



Padiham St Leonard's C of E Primary School's

Relational Practice Policy



This policy has been developed to ensure guidance for staff in the development of meaningful relationships throughout our school community and promote positive behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables students, parents and staff to understand our approaches in the promotion of positive behaviour. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with the SENDCo team or members of SLT.

Aims and purpose of this policy

At St Leonard's C of E Primary School, we aim to:

- Create a school climate where all children feel valued and that they belong.
- Promote a high standard of behaviour throughout the school.
- Promote among pupils the ability to self-regulate their emotions and behaviour.
- Promote the development of mutual respect between all members of the school community, for belongings and the school environment.
- Create and maintain a positive, safe and orderly school climate where effective learning can take place.

The following principles are deep rooted within this policy:

- We are all saved by God's Grace not through works; in the same way we should treat our pupils with grace.

'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.'

Positive discipline tools for Teachers p138

- God made us in his image as relational beings. Our primary purpose is to know and love God and the second commandment is to love each other. Therefore the quality of our relationships have a significant impact on the development of a child's personality.
- An infant who is consistently exposed to positive relationships is likely to develop inner representations characterized by a high regard for self ("I am lovable. I am special"), a high regard for others ("This person is caring. This person is trustworthy"), and a positive, hopeful view of the world ("I am safe. I can explore. I can contribute.").
- The activity of playful, responsive caregivers is vital to a child's ability to develop a secure attachment, the capacity to regulate emotions, empathy and a strong sense of self-worth.

This policy particularly serves to develop:

- Outstanding relationships
- Pupils' understanding of their precious uniqueness
- Pupils' understanding and ability to treat themselves and others with dignity and respect

The Relational Approach

Our school policy is based upon the 'Relational Approach,' which embodies the key principles we value as a school. This is underpinned by training around attachment, trauma, childhood aces, emotion works and QFT (see appendix for details). These approaches are interwoven through all of

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our daily practice. Staff adopt a pro-active approach where high levels of both nurture and structure are used to help children feel calm, safe, secure and supported.

The three main components to the relational model are: Developing Relationships, Responding and Calming and Repairing and Restoring.

This policy outlines how these components work within St Leonard's Primary School to maintain a positive learning environment.

Developing Relationships

In order to be successful at school all children need to develop secure relationships which enable them to feel safe, secure and good about who they are. In order for this to happen, relationships need to be at the heart of school life.

All staff have a belief that developing positive trusting relationships is at the heart of teaching and key to achieving a positive, calm and happy school environment. Our school approach celebrates diversity, ensuring all are valued for their individual strengths and needs are recognised and supported. Our approach recognises how our individual differences create community strength. Building meaningful relationships where each individual is valued and celebrated is at the very heart of our whole school ethos, creating a family like environment that goes beyond inclusion to belonging.

We aim to create an atmosphere where all children feel valued, cared for and held in mind. This is achieved through the relationships built within the school community. Staff prioritise getting to know each child personally and their individual situation. This information informs everything from planning lessons, using appropriate resources and techniques right through to our daily interactions with each child. A solid understanding of individual need also ensures appropriate planning of the classroom environment, from lighting, seating position to classroom temperature and staff skilfully use tone of voice, facial expression and body language to support each child and maintain a calm environment.

Strong relationships built around mutual respect between staff and children is embedded in our school ethos, helping children feel understood and comfortable to discuss their opinions, feelings or concerns with trusted adults throughout our school community.

The art and skill of teaching lies in the use of everyday interactions which actively maintain relationships in the classroom and promote a calm, harmonious and supportive learning environment. (Devon guidance for developing a relational practice policy p22)

Building children's self-esteem and self-worth is a priority and this is achieved through both targeted sessions and interventions (particularly use of emotion works) as well as effective high-quality teaching and interactions. Taking time to get to know children personally, not only informs planning of lessons, resources and environment but shows our children that they are worthy of our time and attention and enables children to feel good about themselves. Staff ensure children feel valued, their efforts and achievements praised and that they are held in mind, even when the school day finishes.

We aim to create a sense of belonging to a whole school family and so inclusion is integral to this vision. QFT ensures the engagement of our pupils within lessons, allowing children to access high quality learning experiences and achieve continually throughout the school day. Quality first teaching, multi-sensory approaches and targeted interventions tailored to individual need, help to ensure that lessons, and indeed all aspects of school life, are equally accessible to all children regardless of SEND, social identity, ethnicity, gender or sexuality.

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Relationships: Protection/Safety

Our staff have a sound understanding that all children need to feel safe in order to feel calm and comfortable within their environment. We strongly believe that children need to experience relationships with trusted adults within our school community who are able to make them feel safe and secure in order to learn and develop effectively. The Relational Approach highlights that *some children will need significant relationships with one adult, or a small group of adults who become a safe base for the child in school*. The Relational Approach highlights the great importance of providing protection for our children and outlines how this can be achieved stating, *in order to provide protection for children we need to be a source of safety through the relationships we provide. This involves being consistent, predictable, reliable and trustworthy as well as providing structure, routines, boundaries and containment. Change, novelty, uncertainty and challenge will threaten the child's sense of security and these things will need to be carefully managed*.

Responding and Calming

***"I have come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or de-humanised."* Haim Ginott, *Teacher and Child*. (1972)**

Our policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. At St. Leonard's we are aware that all behaviour is a form of communication and / or an expression of underlying needs. Staff are proactive in meeting these needs to help ensure children feel calm, content and regulated throughout the day. The careful use of sensory breaks, planning in of quieter and busier times of the day as well as predictable routines and visual aids to support learning and transitions, are some examples of the effective strategies used daily within every classroom.

Clear and high expectations based on kindness and respect are threaded throughout every aspect of school life. Pupils and staff have an understanding that equality and justice are not about everyone being treated the same, but about each individual being treated according to their needs. This ethos creates an atmosphere where children feel safe, valued and that they belong.

Unhelpful, harmful or challenging behaviour is usually the result of strong emotions which have been triggered in the moment or which underpin adaptive behaviours. In order to maintain a calm learning environment and also to support children to process their feelings and emotions in order to regulate their behaviour, we need to be able to regulate them in the moment and provide them with experiences which will support the development of regulation
(Devon guidance for developing relational practice and policy p23)

We know that when a child is calm they are better able to access their social engagement systems and higher-level thinking. It is whilst children are calm and content that interventions are put in place. Intervention support has two basic strands. Firstly, providing support to ensure that the child's difficulties are not causing a barrier to their learning and development and secondly, to provide support to develop the child's area of difficulty. This means that children are able to achieve their potential, feel good about themselves and gain a positive sense of self.

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De-escalation and managing crisis

In knowing each individual child well, our staff are able to use this tool to skilfully minimise stress triggers (and help children to deal with these triggers if they do arise-during interventions) and solve potential problems before they escalate. However, we are aware that, even with strong relationships, clear boundaries, quality teaching and good co-regulation, there will be times when children face challenges and will experience strong emotions, which may lead to challenging behaviours.

For children who struggle with regulation, a consistent response is used by all staff throughout school. To manage risk and ensure safety, crisis management plans are drawn up and shared with all staff. These plans are very often developed alongside professionals including Educational psychologists and specialist teachers and include responsive co-regulation strategies specific to individuals but also give clear guidelines which can be used 'on the spot' if needed in case of a situation arising unexpectedly. The plans clearly set out the proactive strategies used continually within class, tailored to individual need but also set out appropriate reactive strategies if children do become overwhelmed and challenging behaviours escalate. Such strategies include calming techniques specific to the child. De-escalation and calming through co-regulation is used as a long term strategy with the aim of eventual self-regulation. (See co-regulation strategies in appendix B)

***Attunement, validation, containment and soothing are the central skills needed when supporting children to regulate their feelings and behaviour. Margot Sunderland describes how together these skills enable the child to experience co-regulation. Repeated co-regulation with an adult supports the child's ability to self-regulate through an integration and understanding of physical sensations, emotions, and higher-level thinking
(Devon guidance for developing relational practice and policy p23)***

Physical restraint of a pupil

In very rare situations, where a child may be causing harm to themselves, another person or are damaging property, a child may be restrained. Many key members of staff are Team Teach trained should such a situation arise.

The law allows staff to physically restrain a pupil using "reasonable" force. This applies to all paid employees, should an occasion arise where physical restraint would be deemed necessary. Should a child ever be physically restrained, then the parent of the child would be notified.

