FamilyCare

Healing pasts • Building futures

Family Care Education

**Relationship Based Behaviour
Regulation Policy**

Contents:

"Too often we forget that discipline really means to teach, not to punish. A disciple is a student not a recipient of behavioural consequences".

Dan Seigal
The Whole Brainchild

Relationship Based Behaviour Regulation Policy

Family Care Education
May July 2025
Review date: July 2026

Introduction:

This policy outlines the approach of **Family Care Education** in promoting attachment-aware, behaviour regulation to support students with special educational needs (SEN). We are committed to creating a nurturing environment that incorporates the Secure Base Model Framework, the P.A.C.E model, Emotion Coaching, and emphasise staff's non-judgmental, curious, and holistic approach to understanding behaviour - Providing an integrated whole school attachment aware approach.

Our goal is to foster a positive school culture that encourages connection, inclusion, and respect for all in the school community while maintaining clear boundaries and expectations through a balance of high nurture and structure. Family Care Education acknowledge that in order for students to access the area of the brain that enables a student to learn, the student's brain first needs to feel safe and connected to others. Therefore, the safety found in secure relationships is paramount to enable students to access their education.

Aims and Objectives:

Our school is committed to the emotional mental health and well-being of its staff and parents/carers. 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. We are committed to fostering a positive school culture that promotes connection, inclusion, and respect for all in the school community. We celebrate diversity, ensuring that all students and staff feel valued and supported.

We aim to:

- Maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members.
- Help children develop a sense of worth, identity and achievement.
- Help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices.
- Develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.
- Develop in all children a deeper understanding of themselves.

We understand that behaviour has meaning and can signal a need for support which we will provide without diluting our expectations. It is acknowledged that members of the school community may have very different parenting experiences and

views on behaviour. However, the aim of our Relationship Based Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

Policy Scope:

This policy is for all staff, students, parents and carers, board members, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour. We understand that behaviour is driven by feeling, has meaning and can signal a need for support which we will provide without diluting our expectations.

When behaviour becomes unsafe, we will endeavour to bring about safety. Unsafe behaviour may indicate that the child has lost control. Our continuing message to the children and young people is that we care too much about them to allow them to be out of control, therefore we take control until the child is able to successfully do this for them-selves. (Links to Team Teach Policy)

Behaviour

Unsafe Behaviour is thought of as any behaviour that endangers or elevates risk of endangering the child, peers, staff, or members of the public. As well as any behaviour that breaks the rule of law or causes significant damage to the physical and/or psychological environment.

Context

We understand that a child or young person will escalate their behaviours to unsafe levels to illicit the appropriate caregiving response of support and teaching staff.   Low level behaviours (different for every child) once noticed will be acknowledged and supported. We do this through acknowledging the underlying feeling and reflecting observed actions, setting neutral limits where necessary.

Each child is different and has different needs to any one of their peers. With this in mind our approach must be child focussed and so we cannot have a one size fits all approach. However, should the child's loss of control escalate risk to themselves, others or the environment swift action will be taken to bring about safety. (Links Team Teach) In other circumstances we use Limit setting, choices where appropriate, Natural and Logical Consequences and restorative practices.

Limit setting – Also, See Appendix

Using ACT (Landreth and Bratton) as a guide for communication of limit setting, we support the children to understand the consequence of the choices they are making.

A. Acknowledge the Feeling

C. Communicate the limit.

T. Target the alternative, offering appropriate choice.

Restorative Practice – See Appendix

We support children in understanding the natural consequences of behaviour through nonjudgement. This is supported by use of Four R`s model by Dr Bruce Perry and restorative practice interventions.

Physical Intervention – See Policy Links

When a child's behaviour escalates the risk in the environment, Adults will use Team Teach techniques to bring about safety. When the child is able to, a conversation /exploration will take place to support understanding and bring meaning to the event. The above A.C.T can be useful in this exploration. Our continuing message is one of unconditional positive regard, of care and safety. "We care too much about you to allow you to be out of control"

Suspension and Exclusion

National Context – SEND and Exclusion: Pupils with SEND are disproportionately more likely to be exluded compared to the population as a whole.

a. Suspensions and Permenant Exclusions

Family Care Education acknowledge that the practice of suspension and exclusion works against Attachment Aware approaches particularly for young people who have experienced loss and rejection and is percieved as something negitive no matter how we frame it. It can retrigger thoughts and feelings of early life experiences. By prioritising understanding, proactive stratagies and intervention, we strive to foster a positive and inclusive school community for all students, avoiding any suspensions or exclusions where possible.

We acknowledge that suspension exclusion sometimes has to happen as a last resort to ensure physical and emotional safety of students, staff, members of the public and to ensure the safety of property and building.

If a child has received a suspension this will be to support processes in making the environment safe for the childs return. This time should be used to update risk assessments and follow up processes to ensure safe return, including but not limited to communication of updated plans and staff training where appropriate to the updated risk assessment.

The childs planned return to school will include:

- Exploration of circumstance that led to exclusion
- Restorative practice
- Commuinication of plans and upddated risk assessments to all stakeholders.

b. Avoiding Suspensions and Exclusions

Measures taken to avoid suspension of a young person include:

Restoritive practices: such as mediation, conflict resolution and reflective discussions to address the impact of behaviour on individuals and on the school community support the learning around rules and boundaries and encourage the student to take responsibility for their own actions and supports them to work towards repairing any harm caused.

Staff training and awareness.

Consistant attachement aware approaches amongst the team are essential to avoiding exclusions. Daily debriefs and reflective practice supports this.

Measures taken to avoid permenant exclusion of a young person include:

- Open communication between all stakeholders
- Increased support where appropriate
- Regular reviews
- Approaches as set out in this document
- Emergency review of provision able to be offered. Review of banding teir.

Roles and Responsibilities:

All staff will:

• Use Secure Base approaches to support micro interactions with children

- Support the development of trust being physically and emotionally available to the children
- Support the child in understanding their feelings through sensitivity.
- Support growth of child's self esteem through acceptance of the whole child.
- Support the child to feel effective through being alongside and "doing with" instead of "doing to" the child. We understand co-operation is key.
- Build the child's sense of belonging through communicating "School Membership" through our daily structure.

• be consistent in delivering our shared values through company frameworks and suggested communication methods.

• be consistent in delivery of primary preventative strategies for all children and young people. Including but not limited to Zones of Regulation intervention.

• Establish relentless routines within the classroom setting and daily structure.

• Model positive behaviours and build relationships.

• Plan lessons that engage, challenge, and meet the needs of all learners.

• Use an approach that recognises the child's brain state and adjusts support where necessary.

• Be curious about behaviour and provide appropriate challenge.

• Follow up every time, retain ownership and engage in reflective dialogue with learners.

• Never ignore, or walk past, behaviour that falls below the standard expected. The management of behaviour is everyone's responsibility. All staff will engage, use positive reinforcement and support where appropriate.

