



Relational Policy

Date adopted: 1st March 2023

Signed by Chair of Governors: Curriculum Committee

Signed by Headteacher: Mrs K Thompson

Date of review: Spring 2024

Relational Policy

“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”. (Paul Dix, Pivotal Education)

“I strongly believe that deep down in every child, however invisible, hostile or rejecting they may seem, is a deep longing to be seen, known and truly understood” (Louise Bomber 2007)

“As adults we have a shared ethical responsibility in ensuring that all children and young people are experiencing safety, security and stability – whatever our role or context” L.Bomber, 2012

Percy Main Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 3 simple rules **‘Be Ready, Be Respectful and Be Safe’** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Our aims, we believe, are achieved when:

- We create a positive school culture and climate which is consistent, safe and caring that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers
- We recognise that being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.
- Staff understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support to self-regulate through unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways. That relationships are key and that there is “connection before correction”
- Pupils are provided with excellent role models (alternative attachment figures who provide a secure base and the connection necessary to support correction)

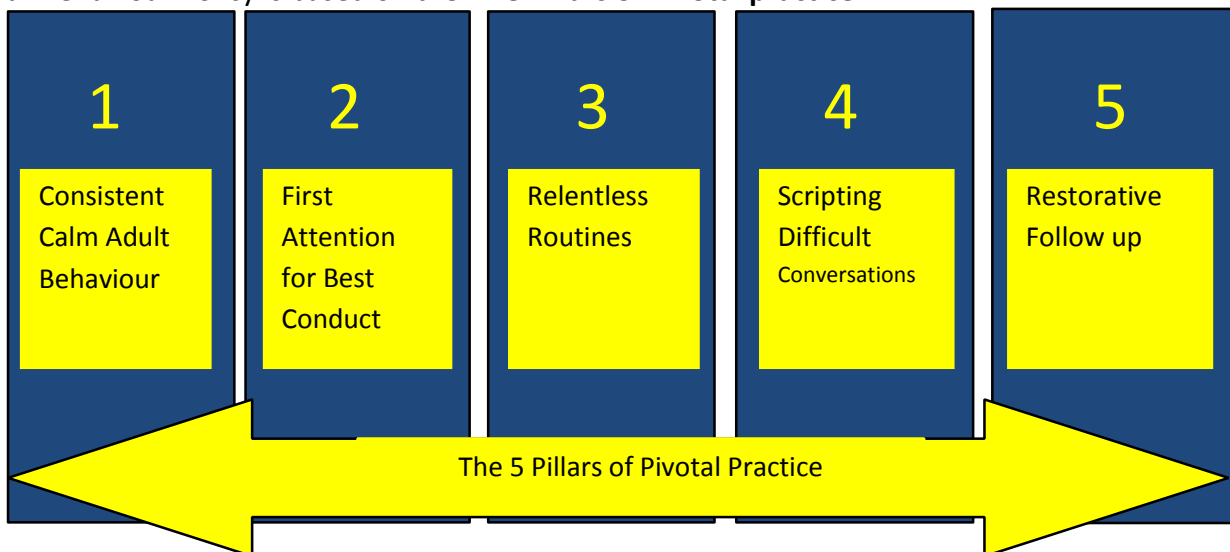
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of CYP are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- Staff use PACE and attachment friendly restorative approaches in their interactions with pupils taking a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability
- Staff have high expectations and maintain boundaries at all times to ensure pupil needs for consistency, predictability and security are met. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



Adult Behaviours *"When the adults change, everything changes"* (Pivotal Education)

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

- **Meet and greet** at the door.
- Refer to **'Ready, Respectful, Safe'**.
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use a **visible recognition** mechanism throughout every lesson (eg, Recognition boards) where children can earn 5 minutes per day towards recognition time on a Friday

- Be **calm** and give 'take up time' when going through the steps. Respond calmly to help pupils become calm. **Prevent** before sanctions.
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are behaving badly.
- Help our pupils to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation.
- Support them during time in sessions to help them calm and regulate both within and outside the classroom depending on the available space
- Use calm, well-regulated tone and respectful language appropriate to the needs of that child
- Won't use sarcasm to embarrass pupils who are struggling to regulate
- Will manage the transitions between lessons so corridors feel like safe places
- Will provide routine in every lesson, in every classroom so pupils know what happens next
- Will provide activities at breaktime to help manage social time.
- Use an attachment / trauma informed approach to understand behaviours
- Will remain curious and demonstrate the desire to understand a behaviour and what it communicates.
- Empathise

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- **Meet and greet** learners at the beginning of the day.
- Be a visible presence around school to encourage appropriate conduct.
- **Support** staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly **celebrate** staff and learners whose efforts go **above and beyond** expectations.
- Encourage use of Positive Notes and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
- Regularly share good practice.
- Use behaviour data (recorded on Trackits or CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Students want teachers to:

- Give them a 'fresh start' every lesson

- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Praise and positive reinforcement and reward

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour. We recognise and reward learners who go '**over and above**' our standards. Our staff understand that at Percy Main Primary School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive reinforcement may take the form of different approaches across each Key Stage:

Positive rewards include:

Positive texts home

Positive notes home

Positive calls home/face to face chats

Stickers

Trackits

Daily *Wow Moment* note home

Dip in the box for top 3 Trackit earners each week

Golden Award Certificates

Receiving Percy the Panda Care Bear (awarded every two weeks)

Being awarded class Prefect and receive Prefect Hoodie (changed every two weeks)

Reward trip each half term (two children per class who have consistently gone 'over and above' our standards)

Recognition time on a Friday (children can earn 5 minutes per day for achieving the focus on the recognition board and/or their own personal target)

Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- Create a positive, respectful school environment.
- Increase pupils' self-esteem and self-efficacy
- Reduce pupils need for extrinsic motivation and increase intrinsic motivation which will help pupils develop skills in self-regulation of their behaviours as they move from primary to secondary.
- Promote a model for appropriate behaviour and positive relationships
- Consistency of approach and the use of a common language to reflect this is essential; staff across the whole school are trained in, and adopt the PACE approach to maintain this consistency. The use of the pronoun 'we' in terms of relationships within school is a significant ingredient in securing commitment to the school ethos.

Managing Behaviour

Engagement with learning is always our primary aim at Percy Main Primary School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the

behaviour you want to see. Do not pander to attention seekers. All learners must be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Sanctions steps

Steps	Actions
1) Redirection /Reminder	<p>Gentle encouragement, a ‘nudge’ in the right direction.</p> <p>A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible.</p> <p>Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p> <p>PACE may be used here.</p>
2) Caution	<p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.</p> <p>“stop, think,make the right choice”</p> <p>“think carefully about your next step”</p> <p>PACE may be used here.</p>
3) Last Chance (5 minutes after class for restorative conversation/10 minutes in reflection time)	<p>Speak to the pupil privately and give them a final opportunity to engage.</p> <p>Use the 30 second scripted intervention</p> <ul style="list-style-type: none"> • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At Percy Main, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some ‘take up’ time. <p>If the warning is not heeded and the behaviour continues this must be recorded on Trackits/CPOMS. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.</p> <p>PACE may be used here.</p>
4) Cool Off	<p>Cool Off might be a short time away from the classroom with another class/TA/nurture room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>

5) Repair Restorative Conversation	5 questions is usually enough from the following: <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? Imposition given if needed (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)
------------------------------------	---

Consequences

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

We must be consistent in our application of the rules, codes of conduct, rewards and consequences in order to promote a predictable and therefore safe environment. Inconsistency is confusing to pupils and undermines the work of other staff and pupils' confidence in our systems. All incidents must be recorded on CPOMS detailing steps used and restorative practices.

- Contact may be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.
- Limit setting and problem solving can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that it will be spoken about later using restorative approach to support them to consider alternative approaches.
- A consequence may simply be a 2-minute conversation at the end of a lesson.
- Consequences will never involve taking away a previously earned privilege or any intervention time – However, if behaviour has been too extreme to access that privilege or intervention at that time we would encourage the pupil to access that particular reward at a subsequent date.
- Children who have Positive Behaviour Plans will use some reflection time on a Friday to be involved in target setting for the following week.
- Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can result in increased inappropriate behaviour.
- Pupils will receive time to catch up on work lost. Time will be allocated for the pupil to catch up with an individual member of staff. During this time it is the expectation for staff to ascertain the reason behind the pupils disengagement rather than simply catch up with the work. The onus is on understanding the antecedent to the behaviour and devising strategies to prevent reoccurrence. This is to be discussed using a restorative approach.
- The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach is not appropriate for our pupils. A plan, do and review approach will ensure pupils will not be given consequences that impede their future learning. This will be closely monitored.

- After a pupil completes catch up, reflection time, or a consequence it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh. Unconditional positive regard is to be maintained.
- In addition to consequences pupils will be supported to reflect on their behaviour and be given an opportunity to problem solve for example they may be supported to repair the relationship, replace something that has been broken or tidy a classroom that has been disrupted.

It is expected that teachers and pupils begin each lesson afresh with optimism and encouragement for success. If a pupil's inappropriate behaviour persists then there are a variety of options that may be taken all of which will use our understanding of attachment and trauma in order to hypothesise about impacting factors and support personalised action planning:

- Contact should be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.
- The class teacher will discuss their concerns with the pupil and a supportive target for behaviour will be set, identifying why there is a need for change and how the pupil will be supported. The class teacher will work collaboratively with the pupil / parents / carers to identify any reasons, concerns or difficulties. This can be supported by the Pastoral team if necessary. A plan-do-review approach will be taken, with records kept
- If after an agreed time the pupil continues to struggle, the pupil will attend a meeting with the teacher and a member of SLT. At this time the Class Teacher will inform the pupil's parent/carer of the situation and share the pupil's behaviour target with them. A plan- do-review approach will be taken, with records kept.
- Solution circles request made by class staff and carried out with appropriate staff. The creative problem-solving tool will help staff to plan, do and review. (Appendix 4) and identify any additional support, external or internal that may be necessary.
- If the pupil continues to struggle to achieve an expected standard of behaviour required for successful learning, the class teacher and member of SLT will arrange a meeting with their parent/carer to discuss the issues being faced.
- If a pupil struggles at more unstructured times such as break/lunchtime and is perceived to be at risk of harming themselves or others by not following adult guidance then they will either be supervised 1:1 by a staff member or follow a 20/20/20 structure. This will be within an agreed timescale through a plan-do-review process.
- It may be decided that it is in the pupil's best interests to give them some supported time away from their class, for example with another member of staff or, in consultation with the pastoral team, in the Thrive Room or the office of a member of SLT.

Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out.

Procedures for Damage to Property

Restorative approaches offer a positive solution where property has been damaged. This enables the young person to make amends for the damage in a positive way that encourages them to feel a sense of belonging to the school as a physical community that is there for their benefit. Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to complete a site task which enables the site person to fix the problem. This could be after school. If the damage to property persists the pupil will be expected to contribute towards the cost of the damage. When damage to property occurs, staff are to inform the business manager. After evaluation of

the damage a decision will be made if a contribution will be requested in discussion with parents/carers. Decisions will be made on an individual basis.

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

Exclusions

Fixed Term Suspensions

Percy Main Primary believes that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Percy Main Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Restorative Practice

Percy Main Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way.

Restorative approaches are based on four key features:

RESPECT: for everyone by listening to other opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

The restorative questions are displayed in every classroom (Percy Main Primary Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Children with Social, Emotional and Mental Health Problems

Structure and boundaries to help to create a safe harmonious community.

Due to the differing needs of our pupils, they may not follow an instruction due to their differing levels of cognitive and emotional understanding of a situation, boundaries however are expected to be maintained and staff are expected to deal with them in a calm consistent manner, adopting the PACE approach (Refer to Appendix 3)

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. A Thrive assessment and support may also be appropriate.

In these cases, the Head/SENCo/SLT/Care, Guidance and Support Officer/SMHL will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Reasonable Force

At Percy Main Primary School the majority of staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

The Percy Main Way

This is how we do it here...

At Percy Main Primary School high expectations of learning, behaviour and respect for each other underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit of excellence every day.

Visible Adult Consistencies	Rules	Over and Above
Meet and Greet First Attention to best conduct Calm and caring	Ready Respectful Safe	Values Effort Initiative

Relentless Routines
1. Wonderful Walking 2. Legendary Lines 3. Hand signal for stop 4. Eyes on me 5. Tremendous Transitions

Stepped Sanctions	Microscript (30 second scripted intervention)	Restorative Conversations
1. Reminder (3 rules) privately if possible 2. Caution (outlining behaviour and consequence) 3. Last Chance (30 second intervention) 4. Cool off (time in Calm den/another class/Thrive room) 5. Repair (restorative	<ul style="list-style-type: none"> • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At Percy Main, we... (refer to the 3 school rules - ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time. 	<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?

Appendix 2 - Restorative Practice at Percy Main Primary School

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Appendix 3 - Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary criticise the behaviour, but not the pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the pupil.

Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

Examples of PACE used with pupils at Percy Main Primary School

Situation: Pupil in heightened state of anxiety, attempting to climb the perimeter railings and not following instructions to come down.

Application of PACE:

Playfulness – Use playful language to de-escalate the situation. "Goodness me I really would rather you came down. Problem is that if you fall I will have to fill out a lot of forms and I'm a bit like you - I don't really like writing."

Acceptance - the pupil is experiencing extreme anxiety as a result of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel (e.g. "I can see that this has made you feel really upset"). Avoiding saying things like, "Oh it doesn't matter, don't be upset about a silly fall out."

Curiosity- Enquire and check what the young person's emotional experience is. "I wonder if you're feeling in the red zone because of what X just said?"

Empathy - Show that you understand that how difficult they are finding things. "I understand that this must be really difficult for you. I know that when I am feeling upset I just want to run away from everything."

Using PACE and a calm approach, the pupil's anxiety decreased and they came down off the railings. They went with an adult to the Sensory Room. Instead of imposing consequences, once the pupil was calm, a discussion was had about the dangers of climbing the railings. The pupil was able to reflect on their behaviour and think of alternative things they could do next time

Appendix 4- Solution Circles:

This is a short and powerful group problem solving tool that is to be facilitated by the Headteacher following training with the Educational Psychology Service. It's effective in getting "unstuck" from a problem.

Each circle will last approximately one hour. The solution circle structure has been adapted to promote the use of an attachment lens when considering the factors underpinning a child's behaviour.

The structure used is as follows:

1. Problem presentation/story
2. Theory generation
 - Which attachment style/s seem relevant?
 - What do we know about internal working model of self/other/world?
 - What unmet needs do they have?
 - What skills are underdeveloped?
 - Is the shield of shame relevant?
3. Dream Team
 - Generation of potential strategies to address identified theories
4. Explore and clarify solutions
 - Which strategies are positive and possible?
5. First step action plan