Staff accused of misconduct are covered under the allegations policy. This includes pastoral support for staff and support for pupils through a multi agency approach for those children who persistently display disruptive behaviour.

The Importance of ensuring the well-being of our whole school community

Some of our children require a significant amount of support throughout the school day to remain regulated and calm. We know that for our children to get the best possible outcomes, we must also ensure our staff wellbeing is a priority. Wherever possible, children who require high levels of such support will develop connections with more than one member of staff within their classroom environment. This allows time for the child to experience additional supportive, trusted adults and

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helps to lessen the intensive emotional workload placed upon the supporting adult. Supportive staff networks are developed to ensure a team approach is used where staff help one another, enabling staff to remain calm, regulated and feel valued and supported, just as the children are..

We will also provide opportunities for staff to discuss support plans for pupils and the impact of these on both pupil and staff wellbeing. These will be provided by the SENCo, other members of the SLT and through regular support from Beyond Behaviour (Steve Russell). These discussions will be based on academic research framing the discussion by utilising models such as the Behaviour Wall (Appendix D), the Functional Fluency model (Appendix E) and the Behaviour Problem Solving Framework (Appendix F).

Guidance for Maintaining a Calm Learning Environment

How adults in school will use skilled relational responses to keep classrooms calm and enable children to learn.

All adults have high expectations of behaviour, rules and expectations (agreements) are developed and shared with all children.

Agreements are simple and few in number. They are based on the values everyone should demonstrate and are clearly communicated and displayed. Our Key Values are: **Love, Respect and Forgiveness.**

Behavioural agreements should be regularly referred to and revisited.

Behavioural expectations are consistent throughout the school and adults have a confident yet calm demeanour. Our everyday expectations are set out in appendix A.

Most low-level disruption will be dealt with by utilising the approaches within this policy. However, protocols for responding to higher level incidents such as physical child-on-child or child-on-adult abuse, sexual child-on-child abuse, prejudiced based incidents or damage to property can be found in Appendix H. The school approach to dealing with bullying behaviour is detailed in the Anti-bullying policy.

Staff take the time to get to know each child personally, their likes, dislikes, strengths, needs and individual family situation- allowing the teacher to plan for needs and interactions accordingly, making the child feel valued, liked and worthy of time and attention.

Adults should be consistent and follow through on their promises so that children know they are safe in the care of a trusted adult.

Adults skilfully model good cooperation, communication and emotional literacy skills throughout their daily interactions.

Staff use high levels of both nurture and structure, being assertive and making themselves clear in a calm and supportive manner.

Predictable routines are used alongside visual cues and a 'finished box or bag' so that children are aware of any up and coming transitions.

Using sensory breaks throughout the day for the whole class and individuals as required.

Staff use a clear language and a calm yet assertive tone of voice alongside communication aids such as overt gesture or visuals.

Staff ensure children know they are liked and known well- referring to their likes, hobbies, siblings etc... Children should know that they are held in mind, even when staff are out of school e.g. *"I read an article about dinosaurs last night and I thought of you right away. It said..."*

Eye contact, facial expression and body language is positive and open.

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As well as during everyday interactions, restorative conversations take place during regular circle time, school council sessions and class meetings to provide opportunities to discuss disagreements and express thoughts and feelings.

Hold inclusion in high regard-Show all children that they are a valued member of their class (and school community) through QFT, underpinned by targeted interventions (tailored to individual need). This allows children (Wherever possible) to access the curriculum alongside their peers and continually achieve and feel good about themselves.

Multi-sensory approaches are used to help break down barriers to learning and help to ensure access to the curriculum. This means children do not have to rely upon verbal instruction/information alone.

Developing trusting relationships and knowing children well means the adult is aware of potential triggers and will recognise early signs of stress and intervene with a calming / soothing strategy before a situation escalates.

Some pupils will require more intensive support and for these staff will develop an Individual Relational Plan and Responsive Co-Regulation Plan. (See Appendix B and C for example guidance)

Repairing and Restoring

'For it is by grace you have been saved, through faith - and this is not from yourselves, it is the gift of God – not by works so that no one can boast.'

Ephesians 2:8-9

Our school policy is based on grace, forgiveness and fresh starts to ensure that children develop the ability to understand their emotions and learn to self-manage their own behaviour in a positive and productive manner.

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

Daniel Siegel and Tina Payne Bryson - The Whole-Brain Child. (2012)

We are all human and everyone makes mistakes. These mistakes do not define us but are learning experiences for us all. At St. Leonard's we adopt a whole school restorative approach, which supports children in understanding their feelings and the feelings of others. Through this approach, children learn how their feelings impact on their own behaviour and how this behaviour affects others. Staff use Emotions Works as part of their everyday practice as well as standalone lessons to support this learning and provide visual tools (cogs) to embed understanding (See Appendix G). Using a restorative approach following a negative incident, supports children in feeling accepted and helps to dispel the cycles of shame, rejection and exclusion.

The Relational Practice and Police guide states *that many children need support to repair and restore relationships and learn from the mistakes made. For children with attachment insecurities, the repairing of relationships will be a vital. It can provide a learning experience which has the power to challenge their perception that relationships do not last or are not worth having, and that they are not worthy or deserving of lasting relationships themselves. (p27)*

Being a good restorative listener and communicator

Belinda Hopkins describes a good restorative listener and communicator as someone who:

- *Believes and shows that the speaker is a worthwhile person who has a right to be listened to and taken seriously.*

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- *Knows there is no one truth about a given situation and is curious about how others see the same situation, invites them to tell their story and acknowledges their right to a different point of view.*
- *Acknowledges and accepts feelings – does not judge feelings as right or wrong. Attunes to, validates and contains feelings with care and compassion.*
- *Is reflective about how thoughts, feelings, needs and behaviour are influencing each other, both in terms of themselves and then others. Is able to hear and express feelings and needs within the stories they hear and tell.*
- *Has the intention of listening and talking in a way that builds, maintains or repairs relationships in order to support participants in finding a mutually acceptable outcome or at least a way to cope with the situation as it is.*

Restorative Consequences and Supporting Change

Problem solving circles or restorative mediation can then be used to reach positive outcomes and make decisions about how best to put right mistakes that have been made. This process should not re-victimise the person harmed nor should it shame the child who has caused harm.

Possible activities to make amends are: writing letter of apology, repairing a damaged item, cleaning up a mess that has been made, helping a member of staff who has spent time dealing with the incident.

Training

The headteacher is responsible for ensuring that all school staff (including teaching assistants and welfare assistants) receive appropriate induction and regular training on all aspects of the Relational Practice policy. This will be provided through regular INSET as well as use of online resources.

Monitoring the policy

The headteacher is responsible for monitoring the policy on a day-to-day basis. The headteacher is responsible for monitoring and analysing the recorded data on behaviour. Any trends should be noted and reported.

Evaluating and reviewing

The headteacher is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies including anti-bullying strategies should be reviewed.

Date of Last review: October 2022

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Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
(Behaviour in Schools Sept 2022 DfE)

Expectations around school:

Class lines around school led by a member of staff.
Walking on the left, quietly and calmly. "Thank you for walking"
Holding the doors for staff or visitors.
Display widget symbol for walking around school.
Everyone to respect the environment and leave tidy.
Expectations for uniform to be consistently applied by all.

Expectations during worship:

Children and staff to walk in silently and sit silently.
Each class to have at least one member of staff.
No one leaves until everyone is quiet.
A set of songs for each term to be practiced in class during the class worship days.

Expectations at Lunchtimes:

EYFS to come for lunch at 11.45am and go out at 12.05pm.
EYFS to be helped with their tray; all other children to hold their own tray.
In EYFS and KS1 all packed lunch children sit together.
Packed lunches to be healthy and not have more than one chocolate item.
Four Year Six helpers – two on the salad bar and two collecting trays.
Children stay sitting, quietly and use their cutlery.
Packed lunches take the rubbish home so that parents know what they have eaten.
Children leave plates on the table and clear them at the end of the meal.
Salad bar should be collected when they get their dinner.
Children must only be in the hall if they are having lunch.
All children should leave the hall by 1pm.