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:

• Develop and insist on a consistency in school that ripples through every interaction on behaviour.

• Be a visible presence around the site and especially at transition times.

• Celebrate staff, leaders and learners whose effort goes above and beyond expectations.

• Support staff in managing learners with more complex needs, support restorative, reflective conversations.

• Use behaviour data to target and assess school-wide behaviour policy and practice.

• Consistently follow up any reported behaviour incidents on Behaviour Watch

• Ensure 'consistency' runs through all levels of the school.

• Ensure induction of new staff in this policy.

Staff Wellbeing

Family Care Education fosters the culture of continuous learning and growth among staff by integrating the Secure Base framework into reflective practice, enhancing the quality of therapeutic education to our students.

To help manage stress and secondary trauma, and to reduce the likelihood of staff burnout the education team are supported by Family Care Therapeutic services and external agency PayCare.

    a.   Secure Base informed reflection. Staff will engage in reflective practices that consider the impact of relationships on student development and behaviour. To understand the impact of the therapeutic education task on them as individuals.

    b.   Safe and Supportive environment. We encourage an open and non-judgmental atmosphere where staff can feel comfortable sharing and reflecting upon their experiences.

    c.   Professional development. Reflective practice can be used as a tool for ongoing professional development, enhancing teaching strategies and improving student outcomes.

    d.   Reflective practice sessions take place every half term for each team.

    e.   One to one support sessions are tailored to the needs of individuals.

    f.   Staff can request additional support or be referred by their line manager.

Frameworks supporting this policy. – *Further information available in appendixes*

1. Secure Base Model Framework

1.1. Understanding Attachment

a. We recognize the profound impact of attachment on students' social and emotional development.

b. Staff are committed to being secure attachment figures for our students, promoting trust, emotional security, and confidence.

1.2. Creating a Secure Base

a. **Family Care Education** is dedicated to providing a secure base for students and staff, offering a safe and supportive environment where they can explore and grow.

b. Staff will prioritise building trusting relationships with students to create a sense of emotional safety.

c. Senior Leadership prioritise building trusting relationships with individual staff members to create a sense of emotional safety.

1.3. Promoting Exploration

a. We encourage students to explore their academic and emotional potential.

b. The school will foster a culture of curiosity and independence, nurturing personal and academic growth among all members of the school community.

2. Limit Setting Communication – Holding Boundaries

A – Acknowledge the feeling. Behaviour is driven by feeling.

"I can see that you are angry" "I'd be angry about that too"

By acknowledging (without judgement) the presenting feeling we are communicating that "We get it" We set the implication that the child is not wrong for feeling the way they do. We are accepting of what ever feeling they are presenting. We do this by being congruent in our meaning being mindful of tone of voice and body language.

The child needs to feel heard. If we go straight to the limit / boundary we dismiss the feeling. In doing so we invite opposition, and the focus becomes exclusively on behaviour and our judgment on it.

C – Communicate the limit *Neutrally*

When we set the limit, without judgement we are saying you are not wrong for wanting to do this. We understand that our value judgements on behaviour are not what is important in limit setting for children and young people in our setting.

We do this by being neutral, clear and concise.

"A *is not for* B" = "Adults are not for hurting" or "The toy cars are not for throwing at walls"

"X *is for* Y" = "The pens are for paper"

Statements such as…

"You shouldn't"

"You can't"

"You're not allowed".

"That's not okay".

…Should be avoided. We know that statements such as these indicate power over the child or young person and will create a desire to reclaim that power creating a power struggle.

T – Target the alternative by offering a choice of activities that meet the need of the original feeling. It is important that we have acknowledged the underlying feeling as here we can link into it to know what acceptable alternative to provide.

If a child was throwing toy cars at the wall because they were angry – offering a choice to use them on a car mat doesn't meet the angry feeling.

Examples of ACT may look like.

Throwing cars at walls

"I can see you are really angry. Cars are not for throwing at walls. You can throw the tennis ball at the wall or go kick the football at the fence, which do you choose"

Drawing on self

"I can see you look really sad. Felt tip pens are for paper. You could draw your feelings of the paper or use a clean paint brush to brush your skin. Which do you choose?"

As a next step we may have to use a logical consequence.

"If you continue to choose to do A, then you are choosing to have B"

= "If you are choosing to continue to throw the cars, you are choosing for the cars to be removed from the room"

= "if you are choosing to continue to draw on your skin, You are choosing for the felt tips to be removed from the room"

Following ACT we are providing unconditional positive regard alongside setting appropriate boundaries and logical consequences. We are offering choice, supporting autonomy, and allowing the child to remain in control.

3. The Four R`s – Dr Bruce Perry

Dan Hughes' 4 R's provides a comprehensive framework for nurturing secure attachments, promoting emotional regulation, and supporting children affected by trauma or disrupted relationships. We understand that the brain

first need is to feel safe and in relationship with the self and others before it can be open to learning, reasoning and repair. We consider this through two processes. Primary preventative, and Reactive measures.

3.1 – Regulate.- Supporting the Brainstem

Primary preventative measures focus upon safety within the environment. What do individuals need from their environment on a sensory level to feel safe.

Reactive measures for use in times of crisis. The focus of any period of dysregulation is to return to safety.

3.2 – Relate. Supporting and developing the Limbic System

Primary preventative – measure focus upon developing secure base relationships through our caregiving responses to children. Supporting children through experience and role modeling to develop a sense of self and find safe connections with others.

Reactive measures – for use in times of crisis. Focuses on connection and maintaining / protecting secure base relationship. Includes messages of care and safety and connecting activities.

3.3 – Reason. Supporting and developing the Cortex

Primary Preventative – Children are supported to learn reasoning skills through experience, planned interventions and role modeling through safe relationships. This supports children to make meaning out of experience.

Reactive measures –Family Care understand that children in a crisis maybe disconnected from themselves and not able to use reasoning skills. However, once a child feels safe and connected with their supporting adult, they may be able to be supported to understand and make meaning from an incident or difficult situation.

3.4 – Repair

Primary Preventative - Children are supported to learn reparation skills through experience, planned interventions and role modeling through safe relationships.

Reactive Measures - Family Care understand that children in a crisis may be disconnected from themselves and not able to use reparation skills. However, once a child feels safe and connected with their supporting adult, they may be able to be supported to understand an incident or difficult situation.

Links with **natural and logical consequences.**

4. Emotion Coaching

4.1. Recognising and Validating Emotions

    a. Staff are supported to recognise and validate students' emotions, even when faced with challenging behaviours.

    b. We aim to help students understand and manage their emotions effectively.

4.2. Teaching Emotional Regulation

    a. Our goal is to teach students how to regulate their emotions and manage stress in a healthy manner.

    b. We provide guidance and support to build emotional intelligence.

5. Non-Judgmental, Curious, and Holistic Approach

a. Staff will maintain a non-judgmental, curious, and holistic approach to understand behaviour, recognising the complexity of individual needs and experiences.

b. We will prioritise empathy and understanding when addressing challenging behaviours.

