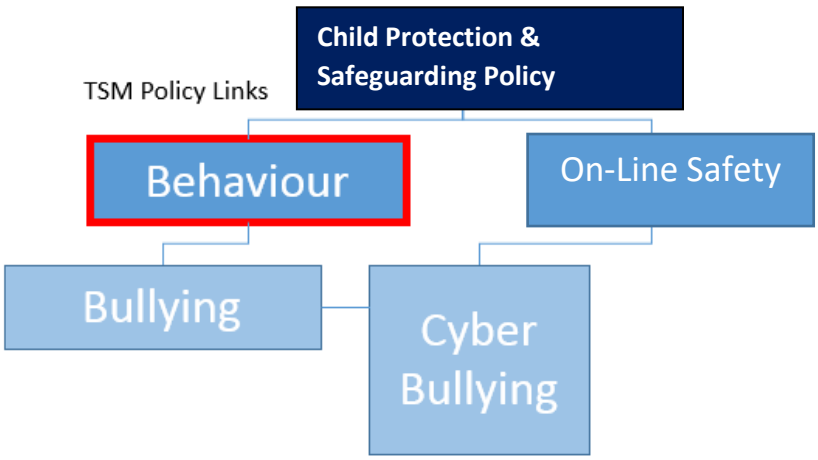
TRIMLEY ST. MARTIN

Relationship & Positive Behaviour Policy 25-26



Trimley St Martin Primary School
Created January 2023
Updated October 2025

TSM Relationship and Positive Behaviour Policy

This policy has been written with full acknowledgement of the school's legal duties under the Equality Act 2010. It also recognises the school's responsibilities in relation to safeguarding and the support of pupils with special educational needs and disabilities (SEND).

Trimley St Martin Primary School is a Rights Respecting School, where the rights of the child are central to all aspects of school life. We are committed to promoting, protecting and respecting the rights of every child, as outlined in the United Nations Convention on the Rights of the Child (UNCRC).

By placing children's rights at the heart of our school community, we aim to ensure that all pupils feel safe, respected and valued, enabling them to develop as responsible, confident and active members of society.

Everyone within our school community has the right:

- to feel safe, healthy and happy
- to be treated with respect, dignity and equality
- to learn, teach and carry out their role within a supportive and positive environment

Education should enable all individuals to develop and use their talents and abilities to the fullest. It should also help pupils learn to live peacefully with others, respect diversity and protect the environment. These principles reflect the aims of the United Nations Convention on the Rights of the Child, particularly Article 29.

As a Rights Respecting School, Trimley St Martin Primary School not only teaches pupils about their rights but also strives to model respect and rights in all relationships across the school community. This includes interactions between adults and pupils, between staff members and between pupils themselves.

Our behaviour approach supports this ethos through the use of a therapeutic and relational approach**,** where behaviour is understood as a form of communication and pupils are supported to develop the skills needed to regulate their emotions and behaviour. By responding to behaviour with understanding, consistency and high expectations, we aim to help all pupils learn to make positive choices and contribute positively to the school community.

Rationale

Everyone at Trimley St Martin Primary School has a part to play in the promotion of high standards of behaviour. It is important that there is a clear code of conduct reinforced by a balanced combination of rewards and reflections within a secure and positive environment.

Our aim is that all of the children should be able to behave in socially acceptable ways. To be socially acceptable, we believe that children should be able:

- ✓ To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members.
- ✓ To help children develop a sense of worth, identity and achievement.
- ✓ To help children to form positive internal working models of self, others and the world.
- ✓ To help children to develop the ability to self-regulate following a period of co-regulation.
- ✓ To help all children 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 children, the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

All staff, regardless of function or the nature of their employment, should feel confident that the decisions taken by them are consistent with the policy and will be supported by colleagues.

Our behaviour values, we believe, are achieved when:

- We create a positive school culture and climate which is consistent, safe and caring that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers.
- We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.
- Staff understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support to self-regulate through unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways. That relationships are key and that there is "connection before correction".
- Pupils are provided with excellent role models (alternative attachment figures who provide a secure base and the connection necessary to support correction).
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of CYP (children and young people) 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 and Empathy) and attachment friendly restorative approaches in their interactions with pupils taking a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability.
- Staff have high expectations and maintain boundaries at all times to ensure pupil needs for consistency, predictability and security are met. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our pupils, feel safe, their educational environment needs to be high in both nurture and structure. Our pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

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:

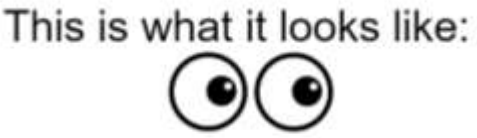
- ✓ Follow instructions from peers and adults.
- ✓ Be kind to others in words and actions.
- ✓ Respect other people and their property.
- ✓ Move safely and sensibly around the school.
- ✓ Challenge themselves in their learning.