Expectations in classrooms:

Ensure children are involved in making rules and these are kept consistently.
Ensure 'scripts' are available for all staff including those visiting the classroom.
Be clear with children about respect and everyone listening.
Wait to speak until everyone is quiet.
Be specific about staff or children who are working in another group and therefore talking together.
PE kits in small drawstring bags- indoor and outdoor kit in the same bag.

Expectations at playtimes:

Equipment rota to be displayed in every classroom.
A reading area to be put in the EYFS/KS1 yard.
Ring the bell, stop then when everyone has stopped children walk to the line.
Line up in classes and each line collected by a member of staff.

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Relational Practice Policy – Appendix A

EYFS	KS1	KS2
Classroom snacks must be healthy.	Classroom snacks must be healthy. KS1 three boys lines and three girls lines.	Snacks must be healthy – fruit or snack bar. The quiet area must be for sitting and doing quiet activities. One playtime but with more staff and staff to have designated places to monitor. Each class to arrange a time for all staff to be trained in expectations on the play equipment.

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A Relational Support Plan (Example)

Child's Name:	Date of Plan:
School:	Current Class:
Strengths/Qualities/Interests/Resources	
<p>What are the child's strengths, skills and qualities? What are the child's coping strategies and signs of resilience? What does the child enjoy and what interests them? When are they at their best? What helps them? When have they been successful in the past and what is working well now?</p> <p>Child A is fantastic at Jigsaws and other puzzles and can complete 500 piece puzzles with speed and ease and this activity helps him to feel calm. He loves to colour in and will spend a long time doing this well.</p> <p>Child A likes rules, in terms of spelling rules or mathematical methods and remembers them extremely well, applying them to his work in class. Prefers it when there is a set way to do things- open-ended activities often overwhelm.</p> <p>He loves to achieve and so providing tasks that we know are achievable is important to build his confidence before giving challenge.</p> <p>Child A enjoys extra responsibilities and loves to do jobs for his teachers. When given responsibilities in this way, he rises to the challenge and carries out his job sensibly and diligently.</p> <p>Child A likes consistency and certainty and so thrives off a predictable routine. He requires time to process change and new events. He is able to manage small transitions throughout the day when a visual is used alongside a predictable routine and he is forewarned of any up and coming changes.</p> <p>Child A likes to be around familiar adults who are positive about him, his abilities and achievements and have built a relationship with him.</p> <p>Child A responds best to adult direction when they use positive facial expressions, a calm voice (no raised voices) and language used is clear, simple and positive. Demanding language and strict rules do not work well for him.</p> <p>Child A is such a lovely and likeable little boy who really is a joy to be around. This makes all staff in the classroom want to work with him and makes him feel happy and well liked.</p>	

Consider the key prompts for discussion and note down actions under the 4 headings: Protection, Connection, Understanding and Care.

Protection	
This explains the need for safety and security. Some children may not automatically feel safe. They can find school threatening and require relationships, support and structure to develop feelings of security and safety, which are essential to effective learning and behaviour.	
<p>Key Question Prompts:</p> <p>How will the child be helped to feel safe by the significant adults?</p> <p>What safety cues will be helpful?</p> <p>How will other adults in the team help the child to feel safe?</p> <p>How will you support the child to develop trust?</p>	<p>Actions:</p> <p>Safety cues: All staff will ensure their tone of voice, body language and facial expressions are calm and positive. Blank face signals uncertainty.</p> <p>Staff ensure to be honest and follow through on promises wherever possible. Ensure to be honest when things don't go to plan and explain this.</p> <p>Provide clear rules and boundaries and ensure the classroom environment is positive, fun and calm.</p>

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<p>How will predictable and reliable support be provided?</p> <p>Are there times in the day when the child feels particularly unsafe: beginnings, endings, transition? How can these times be managed?</p> <p>How can the environment be adapted to help the child feel safe?</p> <p>How can the day be structured to help the child feel safe?</p> <p>What does the child need to know in order to feel safe?</p> <p>How will this be communicated so that the child understands?</p>	<p>Discuss the safety reasons for our rules and explain that it is the adults job to keep the children safe. This means keeping everybody safe- adults won't let other children hurt him but also won't let him hurt others.</p> <p>If his emotions escalate, staff remain calm and ensure he is aware that we are 'big enough and strong enough to weather the storm' (Steve Russel) We can contain his emotions and we understand them. He will see that we are unwavering and still have the same affection for him as before.</p> <p>Child A has been provided with a 1-1 key worker who have already made a positive trusting relationship with. However, school feel it is important that all staff within the classroom take the time to get to know Child A well and build the same trusting relationships. This helps him to develop the understanding that all of the adults within the school are trustworthy, understand him and his needs, will care for him and keep him safe. This means that continuity of reliable support can be provided for him if adults are ever absent.</p> <p>Child A finds the many transitions throughout the day quite challenging. Staff ensure to make the school day as structured as possible and provide visuals to reinforce this. For example, visual timetable and Now/Next board and forewarn him of any upcoming changes to routine.</p> <p>Child A feels safe and secure when he is near to the door and a trusted adult and so his carpet space will be placed accordingly.</p> <p>Staff manage things that Child A may perceive as a threat or danger. For example the fire alarm, sudden loud music during an assembly, sudden change in routine, and very importantly for Child A, any unfamiliar people entering the classroom, e.g. during a walk through. Forewarn him of these situations and talk him through it as it is happening, ensuring a familiar trusted adult is present with him during these times.</p>
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<p>Connection Meaningful connections with others promote feelings of safety, trust and belonging. Experiences of connection are important in developing the cortex and higher level thinking. For some children there is a need for a high level of connection within school.</p>	
<p>Key Question Prompts:</p> <p>How will the significant adults provide meaningful connection with the child?</p> <p>What needs to happen to ensure that the child experiences attuned and responsive connection?</p> <p>How will other adults in the team connect with the child?</p>	<p>Actions:</p> <p>All member of staff working within the classroom and with Child A have taken the time to get to know him well. They have all spent additional time during break times to chat about his likes and interests and get to know him. This informs staff discussions and we can tailor activities for him but also provides time set aside especially for him where he can have our undivided attention. This quality time spent with key adults, taking part in playful, fun and enjoyable activities of his interest, will continue throughout the school day and throughout the year. This creates shared joy and a lovely solid connection and</p>

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<p>How will the development of positive peer relationships be promoted?</p> <p>What activities may help the child to develop their sense of belonging in school?</p>	<p>lets him know that we want to be around him and enjoy his company. As above all interactions will consider facial expressions, body language and tone of voice- positive, happy, calm but assertive.</p> <p>Staff show Child A that they understand by mirroring as much as possible. For example, “I understand. I would feel annoyed if someone took my ball too.”</p> <p>Adults to show their enjoyment during time spent with Child A (He really is such a likeable young man-you can’t help but smile when you are around him!). Make this clear by explicitly telling him “I have really enjoyed your companyI really liked playing that game with you, I’ve had lots of fun...I really liked doing that writing activity with you, I really look forward to seeing you in the mornings. I love that you’re in our class.” Etc... Refer wherever relevant to the affirmations provided in the behaviour wall training.</p> <p>Child A’s work will be put up on display (helping to support his low self-esteem). Staff take the time to show him and tell him “I’m taking so much care to back your work so beautifully as you have worked so hard and done such a good job, I am so proud of you for that.” Put his work up around the classroom, along with photographs of him taking part in class activities with his peers and teachers, developing a sense of belonging to this classroom and family like environment that we hope to create. This shows that his hard work and efforts are deeply valued and that he is worthy of adults time and dedication.</p> <p>Child A will take part in intensive play sessions where appropriate play is modelled and practiced. In addition turn taking activities will be planned in each week. Adults to model how to celebrate for other’s achievement and also model that it’s ok not to win. Adults to lose at first not Child A- build up to this-ask AS for advice when the time comes.</p>
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<p>Understanding Children need adults to understand them and communicate this understanding in an empathetic way, whilst also maintaining clear rules, boundaries and expectations. Understanding and co-regulation from an adult will support children to develop their ability to regulate themselves.</p>	
<p>Key Question Prompts:</p> <p>What does the child’s behaviour tell us about how they are feeling?</p> <p>What is our understanding of the child’s feelings?</p> <p>If the student is finding something hard or displaying challenging behaviour, how will adults respond and show understanding?</p> <p>How will the child be co-regulated and calmed?</p>	<p>Actions:</p> <p>Generally, Child A’s unregulated behaviour comes from a place of anxiety. He may be feeling unsafe, threatened or unable to control his surroundings. Understanding this, means that adults can adapt their practice or surroundings accordingly. This means all staff including lunchtime staff must have an understanding of what his behaviour is communicating.</p> <p>Adults respond to challenging behaviour in much the same way as stated above. Adults ensure to use calm but assertive voice (to convey safety) and expressing empathy.</p>