6. P.A.C.E Model

6.1. Playfulness

a. We approach our interactions with students playfully, creating an engaging and warm atmosphere.

b. Incorporating humour and creativity in our interactions, we aim to make learning enjoyable and engaging.

6.2. Acceptance

a. We practice acceptance, celebrating the uniqueness of each student.

b. Family Care Education support staff to approach students within the context of unconditional positive regard.

c. All students will feel valued and respected, regardless of their behaviour or challenges.

d. Staff remain self aware regarding their own thoughts and feelings relating to behaviour and discuss this in supervision or in a reflective session.

6.3. Curiosity

a. Our approach is driven by curiosity, enabling us to better understand students' needs, feelings, and experiences.

b. This curiosity will lead us to continuously adapt our support to meet their evolving requirements.

6.4 Empathy

a. We communicate empathy with our verbal, written and expressive communication.

b. Staff will continue to work on self-awareness through engaging in supervision and reflective communication.

7. Boundaries, Expectations, and Consequences

a. Clear boundaries and expectations around behaviour will be established and communicated to all students.

b. Behaviour management will be achieved through a balanced approach of high nurture and high structure, ensuring that students receive the support and guidance they need while respecting established rules.

c. Restorative practice, natural consequences and logical consequences are used to support students learning around boundaries and expectations.

8. Assessment, Monitoring, and Intervention

As outlined in the SEN code of practice, we promote a differentiated approach following different levels of intervention. To ensure that provision is bespoke, strategies are recorded using a range of tools such as IEP, Provision Maps, Regulations Plans and Pupil Passports. These will be jointly developed, agreed, and reviewed by involving key adults and the young person, parents and carers.

This policy should be used along side risk assessments and regulation plans to support the individual needs of students.

a. Assessment and monitoring tools:

Boxall Profilles	AET
SASS	RCADS
Strengths and Difficulties Questionnaire	National Curriculum
LASS	

b. Interventions Include:

ELSA, Sensory Circuits, Zones of Regulation

Therapeutic Input for supporting adults, Gross and Fine motor skills, Brain breaks

Story Massage

All information related to attachment assessments, behaviour support plans, and communication with parents will be securely recorded and maintained in compliance with data protection laws.

Policy Links

- PSHE Education Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- Restraint Policy
- E-safety policy
- Cyber-bullying policy
- De-escalation and positive-handling Policy
- Absconding policy

Review and Revision

Family Care Education is dedicated to creating a safe and nurturing environment for students, guided by the Secure Base Model Framework, The Four R`s from The neurosequential model of therapeutics, the P.A.C.E model, Emotion Coaching, and a commitment to a non-judgmental, curious, and holistic approach to behaviour. We commit to providing the necessary support to foster secure attachments, enabling our students to thrive academically and emotionally. This policy functions as a practice guide for this approach and is therefore reviewed whenever issues arise which generate new ways to articulate our approach, and otherwise annually.

This should involve an ongoing cycle that involves applying Attachment Aware principles into practice and policy development, disseminating through frequent training, reviewing effectiveness/identifying weaknesses and/or lack of clarity and problem-solving to further develop practice.

References and Guidance Appendix

Useful References and learning

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www.attachmentawareschools.com/emotioncoaching.php

Helpful ideas when introducing Emotion Coaching as a whole school approach in Primary Schools:

www.headteacher-update.com/best-practice-article/pastoral-support-emotioncoaching/152306

How to Introduce Emotion Coaching in Secondary Schools:

Implementation advice derived from small scale survey by Licette Gus and Laura MeldrumCarter (2016).

More detailed information about the survey can be found on:

www.sec-ed.co.uk/best-practice/student-wellbeing-emotion-coaching-in-school

1.   Attachment Aware School Pledge

Our school signs up to the following Attachment Aware principles:

Attachment is 'everybody's business' and underpins all our practice.

We recognise that all our behaviour is a communication and respond accordingly, with awareness of our own attachment styles.

We use our Attachment Aware Self-Evaluation Form as a working tool to guide our whole school practice.

We know that our school will succeed, and achieve good attendance and results, when the Social, Emotional and Mental Health (SEMH) needs of staff, children/young people and families is prioritised.

We recognise the importance of reflective practice, and support staff to build this into their everyday work, in order to effectively manage their roles.

We will do all we can to enable children and young people to remain securely based in our school.

We know that children and young people do best when professionals work collaboratively and harmoniously together with families/the wider community to address their needs.

We recognise that good leadership in schools will achieve these principles of inclusion.

2.   Top Tips for implementing an Attachment Aware Approach

a)   Recognise behaviour as a form of communication.

Consider what might be underpinning a CYP's behaviour. Don't immediately seek within-child explanations - e.g. labels such as ADHD, ASC. Consider the CYP holistically/ in context. Their behaviour might be a very normal response to adverse life experiences.

b)   Promote a positive approach.

Spot CYP behaving well/ doing the right thing. Offer specific and descriptive praise (or for those CYP who find it difficult to accept praise, offer discrete non-verbal feedback). Avoid global statements such as "good boy".

c)   Differentiate expectations.

How long should you expect a CYP who is hypervigilant to sit still during carpet time or assembly? - What might be realistic expectations (in terms of approach to a task) for a CYP who is terrified of failure? - Remember that work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability – even the risk of asking for help. - Model and explicitly teach what is needed for 'readiness to learn', including promoting a growth mindset approach. - Set up the expectations accordingly, so that CYP aren't set up to fail.

d) Differentiate response.

Some CYP perceive/experience public verbal reminders/prompts around expected behaviour very shaming. Consider non-verbal cues/gestures (agreed with the CYP, which can also powerfully remind them that you are holding them in mind). Always ensure that any disapproval expressed is of the behaviour and not the person (i.e. maintain a sense of unconditional positive regard).

e) Relationships first!

'Engage, don't Enrage'.

'Connection before Correction'

'The 4 Rs: Regulate, Relate, Reason, Repair'

Remember empathy comes before limit-setting/problem-solving around the behaviour. Use emotion coaching and attachment aware scripts – e.g. "I'm wondering if (you are shouting out "this is boring!" because) you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something, in case you might fail".

f) A whole school approach.

All members of staff are responsible for supporting the behaviour of CYP across the school. Attachment/ building relationships is everybody's business! The HT and SLT must lead the whole school attachment aware ethos to promote a consistent an Attachment Aware Behaviour Regulation Policy: through policy development, displays, choice of language, non-verbal behaviours, and communication with parents/carers, as well as those outside of the school community.

One or two 'key adults' working to support a CYP using attachment aware approaches is not enough. You need the whole school community to be signed up to an attachment aware approach.

g) Use agreed tools for recording, monitoring, and sharing planned strategies/support/progress around behaviour so that they can be consistently implemented.

