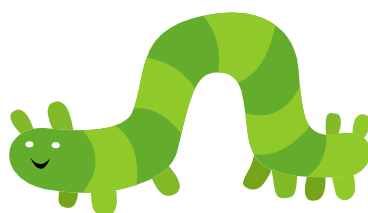




and



Abbots Farm Preschool

Behaviour and Relationships Policy

**December 2022
Review by December 2023**

Contents:

Statement of intent

1. Legal Framework
2. Roles and Responsibilities
3. Principles
4. Expectations
5. Recognition of Positive Behaviour
6. Whole School Steps to Managing Behaviour
7. Responding to Inappropriate Behaviour including Bullying
8. Steps for Supporting Behaviour
9. Communicating with Parents and Carers
10. Record Keeping and Monitoring Behaviour
11. Suspension and Exclusions
12. Monitoring and Review

Appendices

Appendix 1 – Behaviour Form (yellow paper)

Appendix 2 – Team Teach Techniques

Appendix 3 – Survival in School

Appendix 4 – Restorative Conversations

Appendix 5 – Emotion Coaching

Statement of Intent

Abbots Farm Infant School and Abbots Farm Preschool believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Everybody in our school community is expected to maintain the highest standards of personal conduct to accept responsibility for their behaviour and follow steps of support when this is necessary. It echoes our core expectations of 'Be Safe, Be Responsible and Communicate' with a heavy emphasis on building relationships of encouragement, resilience and supporting children's mental health and well-being.

We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching (**see Appendix 5**) and being Attachment Aware (**see Appendix 3**), both children and adults are able to manage their behaviour and create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong.

Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. We encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children the confidence to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world".

Abbots Farm Infant School and Abbots Farm Preschool treat all children with unconditional respect and have high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful, and prides itself on excellent relationships and a high level of care. We understand that positive behaviour can be taught and needs to be modelled. We also understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

The school is committed to:

- Maintaining a safe, caring, orderly community in which effective learning can take place and where there is mutual respect between members
- Helping children develop a sense of worth, identity and achievement
- Helping all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- Developing in all children the ability to listen to others, cooperate, and appreciate other ways of thinking and behaving
- Ensuring that every member of the school community is valued


We will achieve our aims by:

- Ensuring that fairness and equality exists in practice
- Employing a consistent approach throughout the school
- Recognising the individual needs of our children and adapting approaches accordingly

We will make these intentions public by:

- Publishing them on the school website
- Sharing our classroom rules and expectations at the start of each year
- Discussion with parents and new families
- Practising it ourselves

Signed by:



Headteacher

Date: 6/12/22

Chair of
Governors

Date: 6/12/22

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy
- Suspension and Exclusion Policy
- Complaints Policy and Procedures

2. Roles and Responsibilities

The **governing body** has overall responsibility for:

- The monitoring and implementation of this Behaviour Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any Social Emotional and Mental Health (SEMH) related drivers of poor behaviour.
- Wellbeing and SEND governors overseeing the whole-school approach to mental health, including how this is reflected in the school's Behaviour Policy, how staff are supported with managing children with SEMH-related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.
- Ensuring that this policy, as written, does not discriminate on any grounds.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy and Procedures.

The **headteacher** is responsible for:

- Establishing the standard of behaviour expected by children at the school.
- With the staff, establishing the school rules and ensuring all members of staff understand and follow the agreed process for applying rewards and sanctions.
- Outlining and strategically developing behaviour and SEMH policies and provisions for the school.
- Ensuring staff implement this policy from day-to-day.
- Publishing this policy on the school website and signposting it regularly to staff, parents and children.
- Reporting to the governing body on the implementation of this Behaviour Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Leading CPD on mental health and behaviour.

The **SENCo** is responsible for:

- Collaborating with the governing body, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children with SEND.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the Pupil Premium, to effectively meet the needs of children with SEMH-related behavioural difficulties.
- Providing a high standard of care to children who have SEMH-related difficulties that affect their behaviour.
- Providing professional guidance to colleagues about SEMH difficulties and their links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring children with SEMH-related behavioural difficulties to external services, e.g. Children and Adolescent's Mental Health Services (CAMHS) through Rise, to receive additional support where required.
- Overseeing the outcomes of interventions on children's behaviour, education and overall wellbeing.
- Liaising with parents of children with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as Abbots Farm Junior School teachers, to ensure that children and their parents are informed about options and a smooth transition is planned.
- Developing risk assessments and coping plans with class teachers.