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<p>What empathic responses might be helpful?</p> <p>How will the understanding of other adults in school be supported / developed? How will they respond to incidents?</p> <p>Does the child need a responsive co-regulation plan?</p> <p>What will happen to ensure that relationships are repaired?</p>	<p>Adults wonder aloud, validate, and show child A that you 'get it'. Respond empathically; imagine how it is for him, empathise and then express it. Use phrases such as:</p> <p><i>"I can see that this situation is very hard..."</i> <i>"That sounds as though you were really worried..."</i> <i>"When that happens, I wonder if it is very frightening for you..."</i> <i>"I would be frustrated if"</i></p> <p>Training has been put in place for the whole school and continual CPD and expert support has been booked for staff which includes drop in sessions where staff can discuss specific incidents or approach with individuals and plans can be updated. This plan will be talked through with all staff who come into contact with Child A.</p> <p>Once Child A is calm, we can use more of this sort of language but also address the need to use kind hands etc...to keep everybody safe. This works very well for Child A and he shows real understanding when it is put to him in this way.</p> <p>Restorative actions are then put in place and Child A can help to put right what has happened. E.g. clean up the mess that has been made. Draw a picture for the person he may have upset to make them feel happy again.</p>
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<p>Care</p> <p>Some children will need adults in school to be particularly mindful of providing a high level of care. This includes meeting the child's basic needs, enabling them to experience comfort and joy and showing them that they are liked.</p>	
<p>Key Question Prompts:</p> <p>Does the child have unmet needs in terms of basic care? If so how can these be addressed?</p> <p>How will adults communicate care to the child/young person?</p> <p>How will the child know that they are liked?</p> <p>What activities may foster shared enjoyment?</p> <p>How can we ensure the child knows they are being held in mind?</p> <p>How will the child be soothed?</p>	<p>Actions:</p> <p>Child A has struggled with developing a sense of belonging within his care settings and within his educational settings in the past (now in a stable, caring home environment) and so ensuring he knows he is a very well-liked and valued member of our school family is of the up most importance.</p> <p>As above, Staff will spend quality time with Child A and ensure to let him know that he is liked, cared for and worthy of our time and effort. All interactions are considered again tone of voice and body language are key. Even when staff are not working directly with Child A, they will regularly check in with him with simple smiles, eye contact, a thumbs up etc...</p> <p>Staff show Child A that he is important to them by doing special things for him as well as with him. For example, bringing special items in from home that you know he will like, telling him that for example, you saw a video clip over the weekend that just reminded you of him and you wanted to show him and watch it together. This shows him that he is held in mind and you still care for him even when you are not together. Bringing in jigsaws for him of his favourite topics (he</p>

'Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what was sown.' Matthew 13:8

	<p>really likes paw patrol at the moment). Remembering the important events that are happening, parties, outings, his birthday. Even down to celebrating with him when his tooth comes out and noticing and commenting on his new hair cut all make a difference and show that we care for him and like to be with him.</p> <p>Child A will only accept touch (even a head rub or a hand hold) from familiar adults. Once he has developed that relationship, he will actively seek out touch, especially when he is tired. He rubs his hand on the hand of adults and rubs their hand on his face when he is feeling tired or upset. Knowing this signals his need for comfort at that time is important and staff can provide a quiet, calm place if needed here he can still listen to the class input but in a safe calm space of his own. Also provide a sensory box for Child A as he likes to use certain items when he begins to 'bubble' which seem to calm him down- this can be used as part of his sensory diet.</p>
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<p>Supporting Inclusion-pro-active strategies</p> <p>Are there difficulties that are blocking the child's access to learning or social inclusion?</p> <p>What skills are we going to support the child to develop in their areas of need?</p> <p>How are we going to support access and inclusion?</p>	
<p>Key Prompts:</p> <p>Control-related e.g. accepting an adult lead, co-operative working, turn taking, requesting help.</p> <p>Social skills e.g. explicit teaching of listening skills, eye-contact, starting conversations, proximity.</p> <p>Identity-based e.g. ability to take risks in learning, accept challenges, make mistakes.</p> <p>Self-regulation and sensory regulation e.g. emotional literacy, self-soothing, managing sensory input.</p> <p>Behaviours for learning e.g. Planning, organisation, managing transitions.</p> <p>Literacy skills e.g. developing phonic skills, reading comprehension, recording skills.</p> <p>Language skills e.g. understanding instructions, expressing opinions.</p> <p>Communication and Interaction e.g. Understanding social situations.</p> <p>Building on strengths</p>	<p>Actions:</p> <p>Ensure he has a 1-1 support for all focused learning tasks.-safety cues always acknowledged and clear, positive calm language used. (this can also be assertive when needed which helps to convey safety)</p> <p>1-1 support should reflect PAD training- turn language around to avoid demands. "I'm so looking forward to seeing your super phonics today, would you like to use the green pen or the purple pen for your whiteboard?" Rather than "were doing phonics now". 1-1 to use visual timetable to give prior warning.</p> <p>Adults express empathy and wonder aloud, validate, and show child A that you 'get it'. Respond empathically; imagine how it is for him, empathise and then express it. Use phrases such as:</p> <p><i>"I can see that this situation is very hard..."</i> <i>"That sounds as though you were really worried..."</i> <i>"When that happens, I wonder if it is very frightening for you..."</i> <i>"I would be frustrated if"</i></p> <p>Ensure the school day is as structured as possible, provide visuals to reinforce this (visual timetable and Now/Next board) and forewarn him of any upcoming changes to routine.</p> <p>Use multi-sensory approaches within the classroom as well as lots of practical and pictorial resources at the table to aid his understanding so he is not relying on vocal information alone.</p> <p>Have a selection of Child A's favourite activities for his 'choosing tray.' These could be calming such as colouring in, activities may teach discrete skill - activities that have a defined start and end point such as</p>

'Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what was sown.' Matthew 13:8