Examples: Personal Education Plans (PEPs) for Children in Care and Previously in Care; the Secure Base Model Checklists, Action and Progress Plans; Pastoral Support Plans (PSPs); Individual Education Plans (IEPs); Provision Maps; Pupil Passports. These should highlight strengths and areas of resilience - not just within child but also family/community factors. Include key triggers to avoid escalating situations (e.g. using a loud voice/ threatening body language/ publicly admonishing/ confronting). CYP and their parents/carers need to be involved and central to this process.

Consider who else might need to be involved in support – e.g. other key adults or agencies such as CAMHS or Social Care?

h) Small actions can make a big difference!

Even smiling at/greeting a CYP on their way into school can really add to their sense of belonging / feeling liked, respected, and valued.

i)   Don't expect immediate results or returns!

A CYP might be very dismissive of you behaving in a kind/empathic manner towards them, but this doesn't mean that your actions weren't important, or valued! It may just mean they are not in a good place to be able to receive kindness and/or that they need lots more experiences of this positive approach/kind behaviour to even begin to internalise a positive sense of self.

j)   Expect sabotage from some CYP and name it, where appropriate - Dan Siegel's 'Name it to tame it'.

For example, "Amy, I am wondering if you trashed the room because it feels like too much pressure on you to keep showing such good behaviour all morning, and maybe you are scared of disappointing me or yourself?"

k)   Recognise that what you feel is a likely indication of how the CYP feels.

If you feel helpless/stuck/frustrated/angry, this is often an important indication of how the CYP is feeling inside and what they are projecting out.

l)   Be cautious around suggestions of a 'fresh start'.

Often people start to look for fresh starts such as another school for a CYP when they feel stuck. Don't assume anyone else will be able to manage the behaviour any better/ feel less stuck! The problem just becomes someone else's to deal with! Always consider whether this is really best for the CYP. Often CYP who unconsciously push others away through their behaviour are the ones who have experienced the most rejection and are most successful at being repeatedly rejected/ excluded.

Sarah Ahmed December 2017

3.   Attachment Aware and Emotion Coaching Frameworks Attachment Principles

Attachment Theory is increasingly being recognised as one of the key theories within child development that explains why some children and young people do better in school and life than others.

Attachment is central to our well-being and affects us all. This guidance endorses the principle that attachment is everybody's business. We are all shaped by our early relationships and our behaviour is influenced by our attachment experiences. 'All of us, from the cradle to the grave, are happiest when life is organised as a series of excursions, long or short, from the secure base provided by our attachment figures' (Bowlby, 1988)

Secure Base - Bowlby described how a secure base is provided through a relationship with one or more sensitive and responsive attachment figures who meet the child's needs and to whom the child can turn as a safe haven, when upset or anxious (Bowlby, 1988). 'The concept of a secure base is essential to our understanding of relationship formation and children's development. It links attachment and exploration and provides the basis of a secure attachment.' (Schofield and Beek, 2014) We all need a secure base in life. School is an important secure base for all children and young people, but for some, it may be the only secure base that they have experienced and therefore is hugely important.

4.   The Secure Base Model

The Secure Base Model (Schofield and Beek, 2014) is a resilience-based model that provides a positive framework for therapeutic caregiving that focuses on the interactions between caregivers and CYP on a daily basis.

The Secure Base model for schools
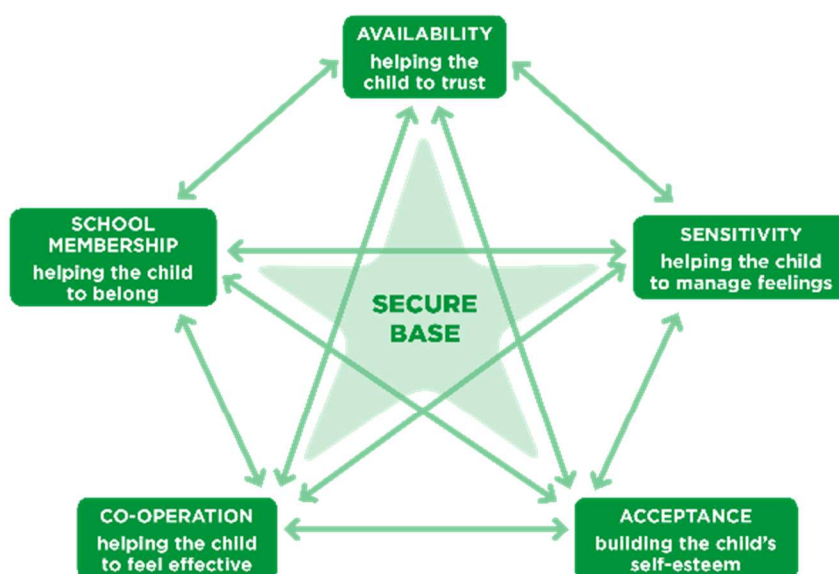
Research (Beek and Schofield 2004 & 2005) has demonstrated that, over time, positive caregiving across the five dimensions provides a secure base from which the child can explore, learn and develop in a positive direction.

The Care Giving cycle can be used to support staff to gain insight into how their thoughts/ feelings / Behaviour directly links to the thoughts / feelings / behaviour of students. This is used as a reflective tool.

The caregiving cycle
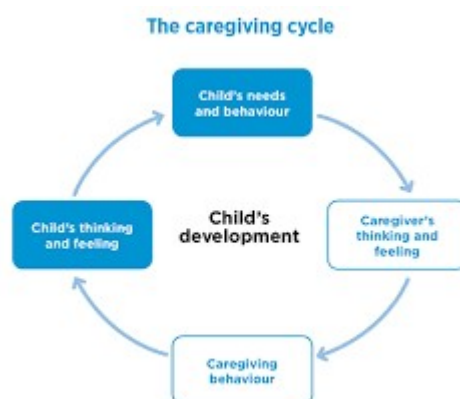
For further information and resources, see:

https://www.uea.ac.uk/providingasecurebase/the-secure-base-model Developing an Attachment

5.   Emotion Coaching

Emotion Coaching is inextricably linked to the Attachment Aware framework. Emotion Coaching was originally a parenting strategy (John Gottman, 1997) which has been developed by Dr Janet Rose and Louise Gilbert and applied in the school environment. They took Gottman's five steps of Emotion Coaching and developed a school friendly program that uses four core steps to help engender emotional resilience, empathy and problem-solving skills within children and young people (Rose et al 2015).

This is focused at the whole school level. Emotion Coaching is based on the latest research from physiology and neuroscience and provides a structure to aid emotional behavioural regulation. The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice.
- Behaviour is a communication.
- Emotional 'first aid' (calming, soothing) is needed first: 'Connect before re-direct' (Siegel, 2013), 'Rapport before reason' (Riley, 2009)
- 'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gus, 2017)
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting, and carrying - their emotional state). This also involves explicit teaching and modelling.