School Behaviour Values

Our positive approach to relationships and behaviour involves values, rewards and reflections.

Class Behaviour Values

Within in each class at the beginning of a new school year our school behaviour values are reiterated and discussed using our "This is what it looks and sounds like" to personalise and to make age appropriate for every class allowing for targeted understanding and an individualised class reward system.



Trimley St Martin Primary School 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.
- Won't 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 break time 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:

- Safe calming areas in classrooms.
- Outside space to physically cool down.
- Interventions specific to their needs.
- Behaviour for Learning plans.
- Key Workers / Inclusion teams.
- Thrive, Therapeutic Thinking and or Trauma Informed trained staff.
- Creative therapies.

Supporting Appropriate Behaviour:

Modelling-

One way that pupils learn about both appropriate and inappropriate 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).

Trimley St Martin Primary School is committed to providing positive role models for our pupils:

- Staff model appropriate, positive behaviour at all times.
- Staff highlight pupils' appropriate behaviour to their peers - Staff acknowledge and reward pupils' appropriate and expected behaviour.
- Pupils are given opportunities to act as positive role models to other pupils (e.g. having a position or responsibility or mentoring role as part of the TSM School Ambassador team).

Praise and positive reinforcement and reward

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate and expected behaviour choices have good outcomes. This can be used to recognise and reinforce appropriate behaviour.

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

- Acknowledgement of good behaviour.
- House points reward.
- Class reward systems.
- Special mention in school assembly.
- Positive messages communicated to parents / carers through Seesaw / telephone call home.
- Headteacher postcard message sent home to celebrate good behaviour/learning.
- Individual reinforcement such as reward charts.
- Learning Gem certificates to celebrate Learning Behaviours achievement.
- Responsibilities around the school i.e. helping at breaktime/lunchtime.
- More subtle forms of praise for pupils who find overt praise difficult to accept.
- Recognising and celebrating achievements whilst 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 appropriate behaviour and positive relationships.
- Consistency of approach and the use of a common language to reflect this is essential; staff across the whole school are trained in, and adopt the PACE approach to maintain this consistency. The use of the pronoun 'we' in terms of relationships within school is a significant ingredient in securing commitment to the school ethos.

Communication – Appropriate language Restorative Approach

Many schools are turning to restorative approaches also known as restorative practice to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning.

Restorative approaches have been found very effective in improving behaviour and attitude as it promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability. (Appendix 2)

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 assemblies and interaction with Pupil. 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
- Lining up incl. assemblies
- Getting ready for PE
- Moving around the school
- Break and Lunchtimes

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

We must be consistent in our application of our behaviour values, 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 parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.
- Limit setting and problem solving can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that it will be spoken about later using restorative approach to support them to consider alternative approaches.
- An outcome may simply be a 2-minute conversation at the end of a lesson.
- Outcomes 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 outcomes 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, reflection time, or a consequence it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that

the inappropriate behaviour has been dealt with and that all parties will move on and start afresh. Unconditional positive regard is to be maintained.
- In addition to consequences pupils will be supported to reflect on their behaviour and be given an opportunity to problem solve for example they may be supported to repair the relationship, replace something that has been broken or tidy a classroom that has been disrupted.

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

- Contact should be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.
- The class teacher will discuss their concerns with the pupil and a supportive target for behaviour will be set, identifying why there is a need for change and how the pupil will be supported. The class teacher will work collaboratively with the pupil / parents / carers to identify any reasons, concerns or difficulties. This can be supported by the Pastoral/Inclusion team if necessary. A plan-do-review approach will be taken, with records kept.
- A Solution circles request made by class staff and carried out with pastoral/inclusion staff. The creative problem-solving tool will help staff to plan, do and review. (Appendix 3) and identify any additional support, external or internal that may be necessary.
- If the pupil continues to struggle to achieve an expected standard of behaviour required for successful learning, the class teacher will arrange a meeting with their parent/carer to discuss the issues being faced. This may be supported by a member of the pastoral/inclusion team or 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 pastoral/inclusion team, in "The Den".