<p>How can we enable the pupil to build on their strengths?</p>	<p>puzzles, construction tasks and dot to dot. Or feely bag activities encouraging vocab and turn taking.</p> <p>Staff members to model activities and actions as much as possible and encourage him to imitate.</p> <p>Provide Child A with a calm quiet safe space to go to when needed.</p> <p>Specific work done on a 1-1 basis using the emotion works cogs. These are also up in the outdoor area and can be referred to if needed. He likes to look at these during break times.</p> <p>Continued phonics and maths interventions to build confidence and belief in his own abilities. Consolidating prior learning so less demand when he does the tasks in class.-pre teach is useful for Child A, again to lessen the demand during the lesson.</p> <p>Staff to provide sensory breaks throughout the day. These can be planned or impromptu if needed. Ensure these are an activity he enjoys. Use visual to support this transition. Prior warning if possible.</p> <p>Calming activities to be used after busy less structured times of the day such as lunch times. Child A loves to lead yoga in the afternoon.</p>
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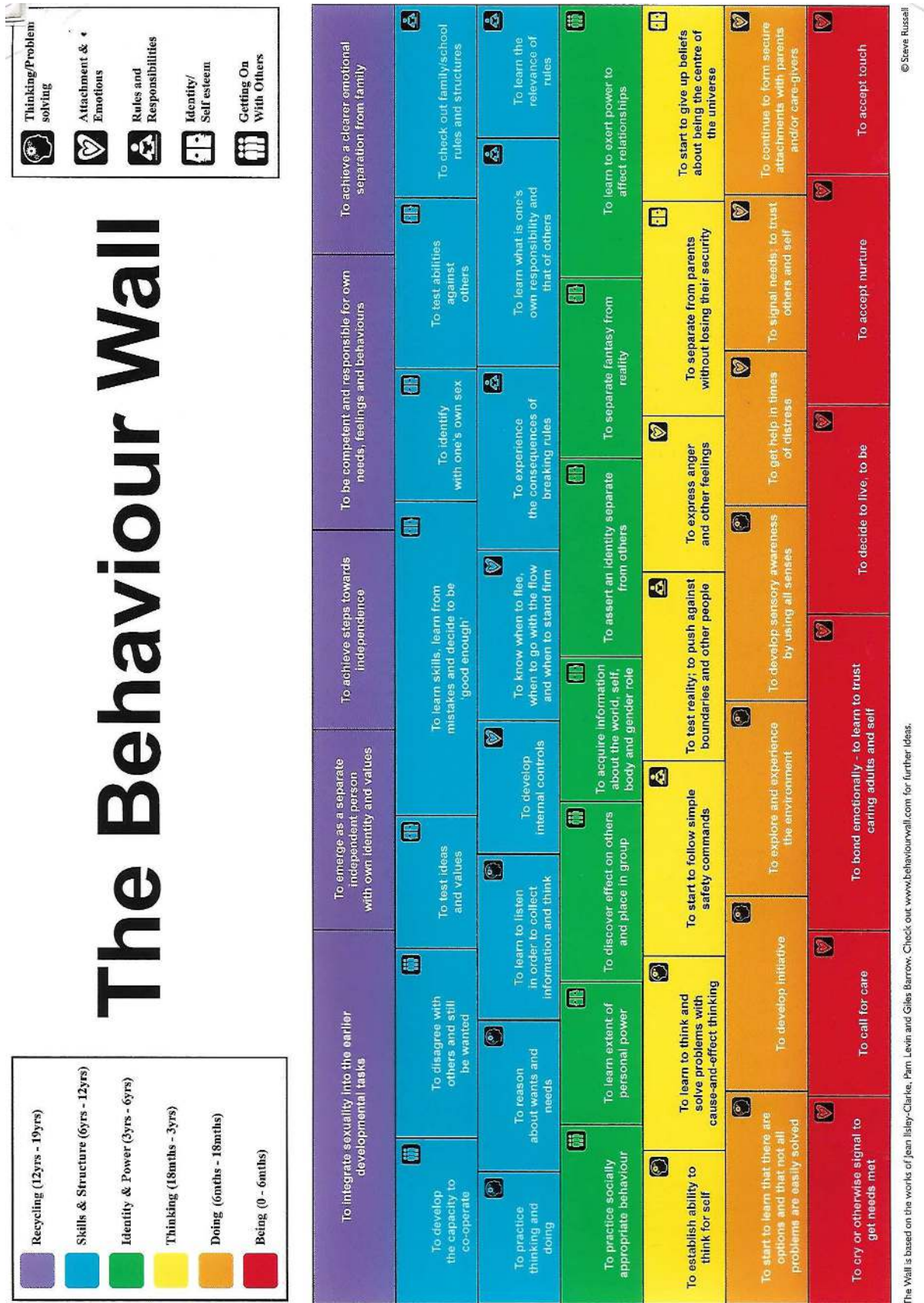
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A guide to supporting regulation through responsive co-regulation plans.

(Developing relational practice and policy. Pg25)

State of Regulation	Potential Displayed Behaviours	Responsive Co-Regulation
Calm Safe/socially engaged	Steady heart/breathing rate. Calm state of arousal. Open to social engagement. Expressive facial expression and voice prosody. Able to listen, process language and engage in thinking to learn.	Maximise expressive social engagement. Fully engage and connect using the face, voice, movement. Encourage listening and expressive responses. Engage thinking skills to reflect and make connections. Introduce gentle challenge through play/activity.
Mild Stress Alert/Agitated/With drawn	Slightly raised heart/breathing rate. Signs of agitation, frustration, anxiety. Raised hypervigilance. Lack of focus, easily distracted. Increased mobilisation. Early signs of needing to take control or helplessness.	Connect through eye contact, movement and facial expression. Express calmness through storytelling prosody and open facial expression. Attune to mood, intensity and energy of the child. Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness. Respond empathically and validate feelings. Use calming, soothing and regulatory activities.
Dysregulated Mobilised	High levels of arousal/ distress. Hyper vigilant. Difficulty listening and focusing. Mobilised – fidgeting, jumping, running, climbing etc. Raised voice with lack of prosody. Decreased expressivity. Threatening behaviour. Oppositional behaviour	Reduce social demands whilst remaining present. Provide individual attention. Convey adult containment. Let them know you are able to 'hold' their dysregulation by remaining regulated. Convey your calm and regulated state by being confident and contained. Use quiet, calm sounds and tones, which are expressive and confident. Reduce language, give short clear directions. Avoid questions and choices. Use predictable routine. Reduce sensory input, lights, noise. Use sensory soothing.
Dysregulated Immobilised	Lowered heart/breathing rate. Reduced energy. Shuts off from surroundings/ dissociates. Depressed state. Immobile/frozen. May feel faint.	Gentle, soft and delicate manner of coming close, making them aware of your presence and support. Use comforting and predictable voice. Use invited touch to soothe. Singing, humming, music. Use sensory soothing. Calm and gentle reassurance.
Crisis	The child's behaviour means that they or other people are not safe.	An individualised plan of action which outlines action to be taken in the event of unsafe behaviour. This may include advice from outside agencies. The plan should be shared with the child and include their views as to what helps and with all staff working with the child. Roles and responsibilities should be clear. If the plan includes physical intervention staff should have had the appropriate training. Adults need to provide high levels of containment.

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Sex Promote growth	You can know who you are and learn and practice skills for independence	You can develop your own interests, relationships and causes	You can grow in your femaleness or maleness and still need help at times	You can learn to use old skills in new ways	We look forward to knowing you as an adult	We trust you to ask for support when you need it
Excitement Navigating the social world Resilience	You can learn from your mistakes	You can think for yourself and get help instead of staying in distress	You can think before you say 'Yes' or 'No'	You can find ways of doing things that work for you	You can learn the rules that help you live with others	We still want to be with you when we differ and we can learn together
Recognition Self-esteem Practising social skills	You can explore who you are and find out about others	You can try out different ways of being powerful	You can be powerful and ask for help at the same time	All of your feelings are OK here	You can learn the results of your behaviour	You can learn what is pretend and what is real
Structure Boundaries Express growing sense of self	I'm glad you're starting to think for yourself	You can learn to think for yourself and others can too	You can think and feel at the same time	You can know what you need and ask for help	It's OK for you to be angry, and we won't let you hurt yourself or others	You can say no and push the limits as much as you need to – and we will keep you and others safe as you do so
Stimulus Exploration Safety	You can use all of your senses when you explore	You can explore and experiment and we will support and protect you	You can be interested in everything	We like you when you are active and when you are quiet	You can know what you know	You can do things as many times as you need to
Contact Relationships Trust	What you need is important to us	We want you to be here and want to care for you	We're glad you're here	You belong here	You can feel all of your feelings	You can grow at your own pace