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their children with SEMH-related behavioural difficulties in collaboration with parents, the SENCo and, where appropriate, the children themselves.
- Setting high expectations for every child and aiming to teach them the full curriculum, whatever their prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the children in their class.
- Keeping the headteacher and SENCo up-to-date with any triggers and changes in behaviour.

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all children do too.
- Being aware of the needs, outcomes sought, and support provided to any children with SEMH-related behavioural difficulties.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- Setting up and using a Zones of Regulation board in their classroom.
- Putting in place agreed consequences that are proportionate for negative behaviour.
- Being aware of how their vocabulary can affect children's behaviour and making adjustments.
- Having restorative conversations.

Children are responsible for:

- Being safe inside school and in the wider community
- Their actions and making amendments for any inappropriate choices they have made.
- Communicating their feelings and reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Being aware of the school's core expectations of behaviour. (Be safe, be responsible and to communicate).
- Being a good role model and encouraging children to display their core expectations at all times.
- Encouraging independence and self-discipline.
- Showing an interest in all that their child does in school.
- Fostering good links with the school, building positive relationships with all staff so that all children can see that the key adults in their lives share a common aim.
- Supporting the school in the implementation of this policy.

3. Principles

Our school is a caring, secure, polite and happy environment for all. Good communication exists between home, school and external agencies.

We believe that a child's behaviour is a way of communicating and it is our duty to understand and support what they are trying to tell us. Through this, we support children with strategies to self-regulate to help them move forwards. **(See Appendix 3)**

We promote good behaviour through praise and rewards, and when necessary, through sanctions. We set rules with the children within school and refer back to them regularly; therefore, children know what is expected of them. The majority of children respond best to praise and to

having clear guidelines about acceptable behaviour. We expect children to be able to explain what they need to do next to put something right and what they would do differently next time.

We aim to provide support to ensure success in the classroom and recognise that this doesn't look the same for all children. Children learn to co-operate and behave in a sociable way, when they work alongside other children. We work within our classes on co-operative games and Talk for Learning activities throughout our curriculum and particularly in PSHE to improve the way the children work and play together.

Our classroom rules underpin a positive approach to behaviour (which is relevant for everyone, children and adults alike). The children have decided what our 3 rules will look like in their classroom taking into account safety and wellbeing, and enabling the school to function efficiently as a place of learning and provide a happy, safe place for children to learn. These are displayed in all classrooms and reviewed and added to termly.

4. Expectations

Emotionally consistent and calm adult behaviour helps cultivate a culture of fairness and empathy whilst keeping the focus positive, showing children we care and valuing kindness.

Our expectations are that all children and staff will:

- Be consistent and fair
- Move around the school safely and calmly
- Be considerate, polite, kind, helpful and well- mannered
- Speak at an acceptable volume at all times, including lunchtime
- Take care of school equipment and help to keep the school tidy
- Be responsible with their own and other people's property
- Listen carefully and follow instructions
- Show respect to all members of the school community when at school and when on educational visits
- Recognise their feelings, feel safe to talk about their feelings and resolve conflict with each other, using another person if necessary.
- Noticing when someone does not appear to be themselves, take the time to get to know them, ensuring a fresh start is given with encouragement, positivity and motivation.

The children's expectations are:

It's OK to ...	It's not OK to ...
Be kind	Hurt other people by hitting, kicking, punching, pinching or biting
Ask for help	Run inside
Do good sitting, looking and listening	Shout
Share toys, ideas and feelings especially if you have your early warning signs	Touch other people's belongings without permission
Tidy away	Say unkind words
Want to do something on your own	Break things
Play with friends	Be in places when a grown-up doesn't know where you are
	Play rough games
	Tell lies
Tell the truth	Be unsafe

Relentless Routines

Routines taught via gentle reinforcement. Ensure every child is talked to every day. Children come to expect it and feel valued and noticed;

- ✓ Conversations with every child every day
- ✓ Greeting each child in the morning
- ✓ Nurture from the first step – as a Team
- ✓ Saying goodbye every afternoon