The following animations give helpful summaries of EC for parents and teachers:

https://www.youtube.com/watch?v=7KJa32r07xk

https://www.youtube.com/watch?v=x8bKit_VZ3k

The approach to behaviour endorsed in this Guidance is an Emotion Coaching style.

Further information on/ and practice for schools using this style, including the use of scripts in different scenarios, can be provided through local training on Emotion Coaching. This training will be offered by the Educational Psychology Service and includes follow up 'embedding sessions' for staff. Schools will also need to think about how they involve parents and carers, and the wider school community in using this approach.

Schools are advised to liaise with their link EP to plan this.

Five Steps of Emotion Coaching
Dr. John Gottman

STEP 5: Set limits and problem solve.

STEP 4: Communicate empathy and understanding.

STEP 3: Help your child verbally label emotions.

STEP 2: Recognize emotion as an opportunity for connection or teaching.

STEP 1: Be aware of your child's emotions.

The Gottman Institute
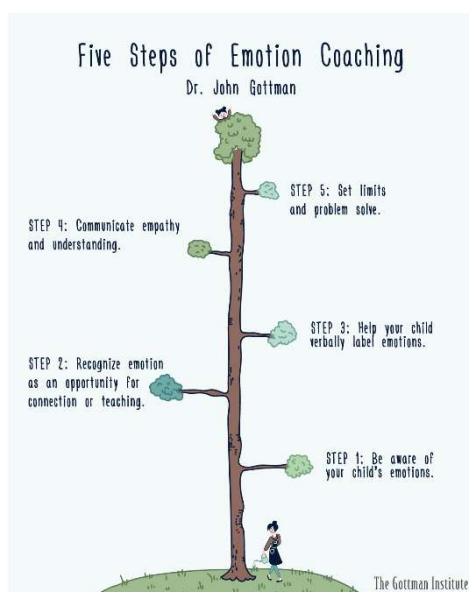
Emotion Coaching: The Evidence Base - Research on Emotion Coaching as a whole school approach suggests that it can improve the child's ability to regulate their feelings and has a positive effect upon teacher-pupil relationships. 'Emotion coaching can contribute to the promotion of sustainable, holistic improvement in wellbeing for pupils, school staff, and families' (Gus et al 2017). Furthermore, it can lead to better outcomes (including academically) due to improved emotional well-being, awareness and literacy of pupils, staff and parents/carers. Thus, key principles from this approach have been incorporated into this Guidance.

6.   Consequences & Restorative Practice

Information taken from:

Natural and Logical Consequences - staff (English).pdf

*Con*sequences help show children and young people that they have an impact on the world and can help to establish secure boundaries. It is important that consequences are natural or logical in order to show cause and effect e.g. the consequences need to be clearly linked to the behaviour. Children/young people who experienced difficulties in early childhood can often have beliefs that they must be inherently 'bad', rather than recognising that it is the behaviour that is causing the problem. Traditional behaviour management strategies, (isolation from peers through detentions or exclusions, punishments for 'negative' behaviour and rewards for 'positive' behaviour) aim to address behaviour but can fail to link cause and effect – often leading to feelings of shame.

Children/young people who have difficulties in their childhood are often sensitive to anything that they perceive as unfair (because life has been so unfair to them). They need approaches that help heal what they have experienced, not correct the way they manage their emotions. Behaviour is a form of communication. Children act in ways that may seem inappropriate because they have not found a way to express their feelings and needs more effectively. We must look behind the behaviour to what they are trying to tell us, not just focus on the behaviour itself.

Natural Consequences

Natural consequences occur without you having to do anything e.g. when a pupil doesn't complete homework, they have to admit to the teacher that they haven't done it, if they refuse to eat lunch they will be hungry, if they refuse to wear a coat outside and it rains they will get wet, or if they turn up late to class, they miss the instructions and won't understand the work. This helps pupils to learn cause and effect. It is also a time for education staff to provide nurture. This will help the pupil to

learn that they can trust you to help them, and that when they make a mistake they will still be valued by adults who care about them.

Although natural consequences can help children and young people, there are times where natural consequences are not suitable:

1. When they could be at risk e.g. putting themselves or others in danger

2. When natural consequences have negative impacts on others e.g. damaging others property / hurting other people

3. When the natural consequences don't seem negative to the young person but the natural consequences could impact their health and wellbeing e.g. consumption of energy drinks may lead to a ban in school and confiscation

Logical Consequences

If natural consequences are not possible or safe you should use Logical Consequences. These are consequences that are enforced by adult in charge (education staff) and should be directly linked to the behaviour. For example, if a pupil is playing with a football in class, after being told to stop and it hits somebody. The child should then start learning cause and effect e.g. If I don't listen when I am doing something unsafe, then I will not be able to play responsibility and have to repair the damage to someone else.

The Natural Consequence is that they have hurt someone and they feel bad. This behaviour is unsafe, so a logical consequence is likely needed. The Logical Consequence is that the pupil's football is removed for the rest of the day and they work with an adult to apologise for hurting the other pupil.

When thinking of Logical consequences remember the 3Rs of consequences:

• Related – Must be related to the behaviour.

• Respectful – Ensure not to blame or shame the child/young person.

• Reasonable - The child/young person and the adult must see the consequence as reasonable.

Also guarantee you can carry out the consequence. If you can't then they will not believe future consequences.

 IMPORTANTLY REMEMBER to carry out this consequence with empathy and ensure the child/young person is not hurt by the consequence (do not shame).

ILLOGICAL CONSEQUENCES

Illogical Consequences provide no learning experience for the child because the consequence does not directly link to the behaviour e.g. child/young person refuses to do the work in class and the teacher confiscates their mobile phone for the day. When the child/young person finds it difficult to understand the link between the punishment and incident it can leave them with feelings of shame, which can lead to the situation escalating as the child becomes angry in attempt to reduce the shame.

Loss of Breaks

Loss of break time or lunch time (unless the behaviour occurring during this time is unsafe), is generally more of an illogical consequence. However, if schools behaviour policies include this, the time would be best spent having conversations with the pupil about what the problem was and finding solutions together. Consequences are usually most beneficial if the pupil is part of and involved in the process. For more information, see resource of Collaborative Problem Solving. Many children/young people who have difficulties understanding cause and effect, also have difficulties regulating their nervous system, which

often leads to challenging behaviours (see Regulation, Window of Tolerance resource). Break and lunch times are often opportunities for pupils to engage in exercise and other regulating activities, so if this is removed, you may actually be increasing the likelihood of seeing dysregulated and 'challenging' behaviours when back in class. It's worth remembering that for some young people, the unstructured break and lunch times are when there are the most difficulties. For these young people, it may be helpful to create an alternative space where there is a little more structure and supervision, but they still retain the opportunity to engage in a regulating break time.