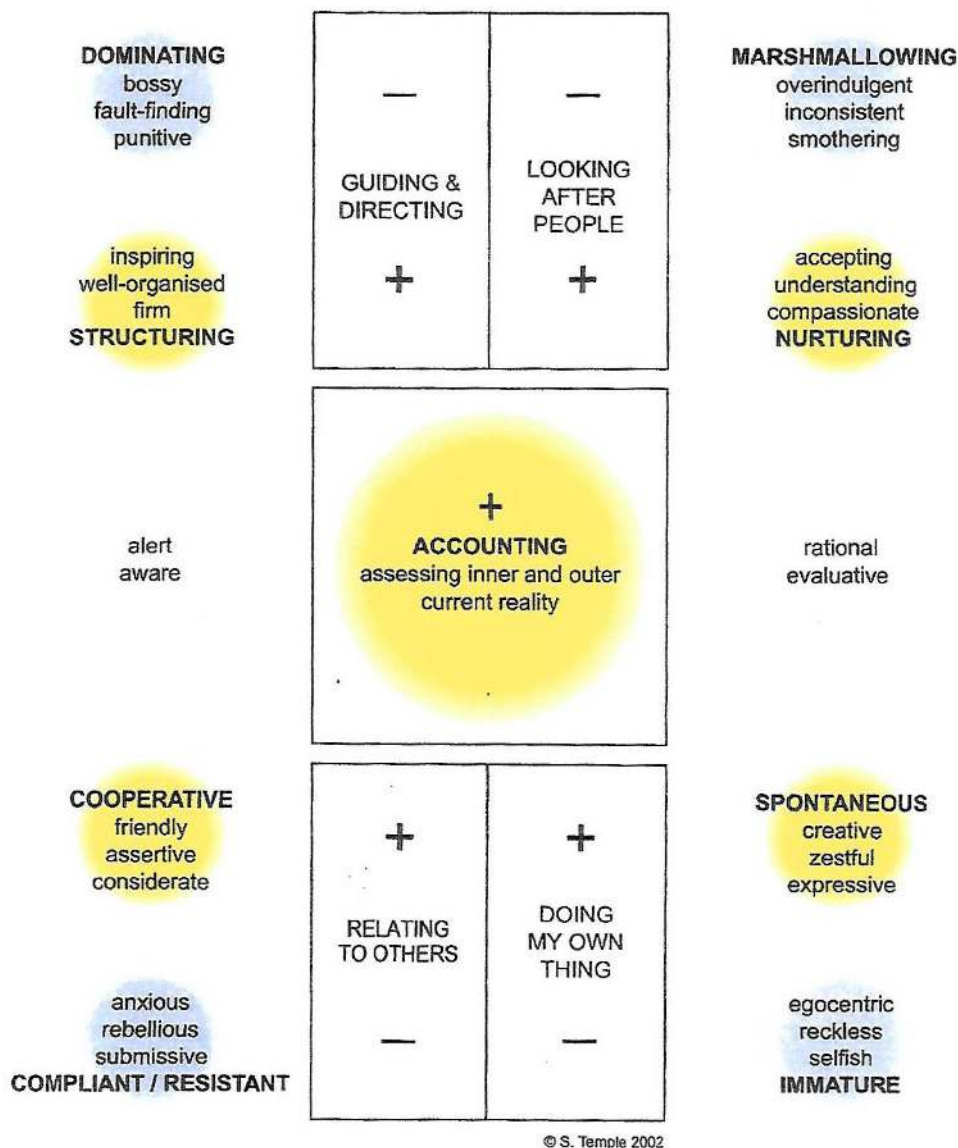
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The full Functional Fluency model.

The corner elements each have a positive and a negative mode. The positive modes are the effective ways of using the elements.

Using Accounting Mode helps you choose the positive modes to good effect so that your behaviour is functionally fluent. This is how you communicate well.

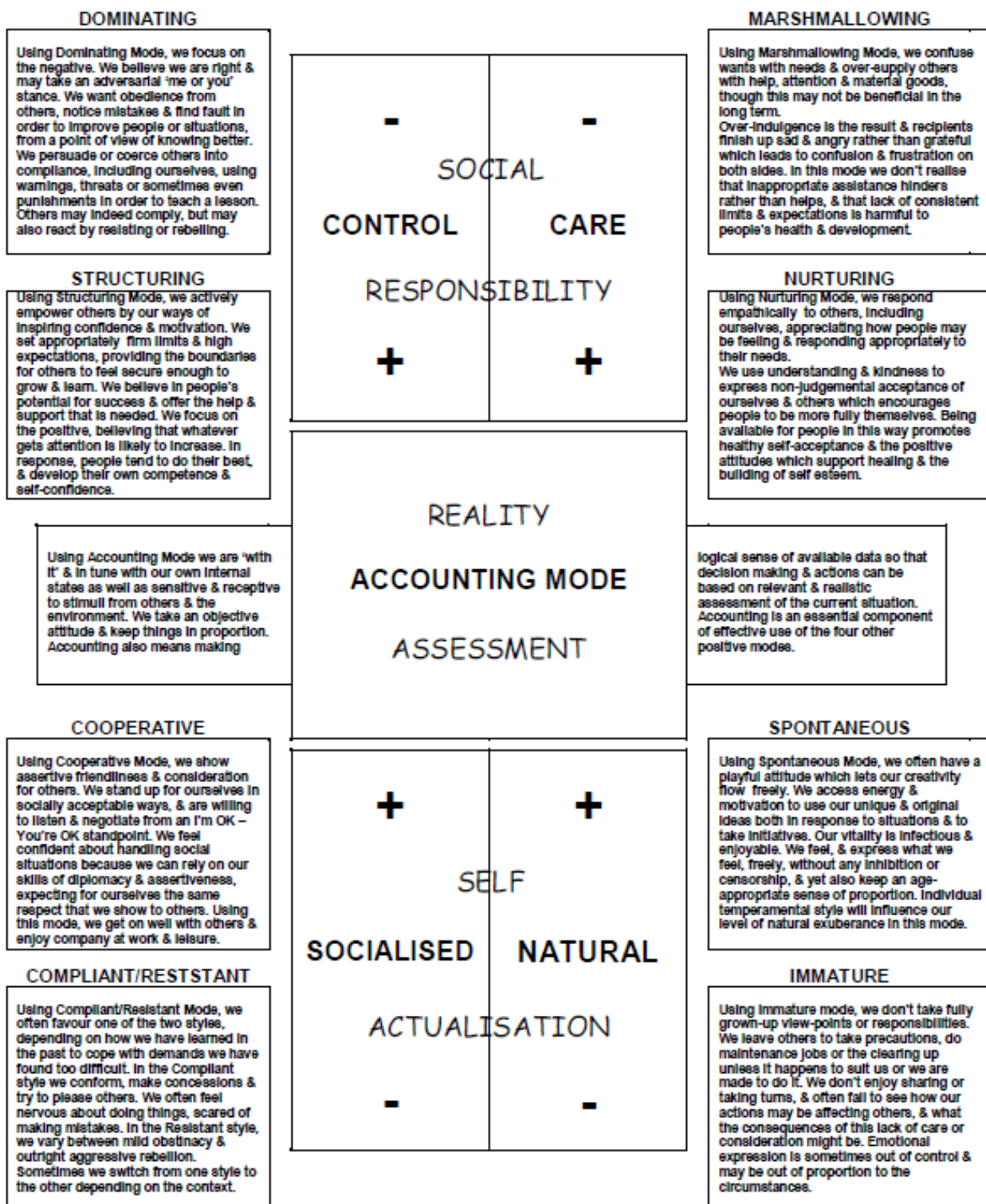
If you are human, however, on a bad day, you will occasionally slip into using the negative modes, and that is when old habits can trip you up and you react rather than respond, which is often counter-productive!



'Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what was sown.' Matthew 13:8

The Functional Fluency Modes in Action

The TIFF® Questionnaire gives you scores on these nine modes of behaviour



www.functionalfluency.com

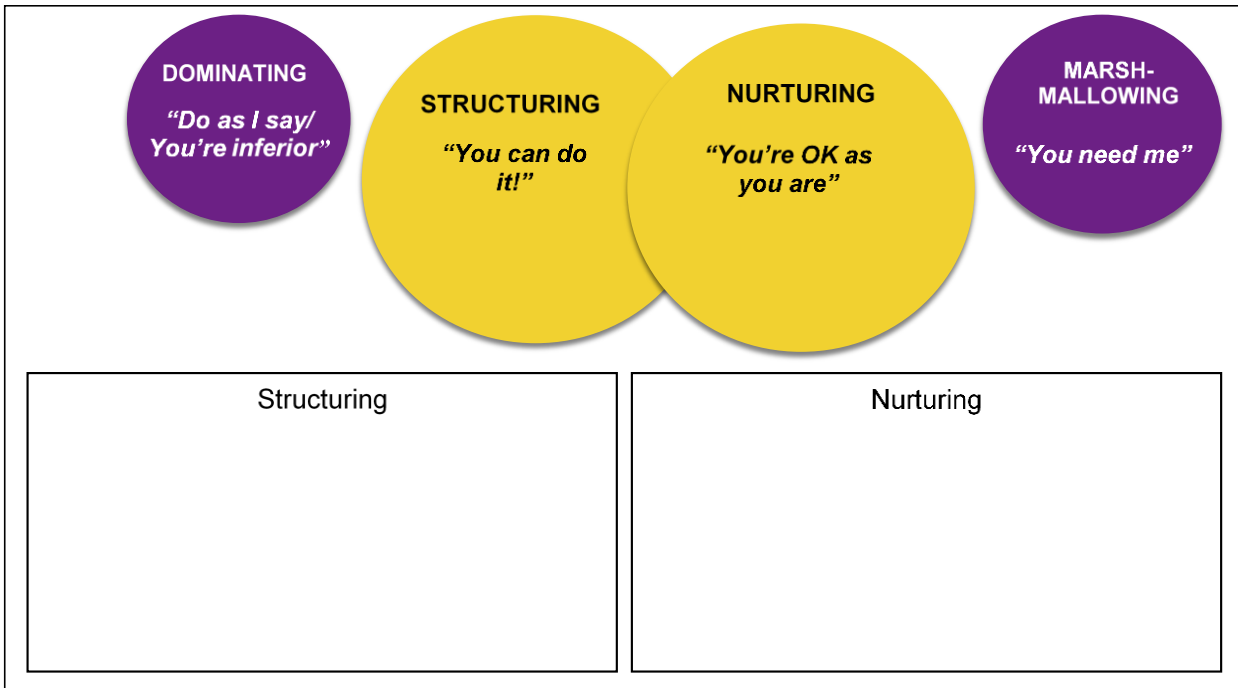
'Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what was sown.' Matthew 13:8