Scripted Interventions

When behaviour is more challenging. Calm conversations delivered by emotionally regulated adults, fuelled with sincerity. Proportionate responses which are nurturing and rooted in kindness;

- ✓ Use of positive language – telling the child what we want not what we don't want
- ✓ Conversations that are rooted in values or rules and maintain a focus on learning
- ✓ Avoiding unnecessary battles, ignoring secondary behaviours
- ✓ Where possible and appropriate giving children control and choices – particularly when we know the child is affected by trauma and loss
- ✓ When behaviour is not impacting on others learning, avoid behaviour conversations during learning time and follow up afterwards.
- ✓ Adults saying 'thank you...' before they say 'please...'

Restorative Follow-ups (See Appendix 4 for script)

- ✓ Shoulder to shoulder conversations – no physical domination
- ✓ Choosing an appropriate place or activity to do whilst having a restorative conversation.
- ✓ Behaviour anchored in previous positive behaviour you've seen before
- ✓ Choices given – passing control to the children
- ✓ Saying 'thank you for listening'
- ✓ Agreeing a positive follow up – looking out for the child doing the right thing in the future

5. Recognition of Positive Behaviour

We believe that positive recognition of desirable behaviour is more powerful than criticism. Staff will purposefully 'notice' children who are following our Core Expectations. Staff will do this and share it with the class, known as 'Praising in Public (PIP)'. Children who are not yet able to show they can follow the Core Expectations, are spoken to privately 'Reprimand in Private (RIP)' - taken from Paul Dix - *'When the Adults change, everything changes'* (2017).

Children are rewarded for academic and non-academic achievements with the emphasis being on the effort that has been put in.

We celebrate achievement through a range of strategies including praise, which **might** include:

- Sharing work with the class/school
- Gaining a star pupil of the week certificate in our celebration assembly
- Showing work to visitors, other staff and headteacher
- Stickers/Praise pads/postcards/certificates
- Sticker charts
- Dojo points
- Positive messages home on Dojo to parents

6. Whole School Steps for Supporting and Managing Behaviour

- During lesson time the adults in the class are responsible for supporting and managing children's' day-to-day, low-level behaviour and disruptions to learning.
- There is corporate responsibility for corridors, assemblies etc.
- At lunchtimes, supervisors are responsible for the overall care of the children. Issues are to be resolved by lunchtime staff on duty in order to ensure playground behaviour does not impact on teaching and learning. Class teachers should be informed at the end of lunchtime of any poor behaviour incidents or issues and these are recorded in their lunchtime book.
- Children should not be sent to the SLT or anyone else without prior agreement or unless stated in this policy.
- Children should not be removed from their learning community (classroom) unless the safety of the class teacher, teaching assistant and/ or other learners is at risk.
- If a child has chosen to remove themselves then an adult needs to support with co-regulating their emotions.

'Every minute a learner is out of a lesson is one where they are not learning'

7. Responding to Inappropriate Behaviour including Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, verbal, physical, emotional or online) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Abbots Farm Infant School has an **Anti-Bullying Policy** to deal with potential bullying as soon as it is detected. Our aim is to create an environment that prevents bullying from being a serious problem in the first place. We are proactive about developing a culture of respect between staff and children which extends beyond the classrooms into the corridors, lunch hall and playgrounds and beyond. We aim to embed a deeper empathy for others through restorative conversations, supporting our children to understand how their actions affect others.

If / when bullying is suspected, we create chronologies of events to enable accurate communication between staff and pupils and their parents. It also enables us to measure the impact of any intervention that is decided. As a school we utilise restorative strategies to break habitual persistent negative behaviours and help teach children the pleasures of being proactively kind to others. Sometimes there is need to devise specific responses to inappropriate, persistent or challenging behaviours in the classroom which has led to a loss of learning, or in the playground which may have been unsafe. This may require teaching and/or support staff to consider differentiated, alternative or specialist approaches.

Teachers are encouraged to approach more experienced senior members of staff or SLT, for help to manage behaviour challenges.

8. Steps for Supporting Behaviour

For most children, we understand that verbal praise and recognition of positive behaviour will be enough to support them in being ready to access learning. However, at times, children will face challenges and need additional support to regulate their emotions to manage the demands of the school day, their home life and social interaction.

