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| Policy: | Behaviour and Relationship Policy |

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| Author: | Caroline Hawkins |
| Date: | September 2026 |
| Last Version: | January 2025 |

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| Key changes/notes: |
| This a new policy |

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| Statutory Requirement: | Yes – Department of Education |
| Proposed Renewal Cycle: | Two years |
| Proposed annual review authority: | Head Teacher |
| Policy Section: | Governance |

Let the children come to me and do not hinder them, for the kingdom of God belongs to such as these." (Luke 18:16)

This policy is based upon our Christian values of thankfulness, respect, honesty, love and resilience.

## 1. Overview

### 1.1 Introduction

At St Mary's Primary School, we recognise that understanding our emotions is a key aspect of managing behaviour and that in being curious, non-judgemental and empathic, we can develop an approach that is firm on the behaviour, but gentle on the child. We are committed about the emotional mental health and well-being of both pupils and staff and we wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. In partnership with parents, we aim to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world.

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures relating to how our school supports and responds to behaviour.

This policy is based on guidance provided by Brighton and Hove Local Authority, shared with us through Trauma Informed Schools UK and within training on Emotion Coaching. It also reflects the work of Paul Dix and the principles outlined within the Nurturing Schools Programme. It has also included input from members of staff, representatives from the governing body, parents/carers and pupils.

### 1.2 Our Approach

At St Mary's, we treat all children with respect and we have high expectations for both learning and behaviour. Our school is calm and purposeful and we pride ourselves on putting relationships first within our warm, nurturing environment. We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). Although we apply a trauma informed approach to behaviour and ensure that sanctions do not shame the child, we recognise that children need routines, structure and clear expectations within the context of a safe and caring school environment.

At St Mary's C of E Primary School, there are three principles which everyone has agreed to:

1.)Respect
2.)Kindness
3.)Love

Our community strives to uphold and maintain these principles by ensuring that there is:

1. Consistent, calm adult behaviour.
2. First attention for best conduct
3. Consistent routines across the school
4. Scripting based on emotion coaching.
5. Restorative approaches to follow up incidents.

**1.3 Policy Aims**

• To maintain a caring community in which effective learning can take place and where there is mutual respect between members
• To help children develop a sense of worth, identity and achievement
• To help all children to learn to self-regulate
• To develop in all children the ability to listen to others; cooperate and to appreciate and tolerate other ways of thinking and behaving

**1.4 Policy Links**

This Behaviour Regulation Policy links to the following other policies:

- PSHE Education Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- E-safety policy
- Cyber-bullying policy
- Anti-bullying policy
- SEND policy

This policy is based on legislation and advice from the Department for Education (DfE) on:

• Behaviour and discipline in schools: advice for headteachers and school staff, 2016
• Behaviour in schools: advice for headteachers and school staff 2022
• Searching, screening and confiscation at school 2018
• Searching, screening and confiscation: advice for schools 2022
•The Equality Act 2010

• Keeping Children Safe in Education
• Exclusion from maintained schools, academies and pupil referral units in England 2017
• Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
• Use of reasonable force in schools
• Supporting pupils with medical conditions at school
• It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

The policy will be published on the school website.

## 2. Roles and Responsibilities

As a school community, we recognise that our behaviour impacts others and we must, therefore, take responsibility for our words and actions.

Adults in the school will:

- Work as a team, supporting and encouraging each other.
- Provide a well-ordered, safe environment, which promotes good behaviour for learning.
- Treat all children and adults as individuals and respecting their rights, values and beliefs.
- Foster and promote good relationships and a sense of belonging to the school community.
- Offer equal opportunities in all aspects of school life and recognise the importance of different cultures, genders, abilities, religions and backgrounds.
- Encourage, praise and positively reinforce good relationships, behaviours and work.
- Reject all bullying or harassment in any form.
- Use positive, respectful and inclusive language when referring to allergies, medical conditions and individual needs. Staff will avoid language that could embarrass, blame or make a child feel different because of their allergy or medical needs

### 2.1 Relationships

We recognise that through promoting positive relationships with our children and families we will enable them to develop emotional regulation skills to help them thrive and flourish in our school. We have based our guidelines on the Protect, Relate, Regulate, Reflect (PRRR) approach.

**Protect**

• Increased 'safety cues' in all aspects of the school day, e.g. meet and greet our pupils every day at the door; clear and consistent routines and rules within classrooms and across the whole school; classrooms are always tidy, well-resourced and well organised.