Relationship Repair

Some children may not have experienced relationship repair from caregivers, so it is important to do this in order to model to the child/young person. You will help them to learn that although relationships may experience a rupture (e.g. you implemented a logical consequence), there is always the possibility of repair, and that your relationship is stronger than the incident. When repairing your relationship try to remember the following:

- It is ok to admit you may not have reacted how you would have liked in the moment. Sometimes we can be dysregulated in the moment and need time to reflect on our actions. You may want to think about how the incident affected you and why it may have caused you to 'flip your lid'. Take the time to regulate before speaking with the child/young person.
- Invite them to speak with you in a quiet space where you won't be disturbed. Use a gentle tone and you may something like "Hey, I made a mistake earlier, could we talk about it?" or "Earlier was difficult, I'd like to check in with you and see if you're ok." If you realise you did something wrong then apologise. This is an important skill to model for children/young people.
- Sandwiching consequences or discipline between attunement and relationship repair is known as 'Connection with Correction: The Two Hands'. The Resilience Project has a resource which explains this further.
- Hold a PACE-ful stance (Playfulness, Acceptance, Curiosity, Empathy) when having the repair conversation. Being curious about why the child/young person carried out the behaviour will give you an insight into their feelings that triggered the event. You can then accept and empathise with their feelings, and help them put meaning to their behaviour. This repair conversation can help them understand the consequences you've put in place in a way that is non-shaming, as they are still feeling the warmth and care of your relationship.

For videos and further information regarding Restorative practice please see:

What is restorative practice? (anti-bullyingalliance.org.uk)

7.   Relationships

Relationships and understanding behaviour in context

This Guidance reminds school staff to consider context when interpreting all behaviour. All behaviour, however bizarre it may seem, makes sense at some level – what is the story? There is often a tendency to look for within-child factors – i.e. 'What is wrong with the child?' This can often lead to a search for a label or diagnosis, which is not always helpful, especially when planning effective SEMH interventions.

Thinking about the child/young person systemically, within a risk and resilience framework (e.g. child/young person, family, community) is both helpful and important. For further information on resilience, we recommend: http://www.boingboing.org.uk/

The importance of relationships.

Relationships are central to our sense of belonging and to our emotional well-being. This includes: staff-pupil, pupil-pupil, staff-staff, staff-parent/carer, child-parent/carer relationships.

Promoting positive school staff relationships and emotional well-being

In order for school staff to be able to effectively build relationships with CYP and parents/carers, they need to firstly prioritise their own emotional well-being and staff relationships. The school ethos and professional practice needs to foster this, through both informal and formal practices, such as: reflective practice opportunities (including workgroup discussions, peer supervision/support using different models such as collaborative problem-solving); team building opportunities; linking with support partners including Local Authority and Health colleagues to develop a whole school approach to EMHWB.

Time needs to be built in and protected to enable these planned practices to happen for staff rather than relying on ad hoc opportunities such as informal staffroom discussions with colleagues. A further cautionary note is that there can be a conflict of interest if the only time when reflective practice discussions take place is during performance management.

Positive home-school relationships McCormick, Cappella, O'Connor and McClowry (2013) suggested that processes of the home-school relationship rather than practices need to be considered. Effective processes include: home-school communication being two-way, communication from school being proactive and positive rather than reactionary and punitive, and communication that emphasises similarities between home and school rather than differences (Gus, 2017).

However, practice can help to shape process - for example, A Team Around the Child/School Approach can help improve home-school relationships via an emphasis on openness, trust and effective communication, and exploring support for CYP's SEMH in a neutral and holistic manner.

8.   Applying an Attachment Aware Approach

Jones and Bouffard (2012) and Banerjee, Weare and Farr (2014) suggest that interventions for pupils' social and emotional learning should be integrated into the daily life of the classroom rather than provided through discrete programs. An integrated Whole School Attachment Aware Approach is therefore advocated in this Guidance. Principles can be put into practice using the Secure Base Model (SBM) Framework and resources (including checklists, pupil action and review plans), as well as the four steps of Emotion Coaching. Assessment, Monitoring and Intervention As outlined in the SEN Code of Practice, we promote a differentiated approach following different levels of intervention using the Assess/ Plan/Do, Review cycle. Appropriate target-setting and information-sharing is extremely important, to ensure that bespoke provision and strategies are recorded using a range of suitable tools such as IEPs, PSPs, Provision Maps and Pupil Passports. These should be jointly developed, agreed and reviewed, involving key adults. Most importantly this must include input and involvement from the CYP to ensure that they (alongside their parents/carers) remain central to this process and can voice what helps/hinders; what likely triggers might be; strengths and difficulties, etc. We are aware of the very wide range of resources already being used across our schools to support SEMH identification and to measure the impact of interventions. This includes various assessment and monitoring tools/toolkits, such as: - The Boxall Profile - The Strengths and Difficulties Questionnaire (SDQ) - The Leuven Scales for Well-Being and Involvement - Various Emotional Literacy and Social Skills assessment tools. A wide range of interventions are also used in our schools to support CYP with SEMH difficulties, including: - Peer Massage - Peer Mediation – Outdoor Education – ELSA and other therapeutic provision. Our schools should also be familiar with following various processes to ensure holistic support for CYP with presenting SEMH needs, such as Early Help and TAF processes.

9.   Attachment Aware Schools and Exclusion
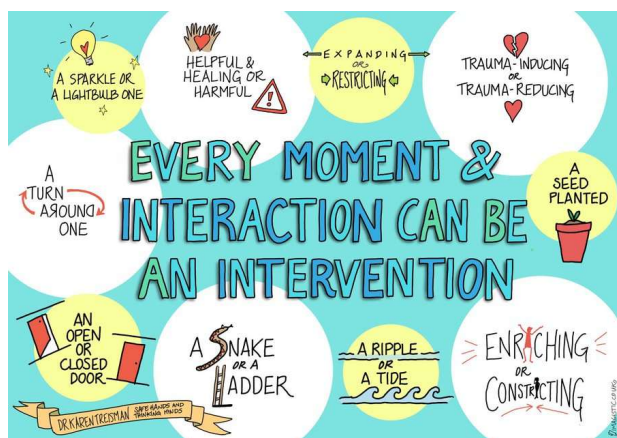
Can schools be Attachment Aware Champions if they exclude CYP with attachment difficulties? The whole practice of exclusion seems at odds with Attachment Aware Approaches, particularly for CYP who have experienced loss and rejection and other ACEs. For these CYP, exclusion (whether formal or informal, internal or external, fixed-term or permanent or whether known by another name such as 'seclusion' or 'isolation') is ALWAYS experienced as something negative, and can be a painful reminder of their earlier life experiences. Exclusion does not just place a boundary around certain behaviours to signal that they are not acceptable; it is ultimately perceived/experienced by the individual as a punishment for their behaviour.