Trimley St Martin Primary School holds a strong ethos of non-suspension where possible. However, 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) Suspension will only be undertaken with a view to the safeguarding arrangements in place in each individual case. Only the Headteacher may suspend a pupil, or the Assistant Head Teacher acting in the position of Headteacher in the absence of the Headteacher.
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. This will be within an agreed timescale through a plan-do-review process. This action is called a Protective Consequence.

Therapeutic Thinking Support Plans

In some cases, pupils may require additional support to help them regulate their behaviour and successfully access learning. Where a pupil's behaviour indicates an ongoing need for targeted support, the school may develop a Therapeutic Behaviour Support Plan.

A Therapeutic Behaviour Support Plan is a personalised plan designed to support the pupil in developing positive behaviour and self-regulation strategies. The plan is created collaboratively and may involve the class teacher, the pupil, parents or carers and, where appropriate, the SENDCo. Other professionals may also contribute if necessary.

The purpose of the plan is to:

- identify the underlying needs influencing the pupil's behaviour
- provide consistent strategies for adults supporting the pupil
- help the pupil develop skills to manage their emotions and behaviour
- ensure that responses to behaviour are supportive, consistent and proportionate
- Within the plan, both protective and educational consequences are carefully considered and agreed in advance in relation to the pupil's identified needs.

Protective Consequences

Protective consequences are actions taken to ensure safety and reduce the likelihood of harm. These may include adjustments to routines, increased supervision or temporary restrictions to certain activities or spaces where necessary.

Educational Consequences

Educational consequences support the pupil in learning new skills and understanding the impact of their behaviour. These may include restorative conversations, practising alternative behaviours, reflection activities or repairing relationships.

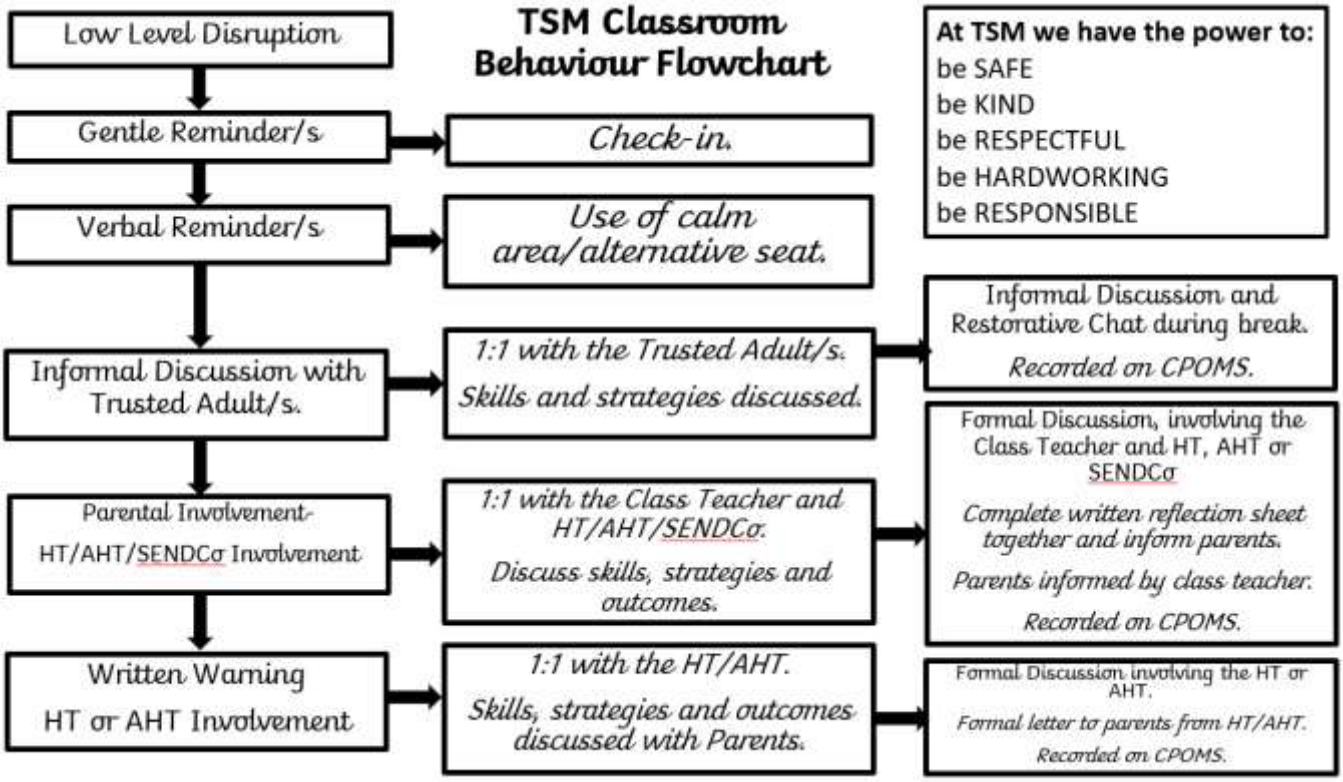
Therapeutic Behaviour Support Plans are reviewed regularly with pupils and parents to ensure that strategies remain effective and that the pupil continues to make progress in developing positive behaviour and self-regulation.