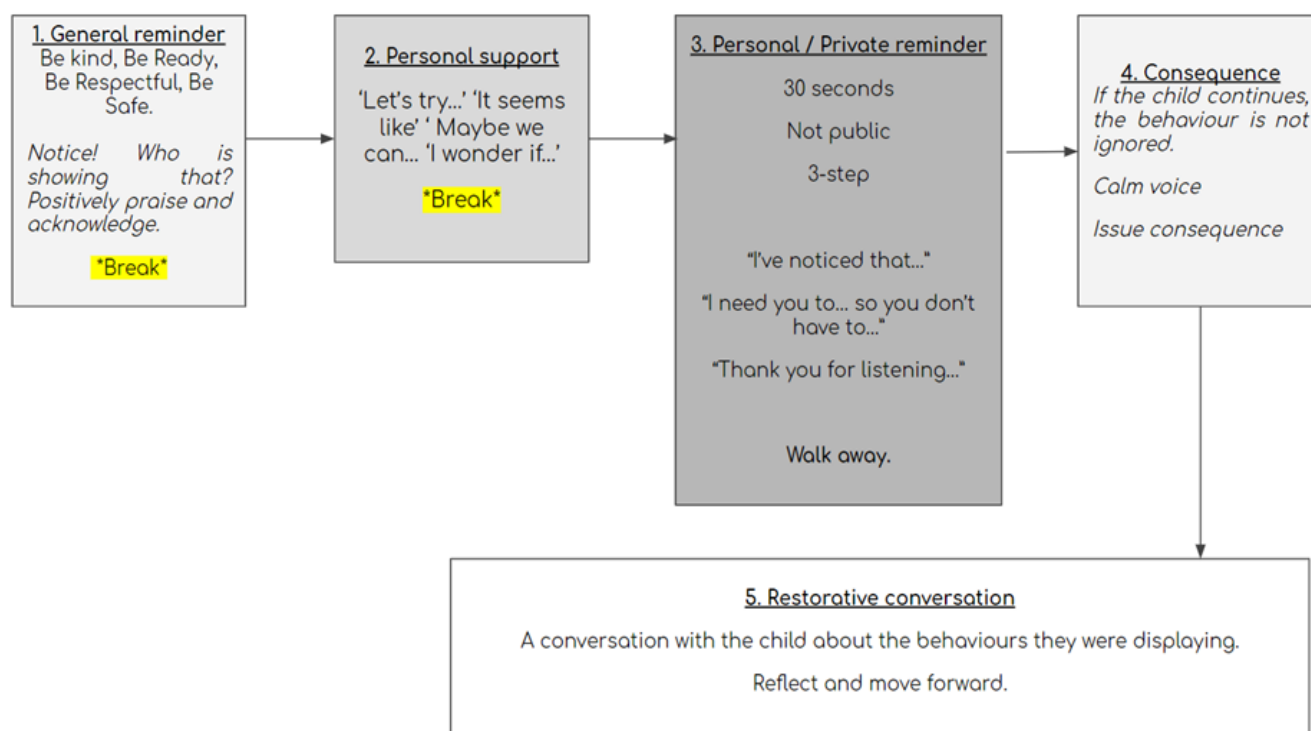
The Zones of Regulation are embedded in our curriculum and help children to gain skills in consciously regulating their actions and behaviour, therefore enabling them to develop their personal and emotional well-being. They can support children in regulating their feelings in order to control overwhelming emotions that may prevent them for learning and, essentially, achieving their best. Our implementation of Zones of Regulation boards is carefully considered, planned and children are taught how to use them. In order for children to feel ready for learning, they will need to be able to self-regulate. Some children will manage this independently, and others will need tools and adult support to do so. Each class has a 'Zones of Regulation Board' and Calm area where tools such as *breathing techniques, visual timers or sensory equipment* are accessible to children. The Zones of Regulation help children to identify their feelings through the use of four colours:

Blue	Green	Yellow	Red
<i>Unhappy, miserable, sad, upset, gloomy, glum, worried, nervous, confused.</i>	<i>Peaceful, relaxed, content, quiet, calm, still.</i>	<i>Excited, delighted, overwhelmed, silly.</i>	<i>Frustrated, annoyed, angry, cross, furious, bad tempered, terrified, out of control.</i>

Children are taught to recognise these feelings along a scale. For example, their feeling could be marble sized, golf ball, tennis ball, football or beach ball sized.