 Although we recognise that exclusion is a last resort that sometimes has to happen in schools. Following any incident that leads to some form of exclusion of a CYP, schools will provide opportunities for reparation and rebuilding of trust and relationships. Every reintegration meeting should involve a restorative and reparative approach in order to help both the victim(s) and perpetrator(s) involved move forward positively.

www.innerworldwork.co.uk.

https://www.theguardian.com/education/2018/feb/27/schools-discipline-unconditional-positive-regard

https://www.telegraph.co.uk/education/2018/03/16/school-exclusions-should-last-resort-not-easy-way-push-difficult/

10.   Language

Recognising that our language sets the tone for the thoughts, feelings and actions of ourselves and those around us, including those that make decisions that impact the lives of our students potentially for the rest of their lives. The language we use for our children is perhaps one our most powerful tools or weapons – depending upon how we use it.

 e.g. 'consequence' versus 'sanction' or 'punishment'; 'implement' versus 'enforce', 'expectations' versus 'rules', 'attention-needing' versus 'attention-seeking' behaviour.

We also suggest very carefully wording (or otherwise avoiding) the language around choice, and avoiding simplistic labels – e.g. talking about 'good/bad choices' when referring to specific behaviours or incidents. It is important to remember that not all behaviour is simply a matter of choice.

Making a 'positive choice' usually requires being in a calm or 'thoughtful' frame of mind to do so. 'Bad choices' (i.e. often meaning 'inappropriate behaviours') are usually the result of feeling very emotionally dysregulated – i.e. a signal of 'flipping your lid'. With support to self-regulate, CYP (and adults) can be helped to behave in more socially acceptable/appropriate ways and to make better 'choices.

11.   Zones of Regulation

Sorting Our Emotions into Four Zones

Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organizes our feelings, states of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well-being.
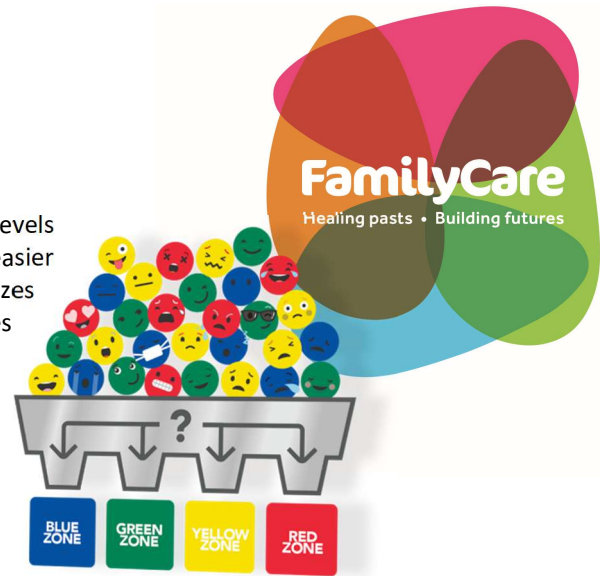
The ZONES of Regulation™

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Elated/Ecstatic

The BLUE ZONE describes low states of alertness and down feelings, such as when a person feels sad, tired, sick, hurt, lonely, or bored. Our energy is low and our body is moving slowly when we are in the Blue Zone.

When in the Blue Zone we often need to rest and recharge to meet our goals. We can regulate by seeking (or co-regulate by offering) comfort, energizing, or resting. If we are feeling sick in the Blue Zone, we may need to rest. If we are feeling tired, we may need to energize (depending on the context). If we are feeling sad, we may need comfort. In all these situations, the common theme is noticing our lower energy and/or down feelings and options for managing them.

The GREEN ZONE describes a calm, alert state. We may be feeling happy, focused, content, peaceful, or calm in the Green Zone. The nervous system feels safe, organized, and connected in the Green Zone, helping us be primed to learn. *However, we can learn in other Zones too.*

When in the Green Zone we regulate by using tools and supports that keep us moving forward comfortably, helping us feel ready to go! In the Green Zone, we might regulate by choosing to eat a healthy snack, exercise, take a break, or pause for a mindful moment. These restorative actions help us proactively care for ourselves so we can move forward with ease.

The YELLOW ZONE describes when our energy is higher, and our internal state starts to elevate. Our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness, be overwhelmed, or have the wiggles, when in the Yellow Zone.

In the Yellow Zone we may need to take action to regulate to manage our energy and feelings as they get stronger. For example, if we are feeling energetic at the lunch table it helps to use caution and take a deep breath, swe do not spill something. If we are feeling nervous before our performance, we can slow down our racing thoughts and speech by using a mindfulness tool. When we are frustrated, and pause to take notice, we can decide to take a break to collect ourselves before we say something we regret.

The RED ZONE describes a state of extremely high energy and intense, very overwhelming feelings. We may be in an extremely heightened state of alertness, potentially triggering our fight, flight, freeze or flee protective response. We may feel elated, euphoric, anger, rage, devastated, out of control, panicked, or terrified when in the Red Zone.

When in the Red Zone we might need to pause and assess if we need to regulate and gain a sense of control of our strong feelings and high energy. For example, if we are feeling angry it may help to pause and count to 10 before we act. If we are panicked, we can stop and use our self-talk to help us gain a sense of control of our thoughts in order to meet our goal. If we are elated, such as when a teammate scores the winning point, we might need to pause and take a big breath to regulate our impulse to run out on the field to celebrate if there is still time on the clock.

All the Zones are Okay

A core belief of The Zones of Regulation is **that all the Zones are okay**. We routinely experience several of the Zones across a day. It's critically important that we don't convey the message that the Green Zone is the only acceptable Zone to be in. Acknowledge, accept, and support these feelings, never make anyone feel like the Green Zone is the norm

12. Poly Vagal Theory

FREEZE
Body collapse
Immobility

Dissociation — Shame
Numbness — Shut-Down
Depression — Hopelessness
Conservation of energy — Preparation for death
Helplessness — Trapped

DORSAL VAGAL

OVERWHELM — "I CAN'T"

"I CAN"

FLIGHT **FIGHT**
Movement away *Movement towards*

Panic — Rage
Fear — Anger
Anxiety
Worry & — Irritation
Concern — Frustration

SYMPATHETIC

DEACTIVATION

AROUSAL INCREASES

Joy — Curiosity/Openness
In the Present — Compassion
Groundedness — Mindful

SOCIAL ENGAGEMENT
Connection • Safety
Oriented to the Environment

VENTRAL VAGAL

PARASYMPATHETIC NERVOUS SYSTEM
DORSAL VAGAL - EMERGENCY STATE

Increases
Fuel storage & insulin activity
Endorphins that help numb and
raise the pain threshold.