This approach reflects the school's commitment to a therapeutic and relational model of behaviour support, where behaviour is understood as communication and pupils are supported to succeed within the school community.

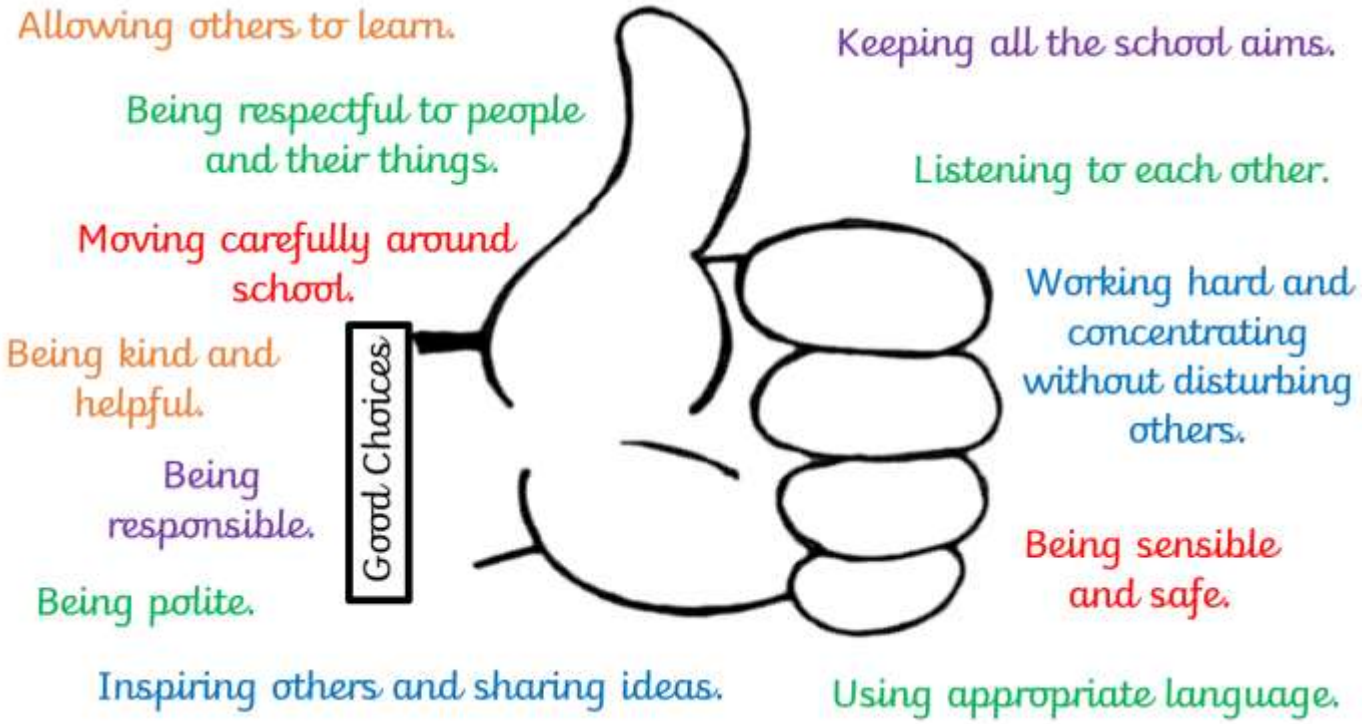
Appendix 6- example of plan

Our Behaviour System

We celebrate positive learning behaviour and also manage low level behaviour problems through the use of our behaviour system flowchart, which can be found in each classroom.