• School staff trained in 'PACE' modes of interaction (Hughes 2015): being warm, empathic, playful and curious (*See Appendix 5)*

• School staff to ensure that interactions with children are socially engaging not socially defensive, in order to decrease chances of children relating defensively (fight/flight/freeze) – we make children feel valued and we actively recognise and praise positive behaviour.

• A whole school commitment to avoid using harsh voices, shouting, put-downs, criticisms, shaming (proven to be damaging psychologically and neurologically).

• School staff will interactively repair the occasions when they themselves move into defensiveness.

**Relate**

• A whole school commitment to enabling children to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger or self-blame. We regularly share good news with parents.

**Regulate**

• Evidence-based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating and playful, enriched adult-child interactions.

• The emotional well-being and regulating of staff is treated as high priority in order to prevent burn-out, stress-related absence or leaving the profession, through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

• Designated staff-only spaces, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin).

**Reflect**

• Staff educated in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions/giving lectures).

• The provision of skills and resources to support parents and staff to have meaningful empathic conversations with vulnerable children who want to talk about their lives in order to empower children to better manage their home situations and life in general.

• PSHE (personal, social, and health education) informed by current research on mental health, mental ill-health, relationship health family, parenting, intimate relationships and tools for how to do life well.

• A behaviour policy, which is based not on punishment, sanctions and isolation, but one that models enquiry, resolution and interactive repair (e.g. restorative conversations).

## 4 Strategies

### 4.1 Positive Behaviour Management Strategies

***To be adapted depending on the age and stage of the child***

We aim to create a **calm environment** by ensuring that:
- Classrooms are tidy
- Resources are clearly labelled, appropriate and in working order.
- Ventilation is good.
- Displays, such as a recognition board are used to promote positive behaviour for learning. We do not display negative behaviours. Any instructions or rules that are displayed are positive.
- Displays show current work/ pupils and are regularly updated.
- Seating is carefully thought out depending on the need and social dynamics of the group.

Adults use strategies to prepare children for learning such as:
- Countdown (5, I need all eyes on me, 4, I can see nearly everyone is listening, 3 etc.)
- 1, 2, 3, Eyes on me. Children say back, '1, 2, eyes on you.'
- Jingle of bells
- Tactical ignoring of low level behaviours such as: disengagement, slouching etc.

Teachers set the class to work using clear instructions, linked with the learning outcomes and success criteria. Children are clear on how much time they have; what the task is; who they are working with; and what signal the teacher will use to pause their learning. There is always a time for positive reflection and praise built into the lesson.

We also use **assertive behaviour strategies** such as these sentence openers (taken from *When the Adults Change Everything Changes* by Paul Dix):
- You need to…
- I need to see you…
- I expect…
- I know you will..
- Thank you for…
- I have heard what you said, now you must…
- We will…(have a better day tomorrow!)

As a staff, we get to know the children who we have in school and in our classes, promoting positive relationships. We make sure that we care and invest time in noticing and talking about children's individual lives and emotions.

### 4.2 Supporting negative behaviour for learning

We know that all children struggle at times and it is our role to remain positive, clear and consistent when dealing with negative behaviours. The following process can be applied anywhere in school and used by teachers or teaching assistants (taken from *When the Adults Change Everything Changes* by Paul Dix):

1. Reminder
A reminder of the rules delivered privately where possible. Repeat reminders if reasonable adjustments are required.

2. Caution
A clear verbal caution, delivered privately where possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase "think carefully about your step/choice"

3. Last chance
Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use a script such as:

I noticed you are… (having trouble getting started / struggling to…)
It was the rule about….that you broke
Do you remember last week when you (did something positive)
That is who I need to see today
Thank you for listening

This is also a time where an emotion coaching script could be used e.g.

I can see that you are (angry, upset, frustrated etc).
It's OK to be (angry etc) but it's not OK to …

*Emotion Coaching routine:*
*Step 1: Recognise the child's feelings and empathise with them*
*Step 2: Validate the feelings and label them*
*Step 3: Set limits on behaviour (if needed)*
*Step 4: Problem-solve with the child*

4. Calm down time

Calm down time might be a short time outside the room or in a quiet area of the room. It is a few minutes (2-5) for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. Using a timer would be a supportive resource for this intervention.

5. Repair

This might be a quick chat at breaktime or a more formal meeting
Discuss, with the support of visuals as appropriate:
- What happened?
- Who has been affected by this and how?
- How did this make people feel?
- What were you thinking/feeling at the time?
- What needs to happen to put things right?
- How can we do things differently in the future?
- How do you feel now?

See Reflective Book visual resource – *Appendix 8*

**An alternative to punitive sanctions**

PROTECT
Remove the child/young person from the situation – non shaming, protecting dignity, lessening the stress load. 'somewhere with someone'
RELATE
'Connection before correction'. Non-judgmental, accepting, validating, curious, empathic
REGULATE
Activity to bring down stress levels – this may be play-based. Emphasis on use of voice, prosody, breathing, skilled verbal responsiveness
REFLECT
Collaborative sense-making, metal state talk, show me rather that tell me, exploring ways to respond differently in the future. 'Would you help me understand?'

### 4.3 Supporting challenging behaviour

For children showing very challenging behaviours in our school, the following strategies (in addition to the strategies outlined above) are used:
1. Contact with the parent – This is frequent and purposeful. Parents need to hear positive comments as well as negative. The conversation should not be in front of other

parents, but discreet. Give a balanced view of behaviour and show understanding of different needs.
2. Pastoral Support Plan (*Appendix 3*) – this is put in place if a child is demonstrating challenging behaviour on a daily basis. This will be set up in conjunction with SLT and/or the SENCo and will involve parents from the start. It may include a risk assessment.
3. Reflect card (*Appendix 4*) – this will be set up in agreement with SLT and the parents. It will show scores range from 1 (very good) to 3 (unsatisfactory) and be reported back to SLT and parents on a daily basis. It is key that this is not used publicly to shame the child, but as a way of shining a light on behaviour as communication and working closely with parents to consider ways of support the child.
4. Outside professionals – in agreement with parents and the Headteacher/ SENCo.

### 4.4 De-escalation Strategies

A range of de-escalation techniques are deployed. PACE (*Appendix 5*) can be used.

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| **1** | **Playfulness** | • Use a light tone of voice, like you might use when story-telling, rather than an irritated or lecturing tone.<br>• Show with your eyes, eyebrows, smile that you are interested in what the child is doing and saying. Try and soften your facial expressions, and lower your body to their level, so not to tower over them.<br>• Make a game of getting organised; practise socialising using fun role-play; give the child a job during a busy transition. |
| **2** | **Acceptance** | *"I can see how you feel this is unfair. You wanted to play longer"*<br>*"You probably think that I don't care about what you want"*<br>*"You were letting me know that you were really scared when you ran away from me"*<br>*"I can hear you saying that you hate me and you're feeling really cross. I'll still be here for you after you calm down".*<br>*"I'm disappointed by what you did, but I know you were really upset. It doesn't change how much I care about you".* |
| **3** | **Curiosity** | *"I'm wondering if you broke the toy because you were feeling angry."*<br>*"I'm thinking you're a little nervous about going back* |

| | | |
|---|---|---|
| | | *to school today,*<br>*and that's why you don't want to get ready this morning".*<br>*"I've noticed that you've been using a really loud voice, and if you're trying to tell me that you're angry with me."*<br>*"I'm a little confused. Usually you love going for a walk, but today you don't want to go. I'm wondering what's different about today".*<br>*"When she couldn't play with you today, I'm wondering if you thought that meant she doesn't like you."* |
| **4** | **Empathy** | *"You are SO upset about this right now. That must be really hard!"*<br>*"It hurt so much when she didn't ask you to play. You were probably thinking 'Why did she do that?' It was a real shock for you."*<br>*"You wanted to have another turn so badly. You were so excited about it and it's so unfair that we ran out of time".*<br>*"It seems to you like he hates you. That must be really hard. I know you like him a lot, so this is pretty confusing".*<br>*"I know it's hard for you to hear what I'm saying."*<br>*"Me saying 'No' has made you angry with me. I get why you don't want to talk to me right now".* |

### 4.5 Serious Incidents

Serious behaviour incidents can be recorded on Edukey Safeguarding Portal. For less serious incidents, a behaviour log can be created in the meeting log section of Provision Map. Using an ABC format will also help adults to understand the possible triggers and intentions of the behaviour shown which will support the child to remain regulated in future situations.

A serious incident may include the following:

- Extreme physical aggression towards an adult or child
- Deliberately causing damage to school property

- Racially abusive name-calling or derogatory comments relating to a protective characteristic

### 4.6 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

Causing disorder
Hurting themselves or others
Damaging property
(DFE July 2013)

Incidents of reasonable force must:
• Always be used as a last resort
• Be applied using the minimum amount of force and for the minimum amount of time possible
• Be used in a way that maintains the safety and dignity of all concerned
• Never be used as a form of punishment
• Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### 4.7 Suspensions and Exclusions

The school will use government guidance (updated in September 2022) when determining whether a child should be suspended or excluded.

When behaviour is deemed to either:
• seriously breach the Behaviour Policy or
• threaten the safety, health, welfare or education of staff or pupils

This decision is made by the Headteacher.

Pupils with SEMH (Social, Emotional and Mental Health) needs and behaviour difficulties may require a pastoral support plan which may include a risk assessment. This will be drawn up by the SENCO, in consultation with the headteacher, class teacher, parents and pupil. External advice may be sought.

Where pupils experience attachment difficulties, or similar, and where being sent home could result in an escalation of future behaviour, an in-school exclusion may be given in lieu of a suspension. This decision will be made by the headteacher.

A decision to exclude a pupil permanently will only be taken:
• In response to a serious breach or persistent breaches of the school's behaviour policy;
• Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In such cases, signed witness statements will be collected and used to inform the decision. The school then follows the Local Authority's processes and procedures.
A managed move, in line with the local Fair Access Protocol, will usually be sought before any permanent exclusion is given, where it is felt that a 'fresh start' or change of environment would be beneficial.

### 4.8 Supporting children with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of dysregulation, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Please see our SEND policy for more details about supporting individual pupils.

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

Whether the pupil was unable to understand the rule or instruction
Whether the pupil was unable to act differently at the time as a result of their SEND
Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

**Pupils with an Education, Health and Care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

**How the school supports staff well-being and reflection**

We acknowledge the link between emotions and learning. We provide emotional support for staff in order to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. We can provide:

- Contact details of staff care services
- Supervision for key staff
- Yoga
- Treat Friday
- Mug of kindness
- KIT meetings every day
- Staff room recognition board
- Toiletries station for staff

**Appendices**

***Appendix 1***

Have you tried?

| Intervention / provision | What it entails | Why it might work |
|---|---|---|
| Sensory circuit | A physical activity which encompasses an alerting, organising and calming activity. These are set up every morning next to the allotment and can be used by staff as required | The aim of the alerting activities is to provide vestibular and proprioceptive stimulation within a controlled setting. This prepares the brain for learning. Organising skills may increase a child's focus, attention span and performance within the classroom. Finishing the circuit with calming activities ensures that the child leaves the circuit (or returns to the classroom) feeling calm, centred and as ready for the day as possible. |
| Movement break | An opportunity for a pupil to get out of their chair – this could even be to complete a role or responsibility | Enables a child to focus on the next learning activity. |
| Calming box | A box / bag of small calming activities or toys | Supports self-regulation |
| Food / drink | | A child needs to have his/her physical needs met in order to have capacity for focus on complex learning |
| Distraction | Use of distraction to de-escalate or prevent direct confrontation can be very effective | Child does not feel shame. Opportunities are given for the child to regulate before they reach crisis point. |

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| PACE | See appendix 5 | PACE is a way of thinking, feeling, communicating and behaving that aims to make children and young people feel safe. It is particularly effective in meeting the needs of children and young people who have experienced trauma |
| WINE | See appendix 6 | Gives a child the opportunity to regulate with an emotionally available adult |
| Visuals | Support all language – expressive and receptive – with visuals to support the language load. | When children have reached crisis point and are in a fight, flight or freeze state, they will not be able to access the logical part of their brain. This will impact their ability to understand and use language. |

## *Appendix 2*

Risk assessment -

| Step 1<br>What are the hazards? | Step 2<br>Who might be harmed and how? | Step 3<br>What are you already doing? | Risk rating | Step 4<br>Is anything further needed? | Step 5<br>Action & review |
|---|---|---|---|---|---|
| Spot hazards by:<br>▪ walking around your workplace<br>▪ asking those doing the task what they think<br>▪ checking manufacturers' instructions<br>▪ considering health hazards | Identify groups of people, consider:<br>▪ employees<br>▪ temporary / agency staff<br>▪ contractors<br>▪ volunteers<br>▪ members of the public<br>▪ children (including work experience)<br>▪ lone workers<br>▪ pupils<br>▪ service users | List what is already in place to reduce the likelihood of harm or make any harm less serious, examples include:<br>▪ guarding<br>▪ training<br>▪ procedures, safe systems of work<br>▪ personal protective equipment (PPE) | Trivial, low, medium, high or stop (please see matrix below) | You need to make sure that you have reduced risks 'so far as is reasonably practicable'.<br>An easy way of doing this is to compare what you are already doing with good practice. If there is a difference, list what needs to be done. | Remember to prioritise Deal with those hazards that are high-risk and have serious consequences first.<br>List:<br>▪ actions required<br>▪ who needs to do them<br>▪ by when<br>▪ check actions completed |

**Risk rating**

| | Slightly harmful | Harmful | Extremely harmful |
|---|---|---|---|
| Highly unlikely | Trivial risk | Low risk | Medium risk |
| Unlikely | Low risk | Medium risk | High risk |
| Likely | Medium risk | High risk | STOP |

| Risk level | Action and timescale |
|---|---|
| Trivial | No action required and no documentary record needs to be kept. |
| Low | No additional physical control measures are required, however monitoring is necessary to ensure that the controls are maintained. |
| Medium | Efforts should be made to reduce the risk and the reduction measures should be implemented within a defined period. Where the medium risk is associated with extremely harmful consequences, further assessment may be necessary to establish more precisely the likelihood of harm as a basis for determining the need for improved control measures. |
| High | Work should not be started until the risk has been reduced to an acceptable level. Considerable resources may be allocated to reduce the risk. Where the risk involves work in progress, urgent action should be taken. |
| Stop | Work should not be started or continued until the risk has been reduced. If it is not possible to reduce risk even with unlimited resources, work has to remain prohibited. |

| Activity / operation/ event: | | | | | Assessment date: | | |
|---|---|---|---|---|---|---|---|
| Establishment: | | | | | Review date: | | |
| Step 1<br>Identify the hazards | Step 2<br>Who might be harmed & how? | Step 3<br>What are you already doing? | Risk rating trivial/ low / medium / high / stop | Step 4<br>Is anything further needed? | Step 5<br>Action & review<br>Action required | Responsible person | Date completed |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Assessor name(s): | | | | Job title: | | | |
| Signature: | | | | Review date: | | | |

***Appendix 3***

# PASTORAL SUPPORT PROGRAMME

| NAME | GENDER | ETHNIC ORIGIN | DOB | SEN SUPPORT/ EHCP | UPN |
|---|---|---|---|---|---|
| | | | | | |

| SCHOOL | CLASS / TEACHER | START DATE OF PSP | CO-ORDINATED BY |
|---|---|---|---|
| | | | |

Date:

## Assess

| PUPIL PROFILE | |
|---|---|
| WHAT IS GOING WELL? | WHAT IS NOT GOING WELL |
| | |

**Nature of concern:**

Fixed term exclusions (number of days; dates):

Risk of school failure due to increased disaffection:

Persistent disruptive behaviour:

Deteriorating behaviour:

Other (out of class, etc.):

**What are the concerning behaviour patterns?**

**Where/when is the behaviour occurring?**

| | | |
|---|---|---|
| Classroom | Dining Hall | Other |
| Outside / Playground | Corridor | |

**How frequently is the behaviour occurring?**

**Where/when is the behaviour occurring less?**

| **Factors affecting behaviour:** (learning, language, physical, outside school issues) |
|---|
| |

## Plan

| **Date:** |
|---|

**Target/s: (Agree appropriate targets: Possible example target starters are provided below)**

- To be better at…
- To be coming…
- To be starting…

| PUPIL COMMITMENT | PARENTAL COMMITMENT |
|---|---|
| Signed…… | Signed…… |

| SCHOOL SUPPORT AND STRATEGIES | SUPPORT FROM OUTSIDE AGENCIES |
|---|---|
| Signed…… | Signed…… |

| PROACTIVE (How will adults know that I'm calm, relaxed and ready to learn?) | ACTIVE (How will adults know that I'm on the edge/ becoming anxious?) | REACTIVE (How will adults know that I'm that I'm ready to explode?) | RECOVERY (How will adults know that I'm returning to my calm feeling?) |
|---|---|---|---|
| | | | |
| What will the adults do to support me when I feel like this? | What will the adults do to support me when I feel like this? | What will the adults do to support me when I feel like this? | What will the adults do to support me when I feel like this? |
| | | | |
| **The information above can and should inform the Risk Assessment**<br>**Please attach or identify where the Risk Assessment can be located** | | | |

| HOW WILL I KNOW THAT I'M DOING WELL? | WHAT WILL HAPPEN TO HELP ME GET BACK ON TRACK? |
|---|---|
| | |

## Do

| PSP TIME LIMIT AND REVIEW DATES<br>WEEKLY PLAN | HOW WILL THE PUPIL KNOW THAT THEY ARE 'ON TRACK'?<br>(ongoing recognition of weekly success) |
|---|---|
| | |

## Review

| Review dates (First date set at end of planning meeting) | |
|---|---|
| | Actions from the review meetings |
| 1st Review: Date……<br><br>Update on progress: | |
| 2nd Review: Date……<br><br>Update on progress: | |

*Appendix 4*

**St Mary's CE Primary School**

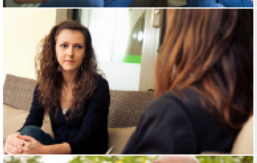
**Name:**..... **Class:** ..... **Date:**.....

| | 9.00-10.45 | Break | 11.00-12.00 | Lunch | 1.00-2.15 | 2.15-3.20 | SMT sign & comment | Parent sign |
|---|---|---|---|---|---|---|---|---|
| **Monday** | | | | | | | | |
| **Tuesday** | | | | | | | | |
| **Wednesday** | | | | | | | | |
| **Thursday** | | | | | | | | |
| **Friday** | | | | | | | | |

This card must be given to your teacher to be completed at the end of the lesson.

## *Appendix 5*

### PACE: to bring psychological safety and emotional responsiveness in connection, key for secure attachment

| | | |
|---|---|---|
|  | **Play** P | A playful, warm and spontaneous way of interacting with the teenager to support them to feel safe with you and to promote trust.<br>When you connect with teenagers in this way, they are freer to open up, reflect, laugh, play, share their true feelings with you. Use of a warm light tone of voice is key (storytelling voice). |
|  | **Acceptance** A | At all times accepting the teenager's intentions, thoughts, feelings and inner life, without any judgment or criticism. As a result, the teenager builds trust that you will never be shaming or critical.<br>Accepting and acknowledging the feelings fuelling the teenager's presenting behaviour. (You can be firm on behaviour while at the same time truly accepting the feelings that triggered the behaviour). |
|  | **Curiosity** C | Active interest, totally non-judgemental, in how the teenager is experiencing an emotionally charged event (past or present). 'Will you help me understand...?' 'I wonder if...?'<br>Curiosity lets the teenager know that you really want to understand *their* meaning of an important life event and then help them with their understanding.<br>Curiosity helps the teenager to become aware of their inner life, to start to reflect and come to understand themselves. |
|  | **Empathy** E | Feeling into the emotional pain of the teenager (without getting lost in it) not just experiencing their pain cognitively or defending against it in other ways. Finding the words to convey your empathy.<br>Having understanding of and compassion for your own traumatised inner child or teenager, so that you can be with the teenager's pain in a profoundly connecting way, resulting in the teenager truly 'feeling felt by you' (Dan Siegel). Empathy conveys to the teenager that s/he is no longer alone with their painful feelings and stories of distress. |

PACE was originated by Dr Dan Hughes. Full explanation can be found in his books and on website https://ddpnetwork.org

***Appendix 6***

## Sentence Stems for Reflective Conversations with Children and Teenagers



### WINE (I wonder, I imagine, I notice, empathy)

- **I wonder if…** (e.g. it felt like no one understood you).
- **I imagine…** (e.g. that was horrible when that happened).
- **I notice…** (e.g. how you perked up when you said you felt close to your brother).
- **I felt moved when you said…** (e.g. for years you thought you were to blame for the abuse. But now you realise you were not to blame and you feel freed from a terrible burden).
- **That sounds…** (e.g. painful because you were all on your own). [empathy]
- **This is my drawing about what you said** (show drawing).
- **I respect you for…** (e.g. your courage).
- **Will you help me understand x?…** (e.g. what it was like for you when your mum went to hospital?).

After voicing your curiosity, e.g. 'Will you help me understand' always follow up with **empathy** e.g. 'So when you Mum went to hospital your say you felt terribly lost and alone. I can understand that. So painful, as I know how close you are and how much you feel supported by her.' (This should not be simply a parroting of what they said but showing that you have understood the main emotional themes in their response.

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WINE was originated by Chris Davies (Head of Training Trauma Informed Schools East of England)

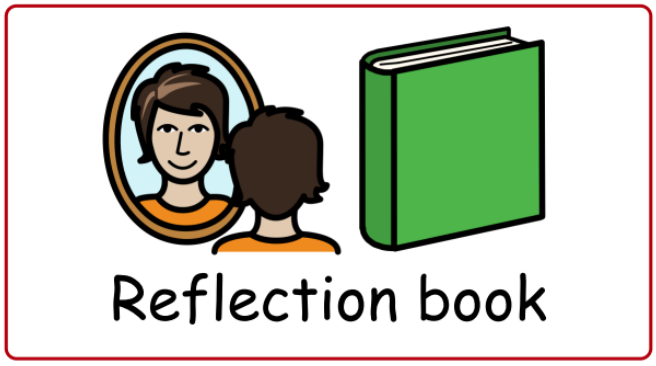
TRAUMA INFORMED UK SCHOOLS

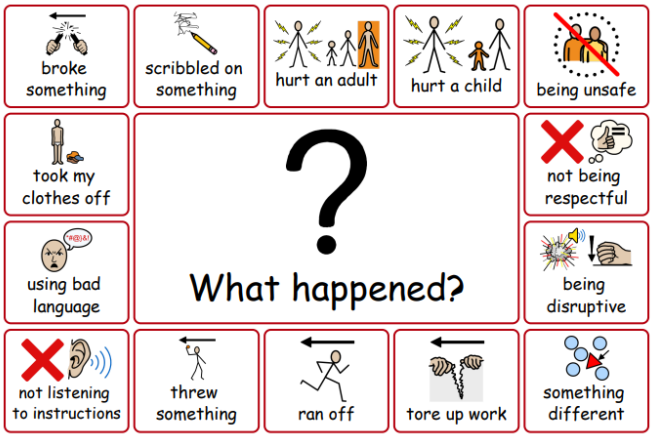
## *Appendix 7*

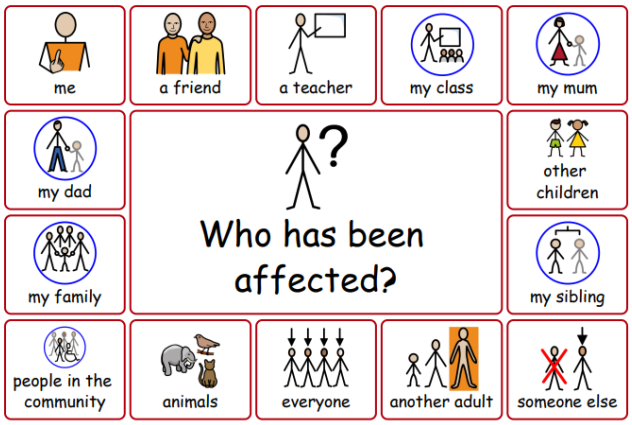
| Principle of Nurture | Strategies |
|---|---|
| Children's learning is understood developmentally | • Boxall profiles used to assess children's emotional well-being. These are then used to plan strategies in class.<br>• Heavily scaffolded learning for children who need it<br>• All children are planned for in every lesson<br>• Break instructions down into small steps<br>• Build in time for brain breaks<br>• Plan and prepare children for times when they don't win at a game to help them learn how to cope with this<br>• Use social stories<br>• Ensure children have access to mirrors<br>• Support executive functioning skills |
| The classroom offers a safe base | • Predictable routines in the classroom<br>• Visual timetable<br>• Now and next boards<br>• Personalised visual timetables<br>• Task management boards<br>• Adults are predictable and reliable<br>• Label resources<br>• Whole class systems to work towards a common goal<br>• Consider seating arrangements and reasonable adjustments in the classroom<br>• Provide a safe zone / nurture nook in the classroom<br>• Develop class charters or rules – revisit and discuss regularly.<br>• Allow transitional objects<br>• Allow children to take care of a class object to take home |
| The importance of nurture for the development of wellbeing | • Achievements celebrated<br>• Adults engage the children in reciprocal shared activities<br>• Adults notice and praise small achievement – ensure this praise is specific; catch children being good<br>• Praise later, after the event e.g. this morning, I was pleased with…<br>• Praise in differing ways e.g. postcard home<br>• Praise good listening skills<br>• Use children's names rather than referring to them as a group and make eye contact, but don't force it.<br>• Promote growth mindset – it's safe to fail<br>• Offer golden time<br>• Boost self-esteem by completing circle time activities where peers make positive comments to one another.<br>• Develop buddy systems to support children during unstructured times; offer positive activities to promote constructive play.<br>• Develop tailored reward systems<br>• Create a culture where mistakes are celebrated as learning points (Growth Mindset)<br>• Develop a whole class "I am special book" or other project to encourage class kinship<br>• Model sharing and tun-taking<br>• Teach children about fairness and the difference between equity and equality |

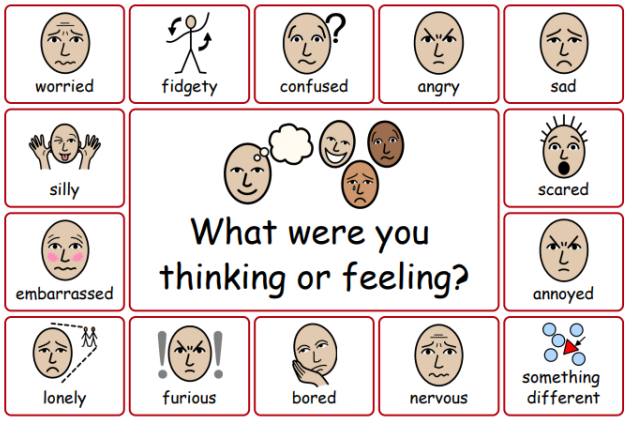

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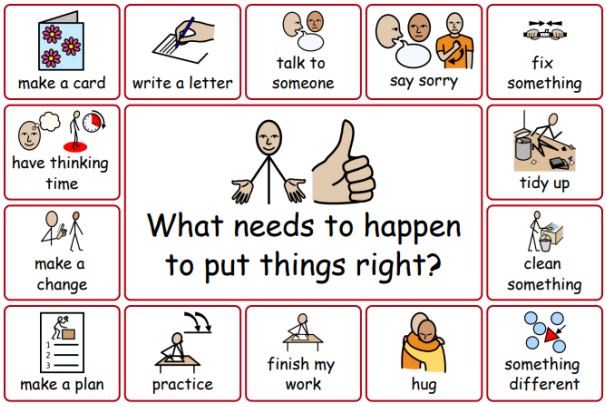
***Appendix 8***


Reflection book

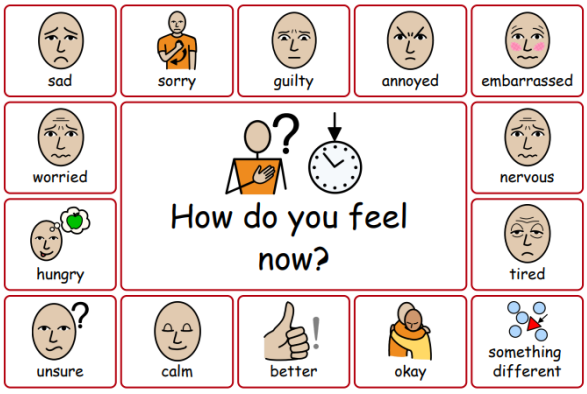

broke something
scribbled on something
hurt an adult
hurt a child
being unsafe
took my clothes off
not being respectful
using bad language
What happened?
being disruptive
not listening to instructions
threw something
ran off
tore up work
something different


me
a friend
a teacher
my class
my mum
my dad
Who has been affected?
other children
my family
my sibling
people in the community
animals
everyone
another adult
someone else


worried
fidgety
confused
angry
sad
silly
What were you thinking or feeling?
scared
embarrassed
annoyed
lonely
furious
bored
nervous
something different


make a card
write a letter
talk to someone
say sorry
fix something
have thinking time
What needs to happen to put things right?
tidy up
make a change
clean something
make a plan
practice
finish my work
hug
something different


move away
ask for a break
go to my calm space
ask for help
get a fidget toy
tell someone how I feel
Next time I will...
1 2 3
count to 10
play with someone else
be respectful
make a good choice
take deep breaths
listen carefully
remember the rules
something different


sad
sorry
guilty
annoyed
embarrassed
worried
How do you feel now?
nervous
hungry
tired
unsure
calm
better
okay
something different