Staff will take time to notice children that may be displaying behaviours or emotions as identified in the zones above and consider the best source of intervention and support.

When support is needed, the following Behaviour Pathway of support is put into place using consistent language and adult support:



The use of a 'break' is put into place when staff notice that a child may need to self-regulate their behaviour. The adults will provide a safe space for the child to use or to go to, providing the appropriate 'tools' to support their self-regulation including adult support where necessary. E.g. If a child is becoming agitated, the use of 5 minutes of physical activity outside to support their physical needs will be put in place, with the expectation that they will feel more ready for learning once this is complete.

Steps for Behaviour Pathway (as outlined above):

1. General reminder
2. Personal support
3. Personal/private reminder
4. Consequence
5. Restoration with initial adult - Parents informed - Return to Step 1

If a child is unable to modify their behaviour following a restorative conversation and their behaviour continues, then a member of the Senior Leadership Team (SLT) should be informed to provide support:

6. Involvement from SLT

9. Communicating with Parents and Carers

If a child's behaviour is giving cause for concern, then the following steps will be taken:

- Informing a parent when we are concerned about a child's behaviour or emotional wellbeing is essential, but the way in which it is done often influences the way in which it is received. This will be done via a message on ClassDojo at the end of the day.
- This then needs to be followed up with positive feedback when the behaviour has improved.
- The next step is to organise a meeting with the family. The meeting should take place in school with the class teacher. Notes of the discussion and actions will be recorded.
- If the behaviour continues to be a concern, the headteacher will arrange a meeting and the child will be required to have an 'Individual Target Booklet in order to provide individual targets which will modify or change their behaviour. These targets will be decided in consultation with the child's parents.
- If the behaviour continues, the headteacher, SENCo and class teacher will complete risk assessments and coping plans and share these with relevant professional partners. Advice may be sought from outside agencies and they may become involved.

10. Record Keeping and Monitoring Behaviour

It is necessary to have a form of record keeping when a child is causing disruption to learning (self or others). This helps to track the frequency and intensity of misbehaviour and leads to analysis of triggers, patterns and contexts. It is also extremely useful when talking to families about their children's behaviour.

Communication with parents is key in building home-school cooperation and every effort will be made to ensure positive parental participation.

Throughout the term weekly conversations between SLT and teachers mean behaviour is something continually being noticed and worked on.

When incidents are recorded on a yellow behaviour incident form (**Appendix 1**) they are entered into a behaviour log. This information is collected cumulatively and analysed in depth. Patterns, trends and triggers are identified each half term, and if needed, parents meet with our headteacher to put a personalised plan in place.

11. Suspension and Exclusions

As an inclusive school, we will make every effort to avoid suspension and exclusion.

- However, if a very serious incident occurs (such as violence or verbal abuse or out of control behaviour threatening the health and safety of others/damage to property) it can result in a suspension.
- For a suspension the child is asked to remain at home for a fixed period. The school will provide work for the child and parent to do at home throughout the period of suspension. The family will receive written notice of this. Abbots Farm Infant School adheres to the suspension and exclusion procedures as provided by the Local Authority which are set out in our Suspension and Exclusion Policy.
- Unfounded malicious allegations made against staff will be responded to proportionately beginning with adults being curious as to why and how this came about.
- Parents are always notified and expected to attend a meeting with a senior member of staff as part of the re-integration process to return from a suspension.

12. Monitoring and Review

This policy will be reviewed on an **annual** basis by the **headteacher, SLT** and **governing body**, who will make any necessary changes and communicate these changes to all members of staff and parents.

The headteacher will report on a termly basis to the governing body on behaviour incidents and outcomes. The school will ensure that it regularly monitors and evaluates mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

The next scheduled review date for this policy is **December 2023**.