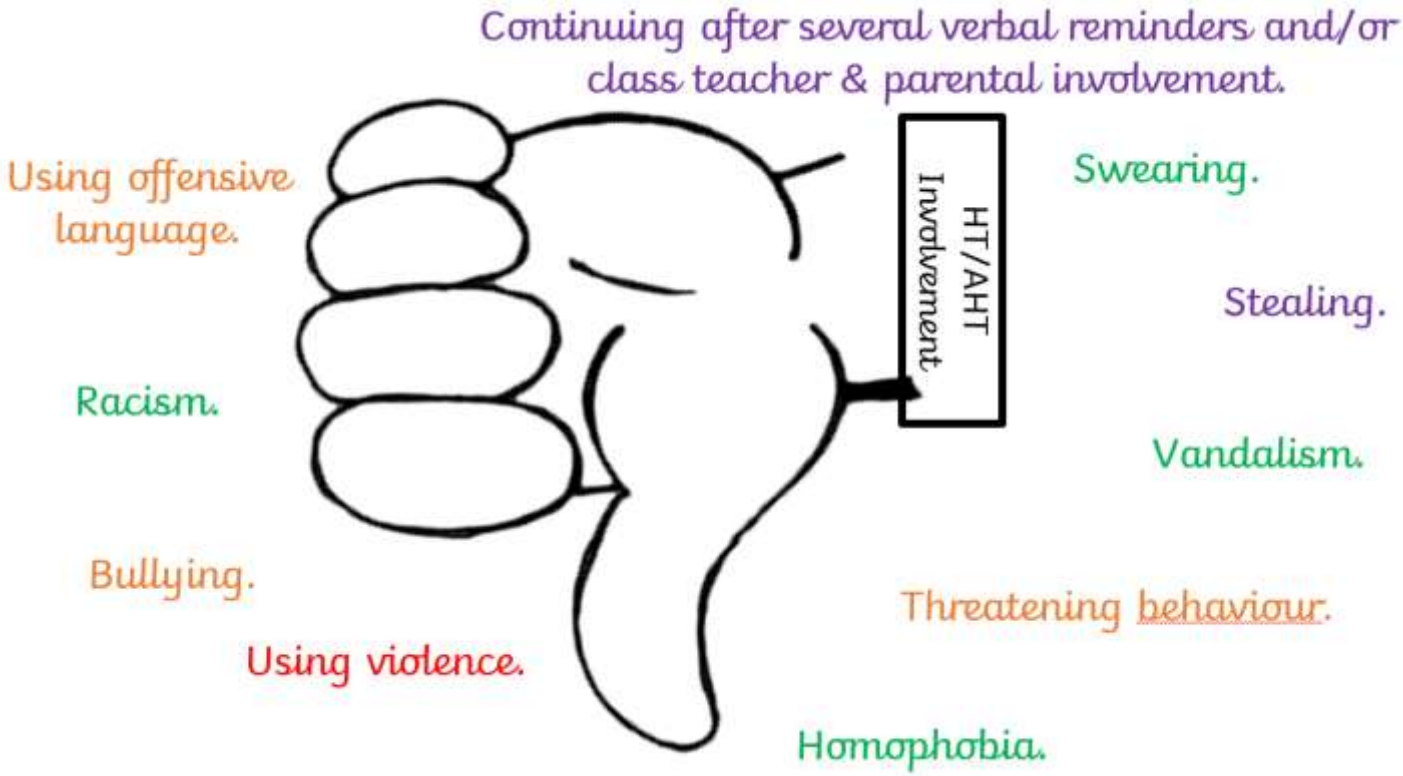


EXAMPLES of Good Choices and expected behaviour:



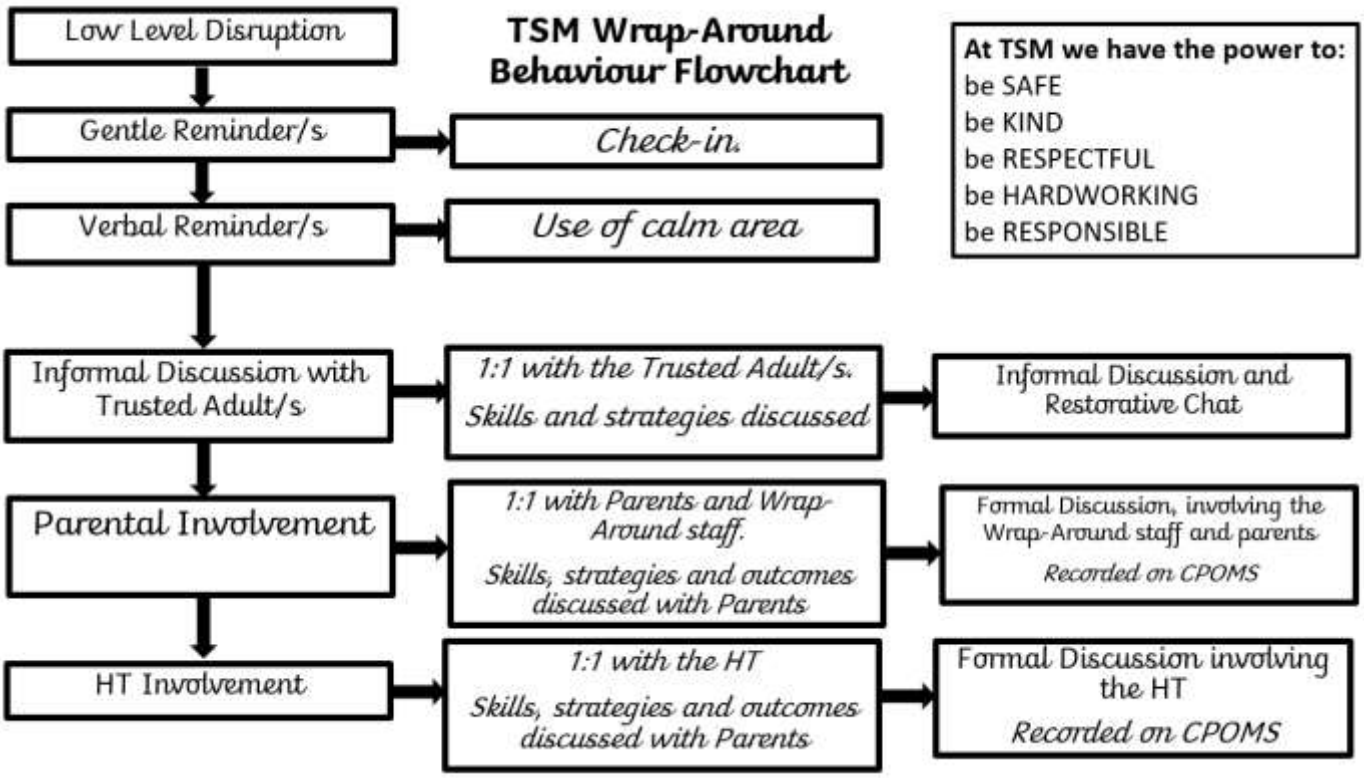
EXAMPLES of behaviours for where Verbal Reminders and Restorative Support is needed:

EXAMPLES of behaviours for where HT/AHT Involvement must take place:



Our Wrap- Around Behaviour System

We celebrate positive learning behaviour and also manage low level behaviour problems through the use of our Wrap-Around behaviour system flowchart, which can be found in the school hall.



Expectations on School Visits and Out of School Activities

Expectations 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 Damage to Property

Restorative approaches offer a positive solution where property has been damaged. This enables the young person to make amends for the damage in a positive way that encourages them to feel a sense of belonging to the school as a physical community that is there for their benefit. Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess. Where this is not possible a close alternative should be used.

When damage to property occurs, staff are to inform the business manager and Headteacher. After evaluation of the damage a decision will be made if a contribution will be requested in discussion with parents/carers. Decisions will be made on an individual basis.

Example limit-setting approaches:

Normal classroom management strategies should be in place to support positive behaviour to enable staff to highlight expected behaviour, build self-esteem and foster positive relationships.

Restorative support- 1st reminder	Initially a restorative reminder should take place with the pupil. This should be done with a purposeful and positive reminder that the pupil can meet the expectations set. PACE may be used here.
Reflection with a Trusted Adult	Restorative support 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
1:1 time with the class teacher and/or HT/AHT/SENDCo	Persistent inappropriate behaviour throughout the school day leading to unacceptable behaviour will result in a lunchtime outcome for loss learning and/or reflection time.
Written Warning – with HT/AHT Involvement Parents / carers will be informed Police involvement may occur Meeting with parents / carers 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	Persistent and/or serious breaches of school rules. For example: • Repeated refusal to work • Repeated verbal abuse • Using offensive language • Damage to property • Bullying- including cyber-bullying • Racism, homophobia • Safeguarding breaches • Fighting- using violence- • Repeated inappropriate/sexual behaviour • Serious malicious behaviour towards staff or pupils • Serious actual or threatened violence against another pupil or a member of staff • Sexual abuse or assault • 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 Trimley St Martin Primary School 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

Trimley St Martin Primary School monitor pupil's behaviour and records incidents, including Physical Restraint using an electronic system CPOMS. Detailed chronologies are kept up to date for each pupil and are managed by staff through CPOMS. This helps Trimley St Martin School triangulate pupil progress or highlight areas of concern. We also monitor pupil's emotional development through a system of SEMH prosocial behaviour grids used by the pastoral/inclusion teams.

Physical Intervention

Although every opportunity will be taken to diffuse a situation and support pupils to regulate there will be occasions when pupils lose control and physical intervention may be necessary to keep themselves and others safe.

All staff at Trimley St Martin School attend physical de-escalation training through Bellscroft Consultancy and follow the policy and procedures for Physical Intervention (refer to Physical Intervention Policy).

Parents will be informed if their child is involved in a significant incident. Please refer to the DFE document "Reducing the need for Restraint and Restrictive Intervention in School" (June 2019) Physical intervention must be reported and recorded on CPOMS. A meeting will be held with 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 see guidance
https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention

Safeguarding Duties

All staff are responsible for considering whether any misbehaviour 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 disruptive behaviour might be the result of unmet educational or other needs. At this point, Trimley St Martin School will consider whether support systems such as an Early Help Meeting is needed to be put in place and whether liaising with external agencies is necessary or appropriate.

Keeping Children Safe in Education
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

The Role of Parents

Parents / carers have a vital role to play in their pupils' education. It is very important that parents / carers support their pupil'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 parents and good communication between home and school therefore the school works collaboratively with parents. The school will ensure that parents are kept informed as to their pupil's behaviour at school, so that pupils receive consistent messages about how to behave at home and at school.

The School's Relationship and Positive Behaviour Policy is accessible to all parents/carers 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 pupil behaviour, parents should support the actions of the school. If parents have any concern about the way their pupil has been treated, they should initially contact the class teacher.

The school expects all members of the community to adhere to the principles as set out in the Relationship and Positive Behaviour Policy and therefore to behave in an appropriate manner within school. Incidents of verbal or physical aggression to staff by parents/guardians/carers of pupils in the school will be reported immediately to the Headteacher who will take appropriate action.

If an incident is reported, the Headteacher will investigate and speak to the adults concerned. Hopefully the parent will understand that their behaviour is socially unacceptable and refrain from future incidents. If it continues then the Headteacher may request that the parent does not enter the playground for a period of time or that they always speak to staff with another member of staff present. Should the unacceptable behaviour continue the parent may be formally excluded from the premises by a letter from the chair of governors. The situation will then be reviewed every half term.

Staff wellbeing and supervision

All school settings can be an incredibly rewarding places 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 staff wellbeing Trimley St Martin staff will have the opportunity to:

- Anonymously complete wellbeing questionnaires that will be scrutinised by SLT in order to address any common issues that arise through the responses.
- 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 Phase leaders / Pastoral & Inclusion team / Educational Psychologist and other staff
- Access a confidential counselling service funded by Suffolk County Council (details displayed in the staffroom) and signposted by the Headteacher
- Receive support from the Occupation Health Service where appropriate.

Complaints procedures

It is an integral part of our overall school policy that parents are involved in the education of their children. Where a child has been identified with specific behaviour difficulties, parents will be invited to participate in the development of targets for their children. However, if a parent has a concern they should first discuss this will the class teacher and/or the Head Teacher where every effort will be made to resolve the matter. If a parent is still concerned, then they should direct their complaint to the Governing Body. In the event that a parent is still dissatisfied, there is a copy of the school's Complaints Procedure available from the school office.

Monitoring and Evaluation

The success of our school policy and procedures will be measured against the children's positive behaviour during each term. Our policy will be considered successful if all our children are making progress, are integrated to the best of their ability are happy in school and are accepted by their peers. The implementation and success of this policy will be evaluated and reviewed annually.

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.

Example of how PACE used can be used

Situation: Pupil in heightened state of anxiety, attempting to climb on the playground wall 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."

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 can be decreased. Instead of imposing consequences, once the pupil is calm, a discussion can be had about the dangers of climbing the wall. The pupil will be 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. How have they been affected?
5. What can be done make things right?

Appendix 3

Solution Circles:

This is a short and powerful group problem solving tool that is to be facilitated by the school pastoral/ inclusion team with the class teacher. It's effective in getting "unstuck" from a problem.

The solution circle structure has been adapted to promote the use of an attachment lens when considering the factors underpinning a child's behaviour. The structure used is as follows:

1. Problem presentation/story
2. Theory generation
• Which attachment style/s seem relevant?
• What do we know about internal working model of self/other/world?
• What unmet needs do they have?
• What skills are underdeveloped?
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

Appendix 4(a) TSM Restorative Reflection Sheet -KS 2

TSM Restorative Reflection Sheet

KS2

Name: Class:	At	Ha	Ir	Ma	Date:

When did the problem happen?		Which aim was broken?		How did the adult help?	
Before playtime		be SAFE		Reminder/chat	
At playtime		be KIND		Reflection time	
After playtime		be RESPECTFUL		Written reflection- lost learning reflection	
Lunchtime		be HARDWORKING			
After lunch		be RESPONSIBLE			
After School					

What happened? How could things have been different? Restorative Discussion

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected by this?
4. How have they been affected?
5. What can be done to make things right?

Do I understand what went wrong?	Yes	No	Pupil Signed:
Do I need to apologise to anyone?	Yes	No	
Am I likely to do this again?	Yes	No	

Adult/HT/AHT Comment:

Signed:

Appendix 4(b) TSM Restorative Reflection Sheet- KS 1

TSM Restorative Reflection Sheet

Early Years & KS1

Name:	Class:	Do	Ea	Ni	Date:

When did the problem happen?		Which aim was broken?		How did the adult help?	
At playtime		be SAFE		Reminder/chat	
		be KIND		Reflection time	
In the class		be RESPECTFUL		Written reflection- lost learning reflection	
		be HARDWORKING			
Lunchtime		be RESPONSIBLE			

How do I feel?			Do I know what went wrong?			
How do other children feel?			Do I need to say sorry?			
How does my teacher feel?			Am I going to do this again?			

What happened? How could things have been different? Restorative Discussion

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected by this?
4. How have they been affected?
5. What can be done to make things right?

Adult/HT/AHT Comment:

Signed

Appendix 5

Strategies to encourage positive behaviour

Principles and values apply both inside and out of school, high standards of behaviour are expected at all times. Our most powerful influence on behaviour is to praise positive behaviour by actively seeking out children who are behaving well. All staff must take the lead in modelling the high standards of behaviour, courtesy and respect they wish to see in their classrooms and throughout the school. By following the PSHE and RSE Jigsaw programme, we also promote good behaviour throughout all aspects of school life.

Strategies are used to encourage the child to change his/her behaviour. These may include:

- Varying teaching styles
- Directing questions to the child to encourage participation
- Use of other adults in the room
- Changing the position of the child and teaming them up with a good role model
- Organising the classroom (and equipment) to pre-empt possible reasons to be distracted or wander
- Knowing individual trigger points and avoiding them
- Differentiating time expectations
- Give public and private praise for good behaviour as shown by the individual or the class
- Smiling and show warmth
- Give and encourage the taking of responsibility
- Focus attention not just on the most difficult element but also on the 'next group' to encourage them not to be involved
- Have a quiet word in the early stages of misbehaviour
- Give non-verbal signals – a steady disapproving look
- Move the child nearer the teacher
- Isolate the child from an 'audience'
- Focus all comments on the behaviour and do not make personal comments
- Avoid shouting at all costs
- Allow a child to 'cool down' before dealing with an incident and having the restorative chat
- Reflection time

Pupils should learn from experience to expect fair and consistently applied consequences for negative behaviour that make apparent the distinction between serious and minor offences. All pupils should be aware that incidents of harassment and bullying will not be tolerated. They will be dealt with in a manner that supports and protects the victims.

Appendix 6

Example of Therapeutic Thinking Plan

My Therapeutic Plan

Name:	Date:	Review date:	Supporting staff:
Positive experiences	Helpful feelings	Valued behaviours	Strategies to respond
Negative experiences	Unhelpful feelings	DIFFICULT detrimental behaviours	Strategies to respond
Triggers for dangerous or extreme detrimental behaviours:		DANGEROUS detrimental behaviours	Strategies to respond

Post incident recovery and debrief measures			
Pupil voice gained towards plan:	Signature of parent and their views:	Signatures of supporting staff:	Date: Review date: