at least 24 hours prior to the meeting.

We have A Successful Strategies' Action plan in place for all children with a barrier to one of the wellbeing indicators and will be completed alongside DHT twice in a session.

For dysregulated pupils we identify potential triggers through the use of star charts.

There is a flowchart in place that should be followed at all times in terms of the management of relationships and dysregulation.



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<ul style="list-style-type: none"> <li>Promoting social and emotional learning and Regulation Strategies</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Regulate</p> </div> <div style="text-align: center;"> <p>Relate</p> </div> <div style="text-align: center;"> <p>Reason</p> </div> <div style="text-align: center;"> <p>Reflect</p> </div> </div>	<p>Pupils, including the most vulnerable are supported in communicating emotions, feelings and worries.</p> <p>We have created, alongside our pupil voice groups a list of Universal Strategies that can be used to help support regulation. These should always be tried first.</p> <p>We follow Inverclyde Council's Anti Bullying Policy.</p> <p>We use the 5 Point Scale that has been Newarked.</p> <p>We have afternoon Nurture Groups.</p> <p>We promote multi-sensory learning</p> <p>Boundaried safe spaces/dens are available in every classroom to help pupils manage overload/dysregulation.</p> <p>Regulation is achieved and maintained through the proximity of an attuned and regulated adult.</p> <p>Sensory snacks, pauses and down time are used to support managing sensory functions within the classroom.</p> <p>Activating and energising activities are used by class teachers for children who are disconnecting or switching off.</p> <p>Teaching and learning is consistently multi-sensory</p> <p>Pupils have access to break out and sensory zones.</p>
<ul style="list-style-type: none"> <li>Creating learning environments where the children at the centre.</li> </ul> <div style="text-align: center;"> <p>CHILD INCLUSION RESEARCH INTO CURRICULUM LEARNING EDUCATION</p> </div>	<p>At Newark we use The Circle Framework for self-evaluation.</p> <p>We have Bronze Level accreditation as a Communication Friendly School.</p> <p>We are working towards the Silver Level Communication Friendly Award.</p> <p>We use Floor Books to plan and incorporate pupil voice</p> <p>We use standardised Board Maker visuals throughout the school and in our classes.</p> <p>We have visuals on our lanyards.</p> <p>Classroom routines are clear and well established.</p> <p>Classroom learning spaces are easily accessed and clearly labelled using Board Maker.</p> <p>Lessons are effectively differentiated.</p> <p>A range of activities and resources are used to engage ALL learners.</p> <p>Resources are accessible and organised.</p> <p>Our classes are play and enquiry based. All learning and interactions should be playful and fun.</p> <p>Children co create learning pits before the September Weekend. They are displayed and referred to regularly.</p> <p>At Newark Primary we use skills ladders to ensure that children are aware of what success looks like and what steps they need to take to get there.</p> <p>All classes should have access to work alone spaces in order to reduce stimulation. These are used positively rather than punitively.</p>