Problem Solving Behaviour Framework

Pupil (initials):	Age : Chronological:	Developmental:
Additional Needs: Those specified on EHCP/IEP/other documents :		
Those, perhaps yet to be diagnosed, that staff's professional judgment would suggest require bearing in mind?		
<i>Other information that might help in making better sense of the behaviours causing concern:</i>		
Pupil's strengths: Academic; Social; Sports; Creative		

Behaviour(s) causing concern:	
What: When: What: When:	What do you: See? Hear? Can't vs Won't:
Scale 1 _____ 10 ('1' = 'Permanent exclusion'; '10' is 'The behaviour is no longer a concern')	
What's happening that means it's <u>not</u> at '1'?	
What will the pupil be starting to do when things move to 'x' + 1?	
What skill(s) would be most helpful for the pupil to learn?	
Self-regulation	Learning Skills
Social Skills	

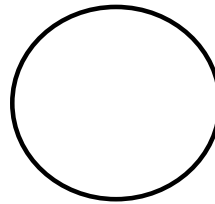
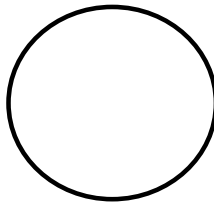
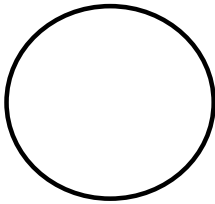
'Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what was sown.' Matthew 13:8



Links with the Behaviour Wall

Developmental Age :

Which affirmations does the behaviour suggest the pupil is particularly hungry for?



Ways you currently communicate these:

What else might you try?

How does the pupil typically get noticed?

Approval	Acceptance
Disapproval	Rejection

'Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what was sown.' Matthew 13:8

REVIEW

('x' = previous scaling point; 'y' = scaling point now)

1 _____ 10

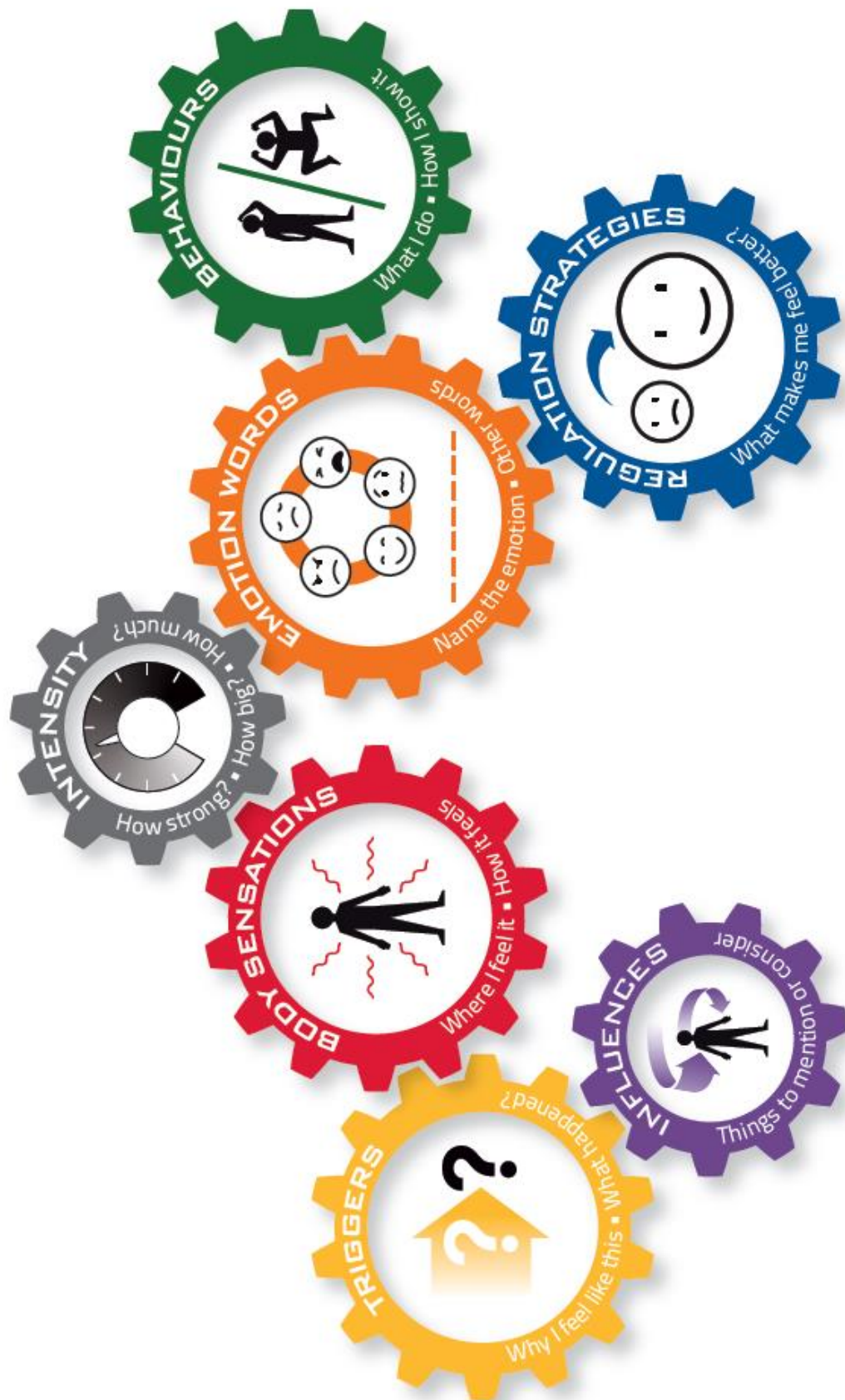
What desirable behaviour(s) are you seeing:

- *Continuation of previous behaviours*

- *New behaviours*

What skill(s) is the pupil developing?

'Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what was sown.' Matthew 13:8



‘Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what was sown.’ Matthew 13:8

the orange cog

the words we use to name
our feelings and emotions

worried
sad
excited
frustrated
relieved
calm
angry
bored
worried
disappointed
guilty
miserable
embarrassed
proud



happy

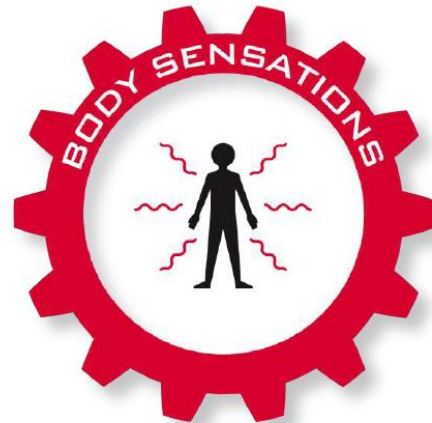
frightened

emotion works

the pink-red cog

the sensations we notice in our
body when we feel an emotion

racing heart
sweaty palms
hot cheeks
dry mouth
butterflies in tummy
weak
light headed
goosebumps
dizzy
restless
need to pee
weird



giddy

shaky

emotion works

*'Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what
was sown.' Matthew 13:8*

emotion works

‘Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what was sown.’ Matthew 13:8



run away

winning

spider

it starts to snow

your dog dies

you tell a lie

someone threatens you

you make a mistake

you receive a compliment

long journey something's not fair

your dog dies

you tell a lie

someone threatens you

you receive a compliment

long journey

something's not fair

the blue cog

things that can help us feel better
when emotions don't feel good

count to 10 cuddle
 warm drink
distraction
 stay close to someone

tell someone how you're feeling

squeeze a stress ball

listen to music think of a solution

have a treat

emotion works



exercise

deep
breaths

the grey cog

the different ways we can report the
size and strength of our emotions

words numbers
 pictures
 rating scales
comparisons

not at all / a little bit / a lot

mildly / very / extremely / absolutely

miffed -- annoyed -- angry -- furious

satisfied -- happy -- delighted -- ecstatic

emotion works



really

7/10

'Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what was sown.' Matthew 13:8

the purple cog

the things that influence how we react
to emotional triggers

people factors social factors

past experiences / recent experiences

in pain tired hungry
personality

underlying emotions stress levels

impairment/difficulty/disability

backstory explanations reasons

emotion works



*special
interest*

on edge

'Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what was sown.' Matthew 13:8