APPENDIX 1

Behaviour Incident Form

Date:		Time:	
Name of child:		Class:	
Location:			
Type of incident:	<i>e.g. verbal/ physical</i>		
Description of incident:	Antecedent: <i>What happened immediately before? E.g. a request had been made, exchange with other pupil, change of activity, change of location, someone left, someone came, mood changed etc.</i>		
	Behaviour: <i>What precisely did the child do?</i>		
	Consequence: <i>What happened as a result of the behaviour? How was the problem dealt with and how did the child respond? Did the child's behaviour result in them gaining anything they did not have before?</i>		
Reported by:			

APPENDIX 2

Team Teach Techniques

Physical restraint is a last resort to maintaining a safe environment and is only used when other de-escalation strategies have failed. If children are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe secure environment. At times this may mean that the rest of the class are moved to keep them safe and to de-escalate the situation.

The physical restraint should not be used unless Team Teach training has been undertaken. This is refreshed every 3 years.

Adults are only authorised to use physical restraint where:

- Children are at risk of physical injury
- A pupil's actions are placing other children or adults at risk of injury
- Significant damage to property can be limited

If we feel we may need to use physical restraint, an agreement will be drawn up in consultation with parents through a handling or coping plan. Parents will be informed if we have used this method.

The following guidance has been drawn up to support and advise all staff in the physical control of children.

The restraint of children under specific circumstances:

1. Summon the assistance of another member of staff.
2. The child should be restrained as gently but firmly as possible, moving him/her away from other children.
3. The incident should be reported to the headteacher or deputy headteacher at the first opportunity.
4. Team Teach record book completed as soon as possible and should be submitted to the headteacher within twenty-four hours. This record may form the basis of subsequent discussions with parents or other agencies.

Physical behaviour by a pupil towards a member of staff:

1. Physical behaviour by a child may be defined as any physical action that intentionally causes the member of staff pain or discomfort. Spitting, scratching or stamping on feet will constitute as a physical incident.

2. The headteacher should be notified of the incident at the first opportunity and the child identified to enable the headteacher to question them about the incident.
3. Staff and parents should be aware that alleged physical behaviour will be treated very seriously.
4. The member of staff should make a full report of the physical behaviour on a yellow behaviour form immediately.
5. If the physical behaviour is deemed intentional then following a discussion with all parties involved the child may be removed from their classroom. In exceptional circumstances, the child may be suspended.

What I look like ...



- ✗ Not interested, bored
- ✗ Confused, forgetful
- ✗ Talking about something else
- ✗ Hard to move through the task
- ✗ Not listening
- ✗ Staring into space, daydreaming
- ✗ Clumsy

Freeze

What's happening in my Inner World...

- *I can't bear your rejection*
- *I need to feel safe*
- *Shame, I hate myself*
- *I'm scared I don't know what's going to happen*
- *When I fail at this you'll send me away*
- *When you realise I can't do this, you won't want me in your class anymore*

Appendix 3

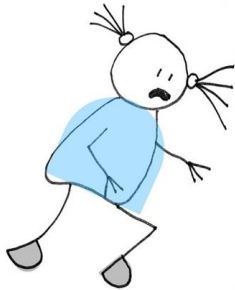
You can help me feel safe by...

- ✓ Do the task with me
- ✓ Deep breathing
- ✓ Tell me I'm ok & that I'm safe
- ✓ Ask me to push my hands down under my seat & lift myself up off the chair
- ✓ Gently wonder where I've gone & welcome me back to the room
- ✓ Make the task smaller & more predictable
- ✓ Tell me kindly who I am & what I'm doing
- ✓ Tell me what you want me to do !:)
- without showing frustration



Flight

What I look like ...



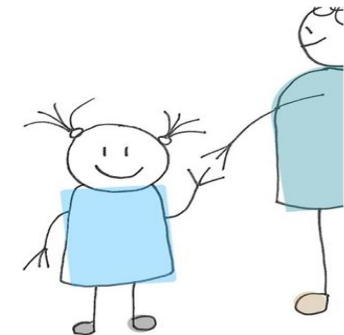
- ✗ Run away
- ✗ Keeping SUPER busy
- ✗ Not coping in free time
- ✗ Need to be first or at the front
- ✗ Bumping into people
- ✗ Avoiding tasks and activities
- ✗ Baby talk or silly voices
- ✗ Hyperactive, giddy & silly
- ✗ Hiding under tables

What's happening in my Inner World...

- *I want to escape from this scary moment but I can't*
- *I don't want you to see my real feelings, you can't handle them*
- *I am really worried I can't do what's going to happen next*

You can help me feel safe by...

- ✓ Keep me close by
- ✓ Deep breathing
- ✓ Give me a easy & familiar task
- ✓ Make things predictable
- ✓ Tell me I'm safe, show me a safe place or person I can go to
- ✓ Kindly talk though what might be tricky



What I look like ...



- × Hot & bothered
- × Angry & aggressive
- × Controlling
- × Lie or blaming
- × Shouty & argumentative
- × Pushing away friends
- × Demanding
- × Inflexible

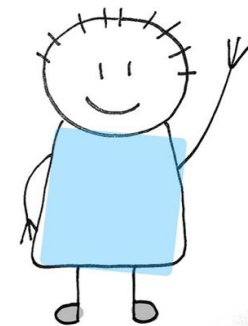
Fight

You can help me feel safe by...

What's happening in my Inner World...

- *I can't be cross at the people I really want to be cross at*
- *I'm going to push you away before you get rid of me*
- *Unsafe*
- *I hate myself, I am unlovable, I want to die*
- *Why wasn't I good enough?*
- *I need to be in control & make things predictable*

- ✓ Give me a role
- ✓ Support me socially
- ✓ Match my energy
- ✓ Make things predictable
- ✓ Deep breathing
- ✓ Connect & show empathy before exploring the consequences of my behaviour



What I look like ...



- × Socially withdrawn
- × Compliant
- × Quiet
- × Unable to think, just yes or no answers
- × Passive
- × Resigned
- × Neutral expression
- × Low mood

Submit

What's happening in my Inner World...

- *Why couldn't I be better, I'm completely useless*
- *I hate myself, I am unlovable*
- *It's all my fault*
- *Nothing will ever feel ok*
- *I can't keep myself safe*
- *I want to die*

You can help me feel safe by...

- ✓ Repetitive simple tasks
- ✓ Weighted blanket
- ✓ Building with lego or play-dough
- ✓ Tell me I'm safe
- ✓ Deep breathing
- ✓ Spending time with a trusted adult
- ✓ Do the task with me
- ✓ Tell me what to do without showing frustration



APPENDIX 4

Restorative Conversations

“Punishment doesn’t teach better behaviour, restorative conversations do.”

A restorative conversation is more than a process or set of questions. The behaviour of the adult lies at the heart of it. The conversation will be a daunting prospect for any child. The child is likely to be hyper vigilant. Small things matter. Your body language, your tone, inflection and attitude are all read carefully for signs of judgment and negative assumption. Offices are not ideal spaces - it is much better to walk and talk or engage in a collaborative activity to take the pressure off the conversation.

Ways to make a restorative conversation work

1. Don't sit behind a desk.
2. Focus on the outcome no matter how irritated you feel.
3. Don't rush the conversation - reserve enough time.
4. Resist the urge to take notes - this doesn't support the child to speak freely.
5. Leave the door open.
6. Answer the questions yourself - with your own reflections.
7. Avoid judgmental language.
8. Resist interrupting.
9. Don't 'nit-pick' things like uniform.
10. End the conversation well.

Pick your restorative five. (for some children 2 may be enough).
Choose your restorative 5 from the selection below.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Consider mixing in:

9. What was unusual about today's lesson?
10. Why do you think things went wrong?
11. What would make it easier for us to work together?
12. What would make the next activity go really well?
13. Who could help?
14. If you had the activity again what would you change?

APPENDIX 5

Emotion Coaching

(From <https://www.emotioncoachinguk.com/>)

Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

Emotion Coached children and young people:

- Achieve more academically in school
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient

(Gottman 1997)

Based on research by American Psychologist John Gottman, Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

Inappropriate behaviours are not condoned in Emotion Coaching and when the child is calmer, incidents are discussed in a more rational and productive manner. Moves are made to problem solve and engage in solution-focused strategies.

Elements of Emotion Coaching...

Through repetitive, consistent and empathetic Emotion Coaching, the ability of a child to regulate their emotions is promoted.

Key Elements are involved in Emotion Coaching:

