Relational Based

Behaviour for Learning

Policy

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Relationship based behaviour for Learning policy

 "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

At The Forum Centre, we aim:

• To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members

• To help children and young people (CYP) develop a sense of worth, identity and achievement

• To help CYP to form positive internal working models of self, others and the world

• To help CYP to develop the ability to self-regulate following a period of co regulation

• To help all CYP to accept responsibility for their own actions and to consider the impact of their behaviour upon relationships through the use of restorative approaches

• To develop in all CYP the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

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 kindness to all members of the school community, promoting strong relationships between staff, pupils and their families.

• 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 pro-social 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 (playfulness, acceptance, curiosity, empathy) (see appendix 1) 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 exhibiting anti-social behaviours need to be regarded as vulnerable and showing distress rather than troublesome, we all have a duty to explore this vulnerability.

• Staff need the same mentality towards barriers to learning as they do to safeguarding. If you notice something you consider to be a factor, (eg losing focus, sleepy, poor handwriting, reluctance to read) you should be recording it so that it can be followed up. Things can get missed if you assume someone else has dealt with it.

• 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.

Staff will support pupils to develop positive internal working models, form positive relationships, meet their need for belonging and safety to open up to learning in order to develop their ability to:

• Follow instructions from peers and adults**.**

• Be kind to others in words and actions

• Respect themselves, other people and their property.

• Move safely and sensibly around the school.

• Challenge themselves in their learning showing determination to achieve their ambitions.

The Forum staff will do the following to help our pupils meet these expectations:

• 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 timeout 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

• TFC policy is that staff will not use sarcasm to embarrass pupils who are struggling to regulate

• Will respond calmly to help pupils become calm

• 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.

• Demonstrate unconditional positive regard

• Empathise

Pupils who experience high anxiety:

Due to the differing needs pupils sometimes are in a state of high anxiety. We offer pupils different calming strategies and areas around the school for them to regain composure and be supported through co-regulation strategies.

To help lessen anxiety and help pupils to self-regulate they also have access to:

Primary

• Safe spaces outside the classrooms

• Outside space to physically cool down

• Offices (SLT, DSL, SENDCo)

• Reception Area (Foyer)

• Interventions specific to their needs

• One-page Profiles

• Calmer classrooms using sensory strategies

• Key Workers / phase teams

• Therapeutic thinking trained staff

• Trauma informed trained staff

• Creative therapies

Secondary

• Outside regulation space

• Time out

• Interventions specific to their needs

• One-page Profiles

• Calmer classrooms using sensory strategies

• Key Workers / Year teams

• Therapeutic thinking trained staff

• Trauma informed trained staff

• Creative therapies

Proactive timetabling/groups

Supporting Appropriate Behaviour:

 Modelling

One way that pupils learn about both pro-social and anti-social behaviour is by observing others. Pupils model their own behaviour on other people's responses, therefore it is important that they are given the opportunity to observe positive role models.

"Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency (….) The adults who work with the most difficult of behaviours are always in control of themselves before they attempt to take control of others" (Paul Dix, 2017)

The Forum is committed to providing positive role models for our pupils:

• Staff model pro-social, positive behaviour at all times

• Staff highlight pupils' pro-social behaviour to their peers - Staff acknowledge and reward pupils' pro-social behaviour

•Older pupils are given opportunities to act as positive role models to younger pupils (e.g. having a position or responsibility or mentoring role).

• Pupils are given first-hand experience of a wide range of aspirational role models from outside of the school (e.g. inviting guests into the school, via work experience)

Praise and positive reinforcement and reward

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that pro-social behaviour choices have good consequences. This can be used to recognise and reinforce pro-social behaviour.

Positive reinforcement may take the form of different approaches across each Key Stage and for individual pupils:

• Acknowledgement of pro-social behaviour

• Lesson points reward voucher scheme

• Positive messages communicated to parents / carers through "Good News" cards/emails / telephone call home

• Responsibilities around the school i.e. helping with breakfast / breaktime snacks

• Reward trip

• More subtle forms of praise for pupils who find overt praise difficult to accept

• Recognising and celebrating achievements both in and out of school.

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 pro-social 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 therapeutic thinking and relational 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.

Communication – Appropriate language

Relational Approach

Many schools are turning to relational approaches to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. Relational approaches have been found very effective in improving behaviour and attitude as it promotes telling the truth, taking responsibility, acknowledging harm as a response to conflict and in doing so creates accountability. (Appendix 2) Relational approaches are not intended to replace the use of consequences but support the decision making process and bring about understanding of the need to restore the relationship that has been damaged by the behaviour.

