



# Relational Practice Offer

Peterborough Virtual School

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Children in Care

Children  
Previously in Care  
& Kinship

Children With a  
Social Worker  
(Ever CiN)

~ 15%



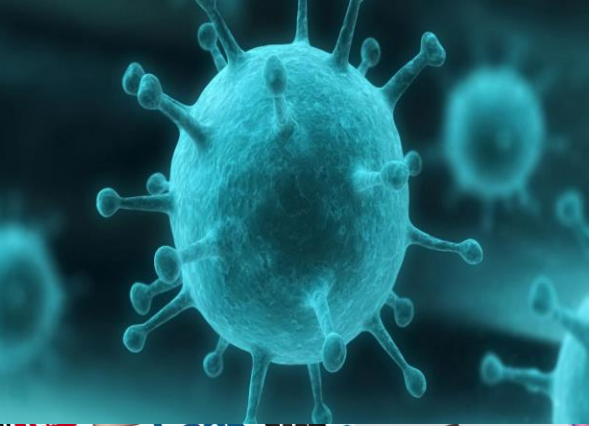
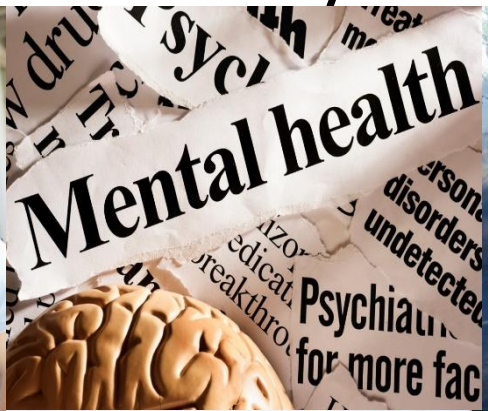
Source: NEXUS NCER	Peterborough all pupils	Peterborough CIC	Peterborough CIN
<b>GLD</b>	63.1%	66.7% (3ch'n)	56%
<b>KS2 R</b>	65.7%	50%	41%
<b>KS2 M</b>	68.5%	60%	43%
<b>KS2 W</b>	65%	40%	36%
<b>KS2 RWM</b>	52.6%	30%	27%
<b>KS 4 At 8</b>	42.2	21.2	22.2
<b>KS4 Pr8</b>	+0.01	-1.12	-1.25
<b>E&amp;M 9-5</b>	35.9 %	13%	13%





PETERBOROUGH CITY COUNCIL

# 21<sup>st</sup> Century Context



STOP RACISM

PEACE







# What is relational practice?

- Relational environment, culture and practice which enables all to feel safe, seen, heard and feel a sense of belonging
- Trauma-informed practice
- Focus on children's emotional well-being
- Prioritising the well-being of adults
- Building foundations for all children to learn

# What do our courses cover?

Developmental  
trauma and child  
development

Emotion Coaching  
(managing  
emotions)

Sensory  
differences

Increasing safety

Attachment

Relational  
approaches and  
culture

Sense of self

Executive  
functioning

Staff well-being  
and organisational  
care

Behaviour policies

Inclusion and  
parental  
engagement

Organisational  
change



# The Staged Approach



Stage 1: Awareness  
The power of  
Connection



Stage 2: Acceptance  
Emotion Coaching:  
Co-regulation  
through connection



Stages 3 and 4:  
Application and  
Integration  
Connected  
Communities



Stage 5:  
Continuation  
Relational Practice  
Group

VR Headsets  
Developmental trauma

# Why use a relational approach? National evidence

Better regulation skills in children

Decreased exclusions

Sanctions reduced

Increased engagement with education

Accelerated progress in Literacy and Maths

Less stress and reduced sickness for staff

Staff confidence increased

Stronger relationships between staff and children

Supportive colleague relationships helped adult well-being

A calmer environment helped children and adult well-being



- Whole setting Emotion Coaching approach, Rose, McGuire-Snieckus and Gilbert 2015, Gus, Rose, Gilbert and Kilby (2017)
- The Alex Timpson attachment aware and trauma training working paper February 2022, (112 schools)
- The Alex Timpson Attachment and trauma awareness training working paper May 2022, (26 schools)



# Local Evidence

- Relational Practice training courses for five years
- 26 settings have benefitted from our Connected Communities course
- Primary, secondary, specialist, early years



# Local Evidence

Better regulation skills in children

Increased engagement with education

Staff confidence increased

Decreased behavioural incidents

Whole school organisational level change

Improved staff practice

Improved relationships between children and parents/staff and parents

Staff well-being

### Impact on Behaviour & Learning

*“Since using Emotion Coaching, children are now regulated more frequently. The number of behaviour incidents has dropped dramatically. Over 3 years, the behaviour logs for 10 of our children have reduced dramatically.”*

*“Lower levels of dysregulation are also decreasing. Children are generally more able to remain in class and be part of the lesson amongst their peers.”*

*“Less children are being taken out of class for specific SLT support as teachers are more able to use their own tools directly to prevent behaviours escalating.”*

### Whole School Impact

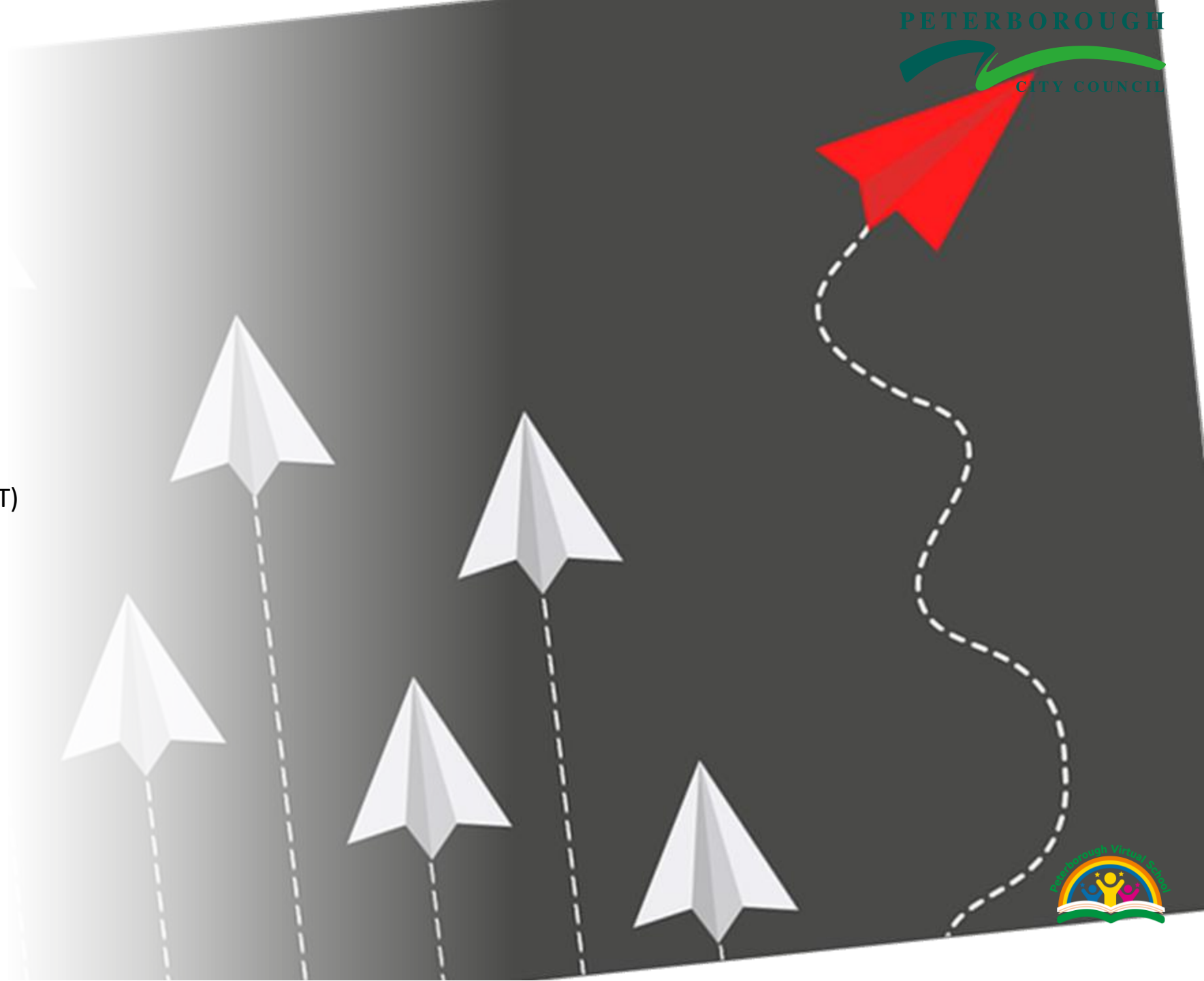
*“Themes from the course are now included in our behaviour policy. It has permeated everything we do. Connected Communities has given us other strategies, what you see is staff using an increasing number of strategies tailored accordingly. Staff call on their training and knowledge and apply the empathetic ethos, linked to policy changes.”*

*“It has changed our culture in terms of understanding behaviour in school. We see benefits from the training for children and also the rest of the staff feeling empowered. Children have become calmer and ready to learn.”*

*“For **staff well-being**, there are more conversations checking in that staff are okay, how are they feeling, and this is across all staff in school. Staff supporting our most complex children have less absence than they used to.”*

# Details

- Evidence based
- No charge (including resources)
- 2 attendees from setting (x1 SLT)
- Disseminate to whole staff
- Modular – own pace
- Graduated approach
- Whole school change
- Experts in your setting



# Relational Practice is a Journey



Children spend just over 50% of their time in school – make a difference!

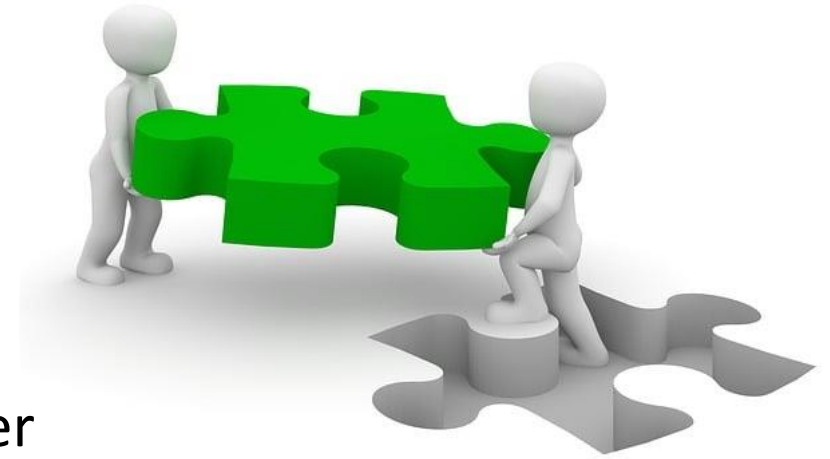
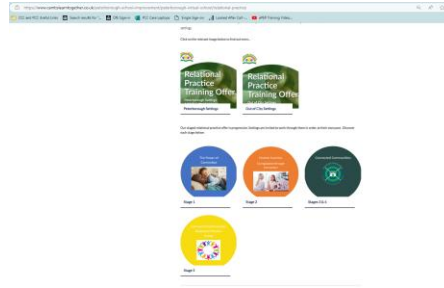


- Some of you will be far along your relational practice journey but you may wish to enhance your strengths
- Some of you may just be beginning your journey and my feel this is your next step
- Some of you may have attended our early courses – join our longer course
- Some of you may have completed Connected Communities – join our relational practice group



We look forward to seeing you soon...

[Peterborough Virtual School - Learn Together  
\(camblearntogether.co.uk\)](https://camblearntogether.co.uk)



**Stage 1 - Power of Connection: 23<sup>rd</sup> April, & 1<sup>st</sup> October**

**VR Headsets twilight session: From May 2024  
(summer term pilot)**



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