Protocols for Higher level Incidents of Unacceptable Behaviour

Physical child-on-child or child-on-adult abuse

1. Ensure the safety of both the victim and the perpetrator.	
Response to the Victim	Response to the Perpetrator
2. If necessary ensure they have appropriate intervention from a first aider. 3. Where necessary give them time and support to 'calm down' and regulate their emotions. 4. Ask them to recall what happened before and during the incident and keep a written record. 5. Ask for the pupil's views about how to resolve the situation.	2. If necessary ensure they have appropriate intervention from a first aider. 3. Give them time and support to regulate their emotions; this may require use of a sensory toy or other ways to calm. When the child is regulated ensure that they know they will be listened to and given time to explain the incident. 4. Ask them to recall what happened before and during the incident and keep a written record. 5. Ensure the child is clear that hurting others is never acceptable and discuss what can be done to make amends.
6. Speak to pupils together, discussing any contributory factors to the incident but also giving opportunity for the perpetrator to express their apology. 7. Consider any further reparatory measures to be taken, e.g. perpetrator to help in the EYFS/KS1 yard whilst they consider appropriate ways to play, perpetrator to refrain from the 'game' which triggered the behaviour whilst they practice regulating their emotional responses. 8. Both children should then be taken to a member of the SLT to discuss the situation and the agreed action. The SLT will then decide whether this is an appropriate response or whether further action is required. 9. Both sets of parents should then be contacted to make them aware of the incident. 10. The incident should be recorded on CPOMS. <i>(Please note in some incidences it may be necessary to involve a member of the SLT earlier in the process. It is important that the staff involved are feeling regulated themselves and it is also acknowledged that sometimes staffing levels make it difficult to manage the situation and ensure effective, safe provision for other pupils. However, where ever possible it is important that the earlier action points are followed by the staff involved, as it is by completing the Regulate, Relate, Reason, Repair cycle that good relationships are formed which will influence future behaviours.)</i>	

Sexual child-on-child abuse

1. Ensure the safety of both the victim and the perpetrator.	
Response to the Victim	Response to the Perpetrator
2. Where necessary give them time and support to 'calm down' and regulate their emotions. 3. Ask them to recall what happened before and during the incident and keep a written record.	2. When the child is regulated ensure that they know they will be listened to and given time to explain the incident. 3. Ask them to recall what happened before and during the incident and keep a written record.
4. Inform the DSL (or Deputy DSL) of the incident. 5. DSL to use the Brooks traffic lights to help understand the behaviour compared to the child's developmental level and seek further advice from Safeguarding Team. 6. DSL to ensure staff are aware of future actions required. These may include whole class teaching using specific resources (e.g. Pantosaurus) and/or specific support for the children involved through professionals such as Brighter Lives or an Early Help referral.	

'Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what was sown.' Matthew 13:8

- | |
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| <ul style="list-style-type: none"> 7. Both sets of parents should be contacted to make them aware of the incident. 8. The incident should be recorded on CPOMS by the initial staff involved, with any actions added by the DSL. |
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Prejudiced based incidents

- No one should have to experience racism. Incidents need to be responded to immediately even if further investigation is required later. A quick response sends a clear message to all about the seriousness with which the school takes such incidents.
- If a response is delayed, it may be interpreted that the school condones such behaviour and might make the victim and their family view the school negatively. They may lose confidence in the school's willingness to act and may take matters into their own hands.
- The ethos of the school and the explicit values modelled are important in determining pupils' attitude and behaviour.
- Responses must be seen by pupils and parents to be clear and consistent.
- Procedures are flexible to allow for professional judgement. Different situations will require different responses, but all incidents must be treated as serious.
- Pupils and parents are kept informed of the school's action at all stages.
- Procedures make clear the respective responsibilities of Governors and staff in investigating incidents which have been observed but not reported by the victim.
- The victim's family has the support they need.
- Action may be needed to address the impact on the wider school community.
- Steps are taken to ensure that good race relations are restored.

Supporting the Victim	Response to the Perpetrator
<p>It is important the pupil who has experienced the incident feels safe, secure, listened to and supported. Where the incident is unintentional, the focus should be on counselling and education rather than punishment. Where it is intentional, the emphasis needs to be on ensuring the perpetrator understands the impact their actions have had on the victim and that such behaviour is unacceptable.</p> <ul style="list-style-type: none"> • Reassure the pupil that the schools views all forms of racism very seriously; • Explain that the incident will be investigated in line with existing school procedures. • Allow the pupil to explain what has happened. Give them time to talk initially. • Encourage them to talk about how they feel. • Ask the pupil what they would like to happen and agree the course of action to be taken. • Confirm when you will meet with them again. • Check that the pupil feels satisfied with the way in which the incident has been dealt with. Victims should never be made to feel that this is their fault. • Reinforce the notion that the school believes that all people should be treated with respect and dignity. 	<p>The perpetrator needs to know that such behaviour is unacceptable but also needs to understand why it is unacceptable.</p> <ul style="list-style-type: none"> • Explain to the pupil that the school takes all forms of racism very seriously; • That the incident will be investigated in line with existing school procedures • Allow the pupil to explain what has happened. Give them time to talk. • Give the pupil time to reflect on what they have done and to talk about how their behaviour might have made the victim feel. • Allow the pupil to explore what led up to the incident in order to identify any attitudes or misconceptions that might need to be addressed. • Explain the difference between racist behaviour and other forms of unacceptable behaviour and explain why this type of behaviour is taken so seriously. • Agree a restorative response in line with the school's relational practice policy. This may include support for the pupil in undertaking a unit of work on racism or may include a letter of apology. • Inform the pupil that their parents will be informed and invited to discuss the matter with the school.

'Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what was sown.' Matthew 13:8

<ul style="list-style-type: none"> You may need to monitor the pupil over time. 	<ul style="list-style-type: none"> You may need to monitor the pupil over time.
Engaging the Victim's parents	Communicating with the perpetrator's parents
<ul style="list-style-type: none"> Inform the parents of the pupil who has experienced the incident (or brought the complaint). Describe what has happened Explain what the school has done Check that the parents understand why the school has acted in the way it has and that they feel that the incident/complaint has been taken seriously You may want to suggest how they might support their child or ask if they need any additional support. Make them aware of other support agencies beyond the school where appropriate 	<ul style="list-style-type: none"> Inform the parents/carers of the pupil who has committed the act. Describe what has happened Affirm the school's stance on racist behaviour Explain what the school has done and why Allow parents to express how their thoughts and feelings Check that the parents understand why the school has acted in the way it has. You may need to deal with the parents own attitudes and views.
<p>The ultimate aim of dealing with racist incidents should be to ensure that it does not happen again and that harmony is restored. As part of the restorative approach, it may be helpful to bring both the victim and the perpetrator together following the incident, provided the victim feels comfortable with this approach.</p>	

Damage to property

Response to the Perpetrator
<ol style="list-style-type: none"> 1. Give the child time and support to regulate their emotions; this may require use of a sensory toy or other ways to calm. 2. When the child is regulated ensure that they know they will be listened to and given time to explain the incident. 3. Ask them to recall what happened before and during the incident and keep a written record. 4. Ensure the child is clear that damaging property not acceptable and discuss what can be done to make amends. As part of the restorative approach ensure the child is required to tidy any mess they have made or clean any graffiti. 5. Take the child to a member of the SLT to explain their actions and any steps of reparation. The member of the SLT will decide on any subsequent actions and if appropriate inform parents. 6. Record the incident on CPOMs.

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