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.

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 1)

Staff should ensure consistent routines for their classroom and for when their pupils are around the school. These expectations are reinforced through keyworker time and interaction with pupils. It is everyone's responsibility to support children where these expectations are not met, but equally to comment positively when they are. Appropriate levels of staff supervision will ensure these unstructured times are as successful as possible.

Good routines should be in place for:

• Start and end of day

• Transition times

• Moving around the school

• Break and Lunchtimes

• Taxi time: Start and finish of the day

Thinking of a child as behaving badly predisposes you to think of punishment. Thinking of a child as struggling to handle something difficult, or distressed, 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.

• Contact may be made with families 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.

• 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.

• 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, 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 anti-social behaviour. Staff must reassure the pupil that the anti-social 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 anti-social 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 keyworker 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 keyworker will work collaboratively with families to identify any reasons, concerns or difficulties. This can be supported by the phase/year leader if necessary. An assess, 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 keyworker and their phase leader. At this time the keyworker will inform the pupil's family of the situation and share the pupil's behaviour target with them. An assess, plan-do-review approach will be taken, with records kept.

• Circles around the child requests made by subject staff and carried out with keyworkers /phase leaders / senior staff. The creative problem-solving tool will help staff to assess, plan, do and review. (Appendix 3) and identify any additional support, external or internal that may be necessary.

• In the Primary setting circles around the child requests made by class staff to EP and carried out with EP and primary staff.

• If the pupil continues to struggle to achieve an expected standard of behaviour required for successful learning, the class teacher or keyworker will arrange a meeting with their family to discuss the issues being faced. This may be supported by a member of the SLT if appropriate.

• 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 SLT, elsewhere in the building.

The Forum Centre holds a strong ethos of non-exclusion/suspension unless unavoidable. However, exclusion/suspension may be used on the grounds of health and safety if the behaviour displayed is potentially harmful to themselves or others (absconding, assault, bullying including cyberbullying, damage to property, repeated racism or homophobia) Exclusion/suspension will only be undertaken with a view to the safeguarding arrangements in place in each individual case. Only the Headteacher may exclude a pupil, or the Deputy Head Teacher acting in the position of Headteacher in the absence of the Headteacher. See guidance:

https://www.gov.uk/government/publications/school-exclusion

If a pupil struggles at more unstructured times such as break 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 have their break indoors at an alternative time. This will be within an agreed timescale through an assess- plan-do-review process.

High Structure and Boundaries

Work – Catch up.

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 subject staff, keyworker or phase leader. 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.

Time available for pupils to attend lost learning

Secondary

• Break time

• Working lunch

• Discuss with parent for work to be sent home

•Arrange a time after school.

Primary

• Break time

• Thank you time

Behaviour – Reflection

After all other avenues have been exhausted pupils will be given additional time for reflection. During this time a member of staff will work collaboratively with the student to develop strategies, and interventions which will help promote the pupil's awareness and self-regulation of behaviours.

Time allocated for reflection for secondary

• Break time

• Working lunch

• Discuss with parent for work to be sent home

Time allocated for reflection for primary

• Break time

• Thank you time in primary

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. Where challenging behaviour is due to a special educational need, appropriate support will be put in place.

Procedures for Absconding

If a pupil absconds from the school building, families are informed immediately and a dynamic risk assessment is conducted by the SLT in order to establish next steps. We will inform the Police within ten minutes or sooner dependent on the vulnerability of the pupil. If a pupil does not return home

after the normal school day, it is the responsibility of parents/carers to contact the Police and report the pupil as a missing person. All incidents of absconding must be recorded on schoolpod.

Procedures for Damage to Property

Restorative approaches offer a positive solution where property has been damaged. This enables the CYP 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, which is to 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 finance manager. After evaluation of the damage a decision will be made if a contribution will be requested in discussion with families.

Decisions will be made on an individual basis.

Example limit-setting approaches:

Normal classroom management strategies should be in place to support pro-social behaviour. The Praise to criticism ratio should be 5-1 and this enables staff to highlight expected behaviour, build self-esteem and foster positive relationships.

Restorative chat	Initially a restorative reminder should take place with the pupil. This should be done with purposeful and positive reminders that the pupil can meet the expectations set. PACE may be used here.
Break reflection	A restorative chat demonstrating empathy and concern to take place at the end of the lesson stating clearly and calmly behaviours to change. This should be seen as an opportunity to engage with the pupil and understand what the behaviour is communicating through the use of wondering aloud techniques.
Lunchtime Catch up	This should be seen as an opportunity to engage with the pupil and understand what the behaviour is communicating. Lunch time reflection/lost learning. Persistent anti-social behaviour throughout the school day leading to unacceptable points will result in a lunchtime consequence for loss learning and/or reflection time. **Parents will be informed at the end of the school day.**
Loss break/ lunch reflection time to complete tasks and reflect on behaviours.	Persistent and/or serious breaches of school rules. For example: • Repeated refusal to work • Repeated verbal abuse • Absconding • Damage to property – Staff are to inform Finance Officer and contact parents informing of potential costing. If there is a costing a letter is to be sent to parents inviting them to school to discuss incident and payment. • Bullying • Racism
Parents / carers will be informed Police involvement may occur	• Serious malicious behaviour towards staff or pupils • Safeguarding breaches • Fighting • Smoking/vaping at school (automatic breaktime reflection} • Repeated inappropriate/sexualised behaviour

Meeting with families Involvement of other agencies Individual out of classroom support Potential suspension on the grounds of health and safety Bespoke package to increase one to one staffing where possible Discussion with LA inclusion team Emergency interim review of EHC plan Potential Permanent Exclusion on the grounds of Health and safety	• Repeated deliberate damage to property including vandalism and computer hacking. Supply/possession/use of controlled or illegal drugs and solvents or their paraphernalia, or substances intended to resemble them • Repeated possession of tobacco • Blackmail, intimidation, racism or homophobic abuse • Bullying • Serious actual or threatened violence against another pupil or a member of staff • Sexual abuse or assault • Carrying an offensive weapon – Police MUST be informed if a knife is brought into school by a pupil. Please inform SLT • Arson • Unacceptable behaviour which has previously been reported and for which school consequences and other interventions have not been successful in modifying the pupil's behaviour • Other serious misconduct by a pupil or parent (by association) which affects the welfare of a member or members of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises. The Forum Centre will endeavour to help pupils to self-regulate and manage their behaviour more successfully, if any of the behaviours mentioned above are displayed by pupils, this dependant on the nature and frequency, may trigger a meeting with parents and involvement of other agencies to support identification of needs and additional ideas as to what behaviour may be communicating.

Recording behaviour

The Forum Centre monitor pupil's behaviour and records incidents, including Physical Restraint using an electronic system called Behaviour Watch. Behaviour points are also recorded at the end of every lesson. Detailed chronologies are kept up to date for each pupil and are managed by Keyworkers through Behaviour Watch. This helps The Forum track pupil progress or highlight areas of concern. We also monitor pupil's emotional development through Motional. This is recorded by keyworkers and contributes towards the annual review process.

Physical Intervention

Although every opportunity will be taken to de-escalate a situation and support pupils to regulate there will be occasions when pupils lose control a physical intervention may be necessary to keep themselves and others safe. All staff at The Forum attend annual training and refreshers throughout the year in the use of Therapeutic Thinking (STEPs) and follow the policy and procedures for Physical Intervention. A core team also undergo MAYBO training to ensure that safety of pupils and staff is always our key focus. Parents will be informed if their child is involved in a significant incident.

Please refer to the DFE document: https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention

A meeting will be held led by a member of SLT to discuss the intervention and debrief. It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and most importantly, restore the relationship. Please refer to guidance above.

Safeguarding Duties

All staff are responsible for considering whether any anti-social behaviour gives cause to suspect whether a pupil is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the School's Safeguarding procedures. The School will also consider whether continuing anti-social behaviour might be the result of unmet educational or other needs. At this point, The Forum will consider whether support systems such as an Early Help or TAF meetings are needed to be put in place and whether liaising with external agencies is necessary or appropriate.

Keeping Children Safe in Education 2023:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

Searching Pupils and/or their Possessions

When information has been received, or there is a well-founded belief that inappropriate material has been bought into school, the school may carry out searches of pupils and/or their possessions. Only the Head teacher and authorised members of staff may conduct a without consent search of a pupil and/or their possessions. The school does not conduct intimate searches and only outer clothing will be required to be removed. The consent of the pupil will usually be obtained before conducting a search unless the Head teacher and authorised members of staff reasonably suspects that an item has been, or is likely to be, used to commit an offence or cause personal injury or damage to property.

All personal searches will be conducted by a member of staff of the same gender as the pupil and in the presence of another member of staff. A search may also be conducted off school premises where the pupil is in the lawful control of the school. Items which may be searched for include any item banned under the rules of The Forum and any other item identified as such by law. If the item is an electronic device, the school may examine and erase any data from the device if the school considers there to be good reason to do so. Parents will be informed of any search conducted of their child and/or their child's possessions. The school will keep records of all searches carried out within Behavior Watch, including the results of the search and any follow up action taken.

Pupils at The Forum are not permitted to bring mobile phones, vapes or similar devices in to school. Any mobile phones used during travel are permitted as long as they are handed in to the staff on the door. Pupils found to be in possession of a mobile phone during the school day will have the phone confiscated and returned at the end of the school day. If the pupil continues to bring in a mobile phone it will be confiscated until parents/ carers are able to collect it from the school. Vapes are not to be used on school site and must be handed in. Please see guidance:

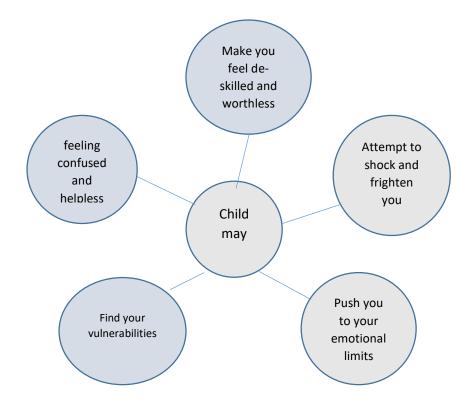https://www.gov.uk/government/publications/searching-screening-and-confiscation

The Role of Families

Families have a vital role to play in their child's education. It is very important that families support their child's learning and co-operate with the school to promote positive outcomes. The school is very conscious of the importance of having strong links with families and good communication between home and school, working collaboratively with families. The school will ensure that families are kept informed as to their child's behaviour at school, so that pupils receive consistent messages about how to behave at home and at school.

The Schools Relationship based Behaviour for Learning Policy is accessible to all families via the school website and parents and pupils are asked to sign a home/school agreement when enrolling at the school.

If the school has to implement consequences for anti-social behaviour, families should support the actions of the school. If families have any concern about the way their child has been treated, they should initially contact the keyworker. The school expects all members of the community to adhere to the principles as set out in the Relationship based Behaviour for Learning Policy and therefore to behave in a prosocial manner within school. Incidents of verbal or physical aggression to staff by families of pupils in the school will be reported immediately to the Headteacher who will take appropriate action.

Staff wellbeing and supervision:

An SEMH setting can be an incredibly rewarding place to work. It can also be difficult and stressful. We recognise that in order for staff to be truly present and able to support pupils they need to be supported to stay well themselves. In order to support well-being, staff at The Forum will have the opportunity to:

•Attend/access staff well-being committee to address staff concerns/requests quickly

• Openly talk through any issues with a member of the SLT in a supportive and non-judgemental open-door approach

• Access informal support from their year team via/ supervisor/performance manager /listening ear/ Educational Psychologist and staff Governor

• Access formal support through a supervision style provision from the school Educational Psychologist upon request which will remain confidential, booked directly with the EP

• Access a confidential counselling service funded by the school (details displayed in staff areas)

• Receive support from the Occupation Health Service where appropriate

• Anonymously complete wellbeing questionnaires that will be scrutinised by SLT in order to address any common issues that arise through the responses.

Appendix 1: 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 The Forum

Situation: Pupil in heightened state of anxiety, attempting to climb on the roof 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 angry 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 fence. They went with an adult to the multi -sensory room. Instead of imposing consequences, once the pupil was calm, a discussion was had about the dangers of climbing the fence. The pupil was able to reflect on their behaviour and think of alternative things they could do next time

Appendix 2

Questions to support restorative conversations.

Can you tell me:

1. What happened?

2. What were you thinking/feeling at the time?

3. Who has been affected by this?

4. In which way?

5. What can be done make things right?

Appendix 3

Circle around the Child:

This is a short and powerful group problem solving tool that is to be facilitated by the school Educational Psychologist. It's effective in getting "unstuck" from a problem. Primary have used a circle around the child to good effect.

There is an expectation that a keyworker who knows the child well will attend each circle. Each circle will last approximately one hour. The 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