Decreases
Heart Rate • Blood Pressure
Temperature • Muscle Tone
Facial Expressions • Eye Contact
Intonations • Awareness of the Human
Voice • Social Behavior • Sexual
Responses • Immune Response

SYMPATHETIC NERVOUS SYSTEM

Increases
Blood Pressure • Heart Rate
Fuel Availability • Adrenaline
Oxygen circulation to vital organs
Blood Clotting • Pupil Size

Decreases
Fuel Storage • Insulin Activity
Digestion • Salivation
Relational Ability
Immune Response

PARASYMPATHETIC NERVOUS SYSTEM
VENTRAL VAGAL

Increases
Digestion • Intestinal Motility
Resistance to Infection
Immune Response
Rest and Recuperation
Circulation to non-vital organs (skin, extremities)
Oxytocin (neuromodulator involved in social bonds that allows immobility without fear)
Ability to Relate and Connect

Decreases
Defensive Responses

Polyvagal Theory is a framework that helps us comprehend the relationship between our autonomic nervous system and our psychological experiences. It centers around the concept of the vagus nerve, a cranial nerve responsible for regulating various bodily functions, including heart rate, digestion, and facial expressions. Dr. Porges proposes that the vagus nerve plays a crucial role in our emotional and social responses.

The theory outlines three interconnected branches of the vagus nerve- the ventral vagus, the sympathetic nervous system and the dorsal vagus.

The ventral vagus

This branch is associated with feeling calm and connected to others. When the ventral vagus is active, we are more likely to experience feelings of safety, connection and well-being. We are able to think clearly in this state.

The sympathetic nervous system

Known as the fight-or-flight response, this system is activated when we perceive a threat or danger. It prepares the body to respond to stressful situations by increasing heart rate, dilating pupils and diverting resources away from non-essential functions (often leaving you with nausea). Due to the fast pace of our lives, many people function in this space. This may show up in our lives in many ways, including anxiety, difficulty sleeping, relationship difficulties or feeling a need to be in control.

The dorsal vagus

This branch is linked to the immobilization response, which occurs when we perceive extreme danger or helplessness. Activation of the dorsal vagus can lead to feelings of dissociation or shutdown. Some people describe this as feeling 'like a deer in the headlights'.

Polyvagal Theory in practice

Regulating emotional responses

When we can identify which stage of autonomic arousal our body is in, we can self-regulate better. For example, we can recognise that a feeling of panic means we are in a state of sympathetic activation and we need to focus on breath control,

yoga or mindfulness. If we notice feelings of being zoned out, or in a dorsal vagal state, we might need to bring movement to our body.

Enhancing social connection

The theory highlights the importance of building and maintaining healthy social connections, as these stimulate the ventral vagus, promoting emotional well-being.

Relationships

When we understand polyvagal theory, we can respond appropriately to our own and others' levels of distress. For example, trying to rationalise with a child having a tantrum is unlikely to be helpful, as the child can't utilise their higher order brain functions. Instead we need to focus on co-regulation through hugs, guided breath work and empathy before discussing behaviour infractions. This is also true for fighting with our partners or loved ones at times of sympathetic activation. Although at times you might just want to prove how you're right and they are wrong, this is unlikely to be helpful. Instead, we need to self regulate so that we can have more meaningful and connective conversations.

Written by Sarah Hollingworth, Senior Clinical Psychologist

Understanding Polyvagal Theory - Lawson Clinical Psychology

13. The Four R`s

Perry's Sequence of Engagement: 3 Rs plus Bloomer's extra R!

• Based around Bruce Perry's Neurosequential Model: Regulate, Relate and Reason - we need to progress through the 3 R's in this specific sequence to get back to a regulated state

• In the context of Relational Practice Louise Bloomer has added a fourth R: Restore. Why? When we are distressed or dysregulated we can say or do things that cause harm. When this happens it's necessary to try to repair or restore the situation or relationship in order to return to normality and get on with learning

• Perry's Model shows us that our practice needs to be in line with neuro-science to ensure the inclusion of every learner at every level

Regulate, Relate, Reason and Restore

Regulate - Why?
• Why? They can't learn or reflect when they are in fight/flight/freeze/fawn mode, so their psychological stress responses need to be calmed FIRST
• Stress brings on a pattern of psychological responses: hyper-arousal (jumpy, agitated, explosive) or hypo-arousal (depressed, withdrawn, frozen) [See Window of Tolerance Module]

Regulate - How?
• Help them calm their fight/flight/freeze response (Further info – Window of Tolerance)
• In other words help them gain control over their emotions.
• You need to be regulated yourself (be calm, alert, steady, grounded, empathic, mindful).
• You can become the stress regulator for the child [See Co-regulation & Calming Together]:
    o Offer soothing but limited words to comfort and re-assure
    o Provide or create a safe space for them
    o Allow them time to process and recover
    o Use quiet tones

o Make sure they're comfortable (think sensory tolerances, physical needs and diversity considerations)

• It may be a time to use playful approaches to bring down emotional temperature

• Use safety cues and reduce or remove stress triggers, for example, if the child is distressed you could

move their work out of their line of sight, stand between them and another child, or try to remove

them from any "audience"

• If possible use "Time in" rather than "Time out" to avoid triggering further feelings of rejection

Relate - Why?

• Connection will help to calm their nervous system

• When we are around people we care about & trust, our bodies produce oxytocin, the hormone responsible for calming our nervous system after stress [See The 3 Brains & The Cranial Cocktail]

Relate - How?

• Use your relationship to help them feel safe and connected - be attuned to them emotionally

• Use the power of 'noticing' i.e notice and name the emotion, for example, I can see you are frustrated, upset, angry, worried, sad……

• Validate their feelings but not the behaviour. This step in the sequence is supported by building trust with the child during the periods when they are regulated, creating an ethos which recognises the importance of mistakes for learning, and modelling self-compassion

• If it's safe to do so share some of your experiences of times you have felt that emotion (be cautious however about context when sharing personal experiences – to be valid the experience needs to be comparable, for example, being angry because someone makes fun of your size isn't necessarily comparable to being angry because you experienced racism or homophobia)

Reason - Why?

• Once calm learners can 'learn' new ways to manage their behaviour when they have strong feelings

• Support them to explore strategies that may help them to find calm (even practice some of the strategies)

• Hopefully next time they feel these emotions they will have helpful strategies to rely on

Reason How?

Now:

• Encourage them to tell their story. Support them to remember and reflect

• Actively listen to the child or young person

• Help them to understand their feelings and behaviour in a non-judgemental way

• Help them know that negative emotions are normal and that there are ways of expressing them that don't harm others or themselves

• If necessary help them to re-interpret the situation or reframe it

Longer term:

• Teach them the language of emotions

• Talk about regulation techniques

• Remind them about safe places & people

Repair – Why?

• To repair relationships, rebuild trust, and/or open lines of communication again

• Encourages them to be responsible for their own behaviour and be a part of resolving the situation

(rarely is one person fully responsible for an incident – a restorative approach allows all parties to

take responsibility for their own behaviour and to be part of resolving the situation)

• Allows them, and others affected, to get back into their routine and to be ready to learn again

Repair – How?

• 'Think together' to find a way to repair and restore the situation and re-connect with others

• Use restorative language and nurturing approaches

• Use the five questions: What happened (including thoughts and feelings)? How have others been

affected? What needs to happen now to fix things? How can we help them repair the situation?

• This does not mean being permissive