

# Queen's Park Infant Academy



## **Relational Policy** (including Anti-Bullying)

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Local Governing Body
Policy Ratified:	September 2023
Review Date:	September 2025

This policy should be read in conjunction with the following policies –CLP Behaviour and Relationships policy, CLP Suspension and exclusions policy, SEND policy and Safeguarding policy.

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# Vision Statement

## A Happy School; Learning, Caring, Succeeding Together

A happy school...



...learning together

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

## **Section 1**

### **Our Core beliefs**

We are committed to creating a consistent safe and secure environment that fosters connection, inclusion and respect. Where children feel secure and happy and "to be the best they can be", through establishing a whole school approach to relationship building; encouraging positive attitudes to achievement, increasing self-worth, self-discipline and a sense of responsibility for themselves and others.

A 'relational approach' is a way of interacting and communicating with others that embodies values such as respect, inclusiveness, honesty, compassion, and cooperation. It is much more than an approach to behaviour management. Having an understanding of our relationships with each other, as a community, as a school, and as individuals, can enhance both academic and social learning.

We believe that strong relationships are central to the learning process of both curriculum and personal development. Strong relationships can transform others, building brains through the experience of a rich relationship and they are the essential ingredient for emotional growth and well-being. Adults need to be present both physically and emotionally for all our children; authentic in their responses and actions, with the intention to be relational at all times. We believe that effective trusting nurturing relationships are the best ways to manage behaviour.

Adults in our school believe it is important to provide a secure environment, enabling a safe base for the child to explore and thrive with their leaning. Adults bring playful fun and have joyful moments with children but also support difficult conversations when needed. These conversations can only happen successfully when the adult has a good relationship with the child. In this way behaviour management becomes a teachable moment where outcomes over time are more likely to succeed. We believe in discipline, (teachable moments) but not punishment.

We know how crucial the curriculum is in supporting academic achievements for our children, but we also know that when children have unmet developmental and emotional needs, they may not be emotionally available to learn. Therefore, it is necessary to ensure that the school's entire approach is trauma informed; accessible to all, inclusive and differentiated.

### **Aims**

- To enable all children to learn and thrive emotionally in a safe and secure environment which is high in nurture and structure, becoming positive, responsible and increasingly independent members of the school community.
- To have high expectations and maintain boundaries at all times to ensure children's needs for consistency, predictability and security are met.
- To have a whole school culture of respecting and honouring difference and diversity.
- To be curious about the children in our care, the parents/carers and the staff we work alongside. We strive to know all our families and work together so we understand the child.
- To provide **consistency but not rigidity** in our approach. We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support. Siegel 2015 (p.227)
- To understand that all behaviour is a form of communication of an emotional need. With support to co-regulate these emotional needs with attuned adults, children can be helped to respond or behave in more socially acceptable/appropriate ways.
- To provide staff who are excellent role models; compassionate, kind and willing to learn. We regard ourselves as alternative attachment figures who provide a secure base and develop relationships with children in order to support their emotional development. ***"Connection before correction"***.

- To use the **4 R's** of Regulate, Relate, Reason and Repair as an engagement cycle for children. We use this in conjunction with the ***PACE approach, DDP principles*** and ***restorative approaches*** to help children learn from difficult moments and remind them of other ways to manage their feelings, strengthening their resilience and drawing upon skills and positive experiences they have had as a buffer to stressful times.
- To prevent bullying and respond swiftly and with care to all descriptions, including cyberbullying and any form of prejudice or discriminatory bullying.

## Section 2

- Ensure the school-specific policy reflects the school context and is published to the school's website;
- Monitor the effectiveness of the school's policies and procedures.

### Headteacher

- Determine the procedures required to achieve the standard of behaviour expected and to ensure that agreed policies are applied consistently;
- Ensure that the school's individual policy expresses the school's values and is appropriately influenced by the CLP values for behaviour and relationships;
- Monitor and evaluate the implementation of the relationships policy;
- Ensure staff are familiar with the school specific policy and procedures;
- Identify training for staff as required;
- Report to the Local Governing Body about the standards of behaviour on a termly basis and annually concerning the overall implementation and effectiveness of the school's Relationship Policy.

### Staff

We are all role models for all our children therefore, it is important staff follow consistent agreed principles:

- **We show kindness to children and treat them with dignity and respect.**
- **We commit to providing a calm, safe place for children to learn by increasing felt safety.** We use our bodies, face and voice to communicate safety to all those around us. We communicate clearly and avoid shouting, keeping stress low.
- **We provide quality interactions** whereby we are intentionally physically and emotionally present with our children - attentive, attuned and responsive.
- **We tell the children we believe in them**, which in turn creates an environment of positivity and success.
- **We will commit to knowing each child's story.** It is our responsibility to learn about our children; what they have lived through to date, their resilience factors, their stressors and their calmers.
- **We commit to seeing the child.** When moments are tricky, we are curious. We ask what has happened to cause this and how we approach this differently next time. There will always be a reason, the behaviour is a symptom of something that we need to identify, understand and correctly support.
- **We commit to respecting a child's biological reactions to stress** which can be displayed verbally and crucially, non-verbally. Whilst in distress children lose their processing ability. We will soothe the alarm in a child, recognising that we cannot talk a child down from distress; we must engage in a sensory soothing activity before we can address what has happened.
- **We model how to cope in difficult or challenging situations** talking about our own emotions and how we self-regulate.
- **We always co-regulate.** No child is left to regulate or reflect on their behaviours alone.
- **We recognise that not all behaviours are a matter of 'choice'** and behaviours of children are not always within their control.
- **We are confident and calm with children, reminding them that we are in charge;** "That's my job" "I'm the grown-up" "I am here to keep you safe"
- **We are responsible for self-reflecting** and seek out reflective supervision. "Could I have managed the situation any differently?" "Did I say or do anything that provoked the response?" "Did I confuse the situation?" "Was my reaction responsible for the outcome?"
- **We do not talk about them over their heads** or in front of other children.

- **We apologise if we make a mistake** - this will support us to build trust and respect.
- **We are patient**, knowing that changing behaviours and internal working models takes time and overlearning.
- **We will have fun with our children** - We find ways to communicate that we enjoy simply being with them, just for who they are!

### **Training and continued professional development**

We recognise the importance of supporting staff who are working with all of our children with a wide range of needs. We ensure staff are well trained to support children by ensuring continued professional development. *As part of our core offer all staff have training on;*

- The 4 R's
- PACE
- Restorative practices
- Plus key tools/strategies such as Zones of Regulation
- The inclusion lead has had additional training in trauma informed practices

### **Supervision and support**

- We recognise the importance of adults being regulated in order to be able to co-regulate with a child. We actively encourage staff to take moments to regulate themselves across the day. For example, taking a break after a challenging moment with a child or swapping adults with another key team member as needed.
- We encourage staff to seek help if they are finding it difficult to manage their feelings about a child or their own personal circumstances. We support one another in managing our own emotions and know that regulating our own emotions can be challenging.
- We refer on to trauma recovery experts as and when appropriate for specialist advice and support. This could be involvement from outside agencies such as Social care, Educational psychology, and specialist school outreach teams.
- Designated Safeguarding leads have half termly direct Safeguarding Supervision.
- Occasionally other staff may also need direct supervision if they are working with a very complex child.

### **Expectations of our children:**

Every child in our school is unique and we recognise that children have different starting points and experiences. We know in the adult world that they will see punishments and may experience one themselves. Therefore, we must teach them that actions have consequences. There is a foundational opportunity at school to equip them with the emotional skills of co-regulation and relationships to be able to thrive as an adult and negotiate the world with a good sense of personal responsibility.

One key principle is consistency of expectation and shared language. At QPIA we have the bee values which are accessible to all and inclusive. We can also differentiate them to a child's individual needs and they underpin our expectations and interactions. At the start of each school year, we start with a week on relationship building including a shared understanding of our '**Bee Values**'. (Appendix B) This learning encourages ownership and understanding of the bee values, helping them to apply them in a practical way. The Bee Values are on display in every classroom and in other key teaching areas. This is also supported through the Home-School Agreement.

### **What is differentiated discipline?**

Sometimes, our children find it harder to engage in connecting with us due to developmental trauma, adverse childhood experiences. (ACEs) or neurological differences and SEND. This is when we employ **differentiated discipline**. This means the emotional and social tasks we expect from our children will be informed by the developmental stage, capabilities and vulnerabilities of the child and their regulatory state at any given time.

## The challenges they may face

- **Toxic stress** – ACE's create toxic stress which impacts brain structures, functioning, the immune system, hormonal systems and even DNA. It inhibits the development and functioning of the thinking brain (Pre-frontal cortex). It also overstimulates the amygdala which is the brain's fear centre. When repeatedly triggered by chronic stressors it becomes overactive. We see over reactive or exaggerated stress responses to even low-level stressors.
- **Faulty Neuroception** – the feeling of being threatened. Often this leads to mis-sensing (rather than misreading) of a situation.
- Some children develop **Blocked trust** as a response to frightening and painful relationships with caregivers. Their innate need for comfort and relationships is suppressed, leading to chronic defensiveness and a lack of social engagement. This leads the child to keep people at a distance through controlling rather than reciprocal relationships.
- **Fear of being influenced.** There is much **fear** behind many behaviours we find the most challenging. Because of this fear these children can feel very vulnerable and will seek to coercively influence instead. They find it almost impossible to follow the lead of others. They find it hard to realise that adults can be trusted.
- **Feeling exposed** – Where a child needs to hide their true selves from us. They may be perceived as being "unreachable" "compliant" "clowning around" "charming" or "aggressive"
- **Miscuing** – when a child anticipates that an adult will not be able to meet their needs and will be perceived as "not caring, doesn't seem to notice us" "couldn't care less"
- **Being stuck in grief** - when a child cannot move past what they have lost in terms of relationships or traumatic events. They cannot recover yet because they do not trust adults will not let them down again.

## How we support children who may need differentiated discipline:

If a teacher or staff member identifies that a child needs more emotional support this is discussed with the inclusion leader using a cause for concern form. We then decide what next steps would be appropriate.

This is called our **SEMH graduated response (Appendix G)** and could include:

- ELSA (Emotional Literacy Support)
- Family support worker time
- Dog therapy
- Mental Health in schools' team
- **Team child** – We allocate a key adult to those who have experienced disruption in their early relationships and a formalised team of 4-5 significant adults will be created around them in school. Only those most familiar to a child engage in the relational repair. This decreases stress, supporting the social engagement system to remain available. We also want to ensure that a consistent approach is taken, using what is known about the current stressors and soothers/calmers for the child.
- We actively plan ahead using "Individual Relational Plans", risk assessments and stabilisation plans to support children who are regularly showing signs of distress.
- We increase supervision and increase structures of support where needed.
- We stabilise a child's emotions and relationships with school before expecting changes.

## How we measure the effectiveness of our approach:

- The Senior Leadership Team hold weekly Wellbeing meetings where attendance data is monitored and those children whose emotional needs are not yet being met successfully are discussed. Improvements and further support are noted.
- Pupil voice is important in our school – we ask children what they think about safeguarding and the curriculum. The School council also play an important part in telling us how they feel in school.
- We monitor numbers of incidents and trends on MyConcern
- We measure the impact of SEMH provision using specific measurable assessments (Boxall for example)
- We also use techniques such as - The Mountain Climb, child voice, teacher assessment to assess how a child has progressed.

## Section 3 – our approach



### The 4R's sequence of engagement.

For any moment or incident where a child has become dysregulated and displays behaviour that needs support, we follow a sequence of the 3 R's of engagement originally created by Bruce Perry - regulate, relate, reason. Louise Bomber then added the final R to the process - repair. This is an approach to trauma informed practice and also incorporates principles of **Dyadic Developmental Practice (DDP)** developed by Dan Hughes and uses his **PACE model** as an attitude at all times. (See appendices).

Following this sequence means that we only have difficult conversations and give a **natural consequence** when we believe we ourselves and the child are regulated. Ensuring there is quality connection between us first paves the way to a meaningful, reflective dialogue because the child is able to be fully present, in the social engagement system of their nervous system, the system that is most accessible to human contact.

4R's	Theory	Key actions
<b>Regulate</b> - A way of soothing	Regulation is the ability to control and modulate the level of emotional arousal. This ability is influenced by how much prior experience the child has had of emotional <i>co-regulation</i> . Regulation needs to be experienced before being taught. It is therefore the <i>adult's responsibility</i> to support children with their big feelings and sensations.	<ul style="list-style-type: none"> <li>• Co-regulation leads to self-regulation – we always stay with a child.</li> <li>• We try to reduce our words and embrace emotion whenever possible.</li> <li>• We ensure we are regulated ourselves</li> <li>• We "NAME it to TAME it". Children will not necessarily know what they are feeling or have the language to describe what is going on, so we wonder aloud on their behalf using feelings language.</li> <li>• We believe it is important that the children know that we know what their struggles might be and why.</li> <li>• This is a highly sensory led time – a child will be given space and time to explore their sensory needs before we engage with the next part of the cycle.</li> </ul>
<b>Relate –</b> A way of connecting	This is about the power of reminding the child that we are here for them even in the most difficult times. "Every relationship has the power to confirm or challenge all that's gone on before" Bomber 2007	<ul style="list-style-type: none"> <li>• We understand that how a child is presenting may not be how they are truly feeling. Children learn to mask their feelings and presentation from a young age.</li> <li>• We build felt safety – we bring them back to us using <b>PACE</b> approaches (Appendix C)</li> <li>• We also use some phrases to support this - e.g. "I wonder what might be happening for you right now?" "I can see you are cross by the way you are frowning; something has upset you, that must be hard"</li> </ul>
<b>Reason –</b> A way of reflecting	<b>Reflection time.</b> Everyone needs to understand that all actions have consequences. We build in reflective times	<ul style="list-style-type: none"> <li>• Reflection time is often best carried out immediately but, when necessary, these conversations may happen sometime after an event, when the child is better regulated and able to reflect upon their behaviour allowing them to participate fully in the process.</li> </ul>

	<p>and opportunities to help children make those connections alongside the work of repair. Traumatized children will need help regulating their states in order to access their reflective capacity and so we will make sure this happens carefully in our school.</p>	<ul style="list-style-type: none"> <li>• We use starter phrases such as <i>'We need to have a tricky conversation right now but remember, I care about you. I am not going anywhere. And we will find a way to work this out together.'</i></li> <li>• Reflection time is time limited and always supported by a staff member.</li> <li>• We realise how important it is that our children learn to link cause and affect but we also are aware that for some of our children's executive function is severely compromised due to all they have lived so it might take a little longer for them to make these connections.</li> </ul>
<p><b>Repair</b> – A way of re-connecting</p>	<p>After a child completes reflection time, we aim to repair and restore the staff/child relationship and any other harm caused to others. We regard this as an important teachable moment. We do not believe in the concept of punishment, because it focuses the child's mind on the punishment, rather than what they did. This frequently leads to children feeling angry and shameful, rather than being able to engage to think about the impact of their behaviour on others and learning from the incident.</p>	<ul style="list-style-type: none"> <li>• Restorative conversations including visuals/phrases are used (Appendix E)</li> <li>• Always done together, to decrease both stress and shame and increase the learning opportunity this offers.</li> <li>• Random acts of kindness as our first response to reparation, wherever possible.</li> <li>• Explicitly tell the child that we will all move on and start afresh.</li> <li>• Adults always review what has happened and identify if there was anything that could have been done differently to support the child to manage.</li> </ul> <p>Remember to mention that some children will need an adult alongside them to repair and restore (to help keep shame low)</p> <p>Bruce Perry established the 3Rs and Lousie added the final R to the process!</p>

### Natural consequences (Rather than sanctions)

It is a common misconception that restorative approaches means that there are no consequences or that challenging behaviour is accepted within this approach. In fact, setting limits on behaviour and re-affirming expectations within the context of a relationship is a core part of the approach. By engaging with natural consequences, with the support of a trusted adult, children can learn to change their behaviour.

Some examples of natural consequences

- Writing letters/cards of apology
- Repairing damage to property
- Helping to tidy up
- Losing/confiscating property until the end of the day
- Completing missed work with an adult
- Random acts of kindness – e.g., watering the plants

This approach supports the child's understanding of both positive and negative consequences. *For most incidents, the amount of time taken with an adult to reflect and repair will be the appropriate natural consequence.*

In differentiated discipline we address everything that needs to be addressed - including when others have been injured accidentally or purposefully. All inappropriate behaviours are discussed with the children alongside natural consequences and repair. Dependent on what has happened it might also be necessary

**to increase structure and supervision** of the child's activities for a specified period of time when they are struggling to manage certain contexts or scenarios. This could be alternative playtime arrangements or eating lunch in a less stimulating environment.

"You found playtime hard and x was hurt. To help you get better at this, for the rest of the week we will have playtime with less children."

"You were upset during maths today and didn't manage to complete your work – we will do it together now"

### **When children don't reciprocate our connection with them, we remember:**

- Those who need our care the most are those who will ask for it in the most uncaring of ways.
- We do not rush our interactions, slowing down provides more time for the connections to embed over time.
- Some children develop **blocked trust**. (See previous challenges section)
- There is much **fear** behind many behaviours we find the most challenging. (See previous challenges section)
- We won't ask children questions about their behaviour that we already know the answers to. For example, 'Did you take that pen?' when we know they did.
- Defensive behaviours are part of their biology - When a child experiences physical or psychological threat, they instinctively move to defend themselves through a range of fight and flight behaviours. If these options are not available to them, they will move into shut down responses (dissociation) as a means of survival.
- Being flexible is a must

**When there are serious/significant incidents, these are always reported to the Head Teacher or Deputy Head and recorded on MyConcern.** The Year Lead is informed and the SEMH graduated response (Appendix G) is followed.

#### **This could include:**

- Violence (i.e., physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing at individuals (the context is always explored with senior leaders)

### **During serious incidents, staff will continue to use the sequence of engagement (The 4 R's) whilst:**

- Staying regulated and swapping with another team member if needed.
- Try and orientate the child by letting them know where they are and what is happening.
- Encourage deep belly breathing and a sensory activity together - if not possible, model to begin with.
- Closely monitoring physical proximity. It may well be that the child needs some space but not too much. We move back, give space and remind the child we are here to help.
- Use intermittent eye contact, unless the child is regulated and is comfortable with sustained eye contact. Do not ignore.
- Using time **in** as opposed to time **out** so that connection remains at this time when our children need us most.
- Allow protected recovery time doing something nurturing together before reflecting.
- Facilitate protected reflection time **ONLY** when they have been regulated for at least an hour. If they are not then return to it at another point.
- Model relational repair. Always be the first to take responsibility for whatever you can, for example 'I'm so sorry that I hadn't realised you weren't ready for this. That was my fault as I must keep an eye on what you need, that's my job as the adult'.
- If they need to be involved in any other relational repair then do it with them too so they are not alone and always on a 1:1 or 2:1 at most.
- No consequence needs to be immediate – **unless** the child or another person is in immediate danger.

- **Remember - CONNECTION before CORRECTION**

## Section 4

### **Dyadic Development Practice in Education:** (See also Appendix D)

There are specific responses advocated in **DDP** for the following behaviours that may be exhibited in school. Many of these are responses are **PACE** related, playful, accepting, curious and empathetic. This does not mean that the behaviours are not taken seriously. Our curiosity means that we really strive to understand **WHY** the child has done what they have done in order to support and teach them another solution to the problem they are trying to solve.

### **Stealing**

Firstly, we must be curious and understand why the child has stolen – what was the intent/motive? Once we understand why, we must empathise with them before attempting to reason and repair.

- a) If it was food – are they hungry?
- b) Were they told to do it by another child? Another adult?
- c) Are there safeguarding concerns around neglect or grooming?
- We might say: "What can we do instead of stealing? We always have food – just let us know you are hungry. There is always food at school"

They may lie about taking things.

- We are curious about why they are lying.
- We might say: "Your brain is finding a way to avoid this"  
     "I know you are courageous and you can work this out!"  
     "I saw you – we will agree to disagree"  
     "This is where we need to get to – that toy needs to be given back to ..."

### **Collecting items**

- We need to be curious; accepting and empathetic, as this behaviour can often be about control and comfort. It can be seen as a physical way of holding onto relationships.
- We employ some limit setting here. We agree how many of the collection can the child bring into school. We agree together and stick to it, reducing over time as safety in school increases.

### **Swearing**

- Scientifically, swearing regulates the right side of our brain and can be a powerful tool for children. It also creates a strong reaction in those around us.
- Some of our children live in environments where swearing is very common and they may not fully understand what they are saying/repeating and why it is inappropriate.
- We explain why it is inappropriate with the child and work in partnership with their parents to reduce repeat incidents.
- We are curious and empathetic "It's OK to be cross, but at school we don't use swear words" We give them other alternative phrases.
- We also make swearing as boring as possible to reduce the power of the words. "I notice you like to swear a lot... why is that?"
- We use "parts language" "You are using your swearing part right now; I'm wondering where your respectful part has gone? I know it's there as I saw you being respectful with Mrs B earlier"
- ***We protect other children from hearing it as much as possible – the child is taken to regulate elsewhere.***

### **Aggression**

- We understand that children who need the most love sometimes ask for it in the most unloving ways.

- Sian Phillips says: “We cannot punish or reward a child into having better circuitry (and understanding of relationships) so we have to understand that to build circuitry requires many repetitions of affect co-regulation” pg 125 Belonging 2020.
- We always remember that fear will be at the heart of this. A fear of their view being changed, a fear of loss of control.
- Safety for everyone is key.
- PACE is employed at all times – A and E first and then C
- We stay regulated – the child needs a stable adult. We are logical – investigating what is going on for this child in order to reduce these incidents.
- Repairing the relationship is key.
- We use the language of “parts” – the part of you that hurt today made us all sad. But there are parts of you that are kind and we know that you can be kind. We need to make your kind side stronger together.
- Dependent on the child and the incident, other supporting measures are considered (See also Graduated response to SEMH Appendix G)
  1. change the environment
  2. increase supervision
  3. lessen cognitive expectations for a period of time
  4. Consider any safeguarding concerns.
  5. Create a stabilisation period. (We have stabilisation plans for this)

***We stress the increase in supervision and structures to support every child’s safety and emotional well-being.***

### **Bragging, exaggerating & lying**

- Consider if the child is trying to belong to a group are they trying to fit in and need more support to do this appropriately?
- Wonder aloud and empathise. “You always want to be one up – I wonder if you think they wouldn’t like you for who you are – that must be really hard for you” Then start to see a different way.
- Use humour (depending on the child) and use a “WOW” story – beating them at their own game until they laugh
- Be aware that lying supports a child’s pain management. It is a shield against shame. Sometimes it is too shameful to admit what has happened (yet) or sometimes a child is trying to mask what is really going on – particularly those with traumatic households – children will lie and say they went on holiday even if they did not. Honour and respect this by saying “Wouldn’t it be lovely to go to Disneyland”. This way we acknowledge the desire but not collude in the lie. Eventually it will dissipate.

### **Running away**

When children ***run to escape*** from us, they tend to run for two reasons. They ***run to escape*** and they ***run to claim connection from adults.***

We will always:

- Respect their distance
- Make sure the adults working with them are regulated
- Accept they are too far away for us to co-regulate

When children ***run to escape*** a difficult situation, we need to accept that their arousal system needs space. Chasing them will only cause them to become more heightened and if they are already scared, potentially moving them from fear to a terror state.

What will help:

- Safe spaces; a tent, a corner to hide, and agreed room. We will practice using these when the child is calm and regulated. We share time together in the space so the child understands its use and function.
- Seating the child in class near the door so they can see an escape route.
- Make sure they have a clear path to leave the room if needed (this is planned after an incident of running)

- Use our SOS bags – we start by using the resources and giving the child a thumbs up/wave to show them we are here. If they join us, we DO NOT talk – we offer them the bag.
- We then attempt to move with the child to a half way space (typically the Rainbow room)
- The restorative conversation will centre around the use next time of an agreed safe space and how dangerous it is to run. Also agree what to do if that space is busy – what is the next agreed space?

The other reason children run is to ***claim connection***. They have a need to be seen, noticed and understood. They may well run and look behind to see we are following.

What will help- we might tell them:

- “I will go anywhere to find you! Even the tallest tree or the darkest ocean!”
- “You belong to our school family!”
- “You are important to us and we miss you when you go!”

Running away lessens once the fear is lessened, but this needs significant amounts of supported co-regulation practice.

### **Need for control**

- When children try to control situations and people, they have a fear of being influenced. They have a belief that things will work out better if I take charge.

What will help:

Support their dependency on an adult first – hanging their coat up for them for example. Telling them and showing them that it’s good to be around grown-ups.

If they resist the adult offers, we tell them we know they are finding this hard.

### **Receiving Feedback (Corrective or praise) and making mistakes**

- We recognise that any evaluation of your performance in school is difficult when you have a fragile sense of self.
- We know that children who are experiencing difficult times in their lives will feel any feedback as criticism of them and their character and this needs to be managed very carefully within the school environment which is all about feedback and learning.
- As educators, we understand clearly that corrective feedback can cause some children to become defensive or upset. They have not yet learnt to regulate their shame around making mistakes. For those with a fragile sense of self this is intensified. The feeling of making a mistake for a child can feel like impending danger.
- We often assume that everyone loves receiving praise and that it is motivating. And for many that is the case in school. For some however, it can be uncomfortable and confusing.

What will help to create a sense of safety:

A temporary reduction in expectation (this will be logged on their Individual Relational Plan if they have one), reducing cognitive load and enabling them to experience success whilst their self-esteem builds. They do not have the tolerance yet to make mistakes.

When children are resistant to help, we use phrases such as “No problem, I now when you are ready for more work, you’ll let me help you. I know you’re smart”

We model that when we make mistakes; we manage our dysregulation and show the children what to do.

### **Safety matters**

- Our children need to know that when they arrive in school that it is the staff’s job to keep them and everyone else safe.
- This is no easy feat for those children who have spent their early years not being able to rely on adults.
- Reassurance and *being told that they are safe* and can trust us is not enough, we cannot just expect them to accept this new way of being and thinking. They will need to *feel safe* and this will take time alongside intense co-regulatory trust building work.

What will help to create a sense of safety:

We start by staying physical close by them attuning to their emotions as much as possible.

We note who and what makes them nervous or anxious and how they respond.

We modify expectations and the environment to minimise stress.

Some children need prior notice of new staff members joining the school.

A few children may need additional provision with a trusted adult when their main teacher is absent.

### **Sabotaging**

- Sometimes when children allow themselves to begin to make relationships with trusted adults, they suddenly feel vulnerable. We often see a regression in behaviour or an increase in dysregulation. For many vulnerable children, this new trusting relationship feels unsafe and there is a sudden desire to return to what feels familiar, with no adults near.
- This can be difficult for all involved who have worked hard to establish the relationship and enjoyed seeing the progress made. Understanding that is a normal and expected reaction to building trust can help staff manage the disappointment.

What will help:

We remember "Change is not usually linear, and there are many stops, starts, and regressions on the journey from mistrust to trust" *Sian Phillips, Belonging, (2020) pg 138*

### **Loyalty issues and separating environments**

- As our vulnerable children build those firmer, safer, trusting relationships with adults at school, they may start to become more aware of their different lived experiences away from school and start to question why.
- They may ask why their parents do not keep them safe or look after them in the same way they experience at school. These are incredibly difficult questions and will bring hugely mixed feelings.
- Some of our children live in foster care and they will ask why they cannot live with their parents. They express confusion as they love their parents but know that their foster carers are looking after them for now. They may struggle with their increasing attachment to their foster carers and what that means for their relationship with their biological parents.

What will help:

Staff work very sensitively in these vulnerable moments, careful to support and hear the child, using empathy from PACE. We communicate the child is not alone in their experiences.

Staff are offered supervision and time to talk together when a child experiences this.

### **Food matters**

- We know that some of our children's relationship with food can be challenging and a source of dysregulation.
- Some children are experiencing a lack of food at home due to the cost of living crisis and through no fault of their parents.
- Others have been denied food in the past by their parents through intentional neglect and who now have chronic food insecurity.

What will help:

In our school, we allow children to eat when they are hungry. No child is denied food, we will provide breakfast and snacks for those who need it.

Any compensatory care is logged on MyConcern and/or their relational plan depending on the individual situation. It will also be shared with the child's Social Worker if they have one.

In the Early Years, rolling snack time allows for the children to develop their interoception skills (what their bodies need and when) and notice when they are hungry. Some choose to eat quickly so they know they have eaten, others wait until later in the morning. Every child's needs are met.

We will say to a child "Let's look in the cupboard – there's always food at school!" to reassure them over time.

## Travel matters

- The transitional time when a child travels from home to school and the school to home is a key time of potential dysregulation requiring attuned co-regulation.
- Some children arrive at school having had extremely unsettled or upsetting experiences. They may have experienced shouting, arguing or verbal and physical abuse. This means they are not in a good state to accept our reassurances when they arrive.
- Some may worry about their younger siblings who are returning home without them. Some of our children are young carers who feel responsible for their siblings or even their parents safety.

What will help

A "soft –start" – time with a key adult checking in to make sure their needs have been met – offering breakfast and time together to chat before learning starts.

If the child is dysregulated, we work with them to reduce their arousal levels and do not expect them to move into class until fully ready. The classroom expectations will also be relaxed in these instances.

## Family matters

- Some of our children have fragmented relationships with their parents.
- They may have experienced a parent leaving the home, including separation, divorce, moving country or sometimes a prison sentence.
- Some children are not allowed contact with a parent due to safety.
- Some have suffered parent alienation where one parent denies contact with the other parent.

What will help:

When we know a child is experiencing this we accept it and use a lot of empathy.

We may say "I really notice that you are thinking about something – can I take a guess?" if they say no we do not continue but if they do say yes we offer a suggestion and let the child take the lead on the conversation. We might say "I think you are worrying about your dad/mum and wondering why you have not seen them in a while"

We are mindful of events like Mother's Day and Father's day – following the child's lead and in partnership with the whole family.

# Section 5

## Vulnerability Versus shame

Brené Brown defines shame as: "The intensely painful feeling or experience of believing that we are flawed and therefore unworthy of love and belonging. Something we've experienced, done, or failed to do makes us unworthy of connection."

We know that some of our children have a deep sense of worthiness and belonging and other children experience their formative childhood without this security. If you think you deserve love and belonging, you tend to experience it more readily and easily. Those who struggle for acceptance and belonging tend not to believe they are worthy, and that they do not deserve it. Brown also suggests that those with a strong sense of worthiness and belonging tend to have more courage, most importantly, the courage to be who they are. They have the courage to let their vulnerabilities or perceived weaknesses be seen by others. They also tend to have more compassion for themselves, which then translates to compassion for others. This in turn builds trusting authentic relationships.

When people experience shame (or a sense of disconnection and not belonging) for prolonged periods, it can lead to them finding ways to numb the shame so they do not feel vulnerable. This can present as addiction, overeating, over-controlling behaviours, depression, violence, and avoidance. Unfortunately, this also leads to **numbing all emotions and experiences**, especially the ones we crave such as love, happiness, and connection.

Brown also believes that being vulnerable and sharing our shame takes empathy, kindness, and compassion from both others and ourselves. Empathy is the antidote to shame. When we share our vulnerabilities, we realize that we aren't alone in our shame.

### **The language of "parts"**

Many children who have experienced relational trauma and loss will have a fragile sense of self because of the impact of toxic shame. We have an ethical responsibility to show children their whole body and holistic self and to recognise that they are not inherently "all bad".

We often use parts language to explain to a child that "I can see your impatient part and that you really are finding it hard to wait your turn... but I also know you have a patient part because I saw you waiting patiently yesterday in the hall for lunch, you can do this!"

We may ask a child: Which parts do you like? Which parts do you want to reduce? (We don't promise to eradicate as we know change takes time) We tell the child we can shrink those parts e.g., aggression by increasing your kind parts. And then we do more specific work on kindness.

Children can't make a choice unless they know who they are – and with an adult showing you the alternative choice.

## **Section 6**

### **Celebrating relationship at QPIA**

#### **Positive affirmation.**

As a school we have a shared language when speaking to the children and either praising them for demonstrating the school values, or when supporting them in making the right choices. We make every effort to tell children exactly what we like about what they are doing; explicitly reinforcing the behaviours we want to promote. We give positive feedback and personal recognition. This raises self-esteem and supports emotional development and behaviour for learning. The classroom is an important space where expectations of trauma informed practice and positive behaviour will be explained and modelled. Positive affirmation can take the form of:

- ✓ A welcome greeting each day
- ✓ Smile
- ✓ Thumbs up
- ✓ Gentle touch – a high five or a shoulder touch for example
- ✓ Class cheers and claps
- ✓ Specific and explicit praise (see below for examples)

#### **Specific and explicit praise phrases we say**

"Thank you for being kind"

"You did not give up!"

"You demonstrated great perseverance in ....."

"You kept working hard"

"I like the way you have tried really hard...."

"I like how you used your words to tell me how you are feeling."

"I noticed you were being a good friend by helping Sam."

"Thank you for coming back to your work so quickly."

"Wow, you were so respectful when you opened that door for me – thank you!"

#### **Happy time**

- Happy Time at our school is a core offer to every child. The classes have time once a week together to do something they find fun – this can be free play, or a shared activity they have chosen together.
- No child misses it as a consequence.
- We know how important play is for children and adults to be regulated and develop good mental health and wellbeing. Happy Time is an important part of our core offer in our curriculum.

- Happy time always closes with the class coming together in a moment of calm and gratitude.

### **Celebrating healthy relationships through our curriculum:**

Our curriculum is planned and carefully sequenced learning for children to understand feelings and relationships, problem solving and reasoning together through:

- Jigsaw PSHE programme.
- SCARF resources
- Life tent education centre

As well as regular circle times to address any incidents arising in class.

### **Playtimes and lunchtime**

Supporting our children to have positive relationships which makes everyone feel safe extends to playtimes and lunchtimes. It is a well-known scientific fact that the production of serotonin, oxytocin and dopamine (the feel happy, good mood enhancing chemicals) that occur when anyone is having a nice time or taking part in pleasurable activities helps to regulate an otherwise dysregulated mood. Staff actively play and support children during these times to develop relationships during unstructured times.

Lunch club playtime – for those children needing a smaller quieter space to play.

### **Clubs**

Clubs at QPIA are an important part of the offer for managing emotional dysregulation. Every child is entitled to attend the clubs and we support families who have children with additional needs and those receiving Pupil Premium funding to attend. We work closely with our club providers and our own in-house provision (Bee Happy) to ensure the equality act is followed and fully inclusive.

### **Anti-bullying, Harassment and Abuse**

Bullying is defined as negative behaviour that is persistent, deliberate and involving an inequality of power, whether it be in the form of cyberbullying or any form of discriminatory /prejudice-based comment. (See Public Equality Duty Policy). For children it is defined as Several Times On Purpose (**STOP**). If a child is hurt or upset they should tell an adult.

We teach the children to use the 'Hi Five' at the beginning of the school year and staff remind the children of the strategies they can use.



Ignore,  
say stop and explain,  
walk away,  
find a friend,  
tell an adult

Any claim of bullying type behaviours that are made by a child, or reported by another child, staff member or parent is taken seriously and investigated by the class teacher and/or the Deputy Head or the Head teacher. Parents are always informed where an allegation is shared with the school and /or upheld.

If a child is found to be exhibiting bullying behaviour, intervention is put in place that will support all children involved. This can include increasing supervision and structure at transition and playtimes, and an Individual Relational plan. A suspension would also be considered.

All child-on-child abuse and sexual harassment is unacceptable and will be taken seriously. All staff at QPIA maintain an attitude of 'it could happen here' and will not dismiss worrying behaviour as

“normal”. Such behaviour will be addressed in line with statutory guidance and this policy and our safeguarding policies including Keeping Children Safe in Education 2023.

Our Anti Bullying lead is Miss G Hardman

**“We are designed to function best in the context of relationships with others”**

L.Bomber - Know me to Teach me

## Appendix A: Our bee values

A happy school...



...learning together

# Bee hexagons- our values explained

## Be Kind



### You will see us...

Saying kind words.  
Using kind hands.  
Taking turns and sharing.  
Offering to help.  
Noticing when some one is sad.  
Giving each other high fives, holding hands  
and giving hugs.  
Caring for one another.

### You will hear us say....

I like your .... And giving compliments.  
Please and thank you.  
Would you like to play?  
Can I help you?  
Let's do this together.  
How can I make it better?

## Be Respectful



### You will see us...

Welcome everyone with a smile and a hello.  
Being role models for others to learn from.  
Looking after equipment.  
Looking after our environment.  
Walking quietly around the school.  
Replying respectfully.  
Holding doors open for each other.

### You will hear us say....

Hello.  
Good morning!  
Please and thank you.  
Sorry.  
Excuse me?  
Do you want to play with me?  
Pardon, I did not hear you?  
Have a good day!

## Be Successful



### You will see us...

Looking and listening to the person talking.  
Following instructions.  
Starting our learning quickly.  
Trying our best and giving things a go.  
Practising, even when it is hard.  
Being brave and challenging ourselves.  
Setting goals.  
Having fun and celebrating.

### You will hear us say....

I can...  
I'll have a go.  
I can learn from my mistakes.  
With more practise it will get easier.  
I'll keep trying.  
I'm still learning.  
I've been successful.  
I feel proud.

## Be Safe



### You will see us...

Being safe with our hands and feet.  
Walking calmly and quietly around the school.  
Listening to instructions to stay safe.  
Using equipment correctly.  
Using the high 5.  
In the right place at the right time.  
Using technology safely.  
Talking with trusted adults about our worries.

### You will hear us say....

Can I help you?  
Can you help me please?  
I need time to talk.  
I'm worried.  
Can I go to the Rainbow room?  
Stop - I don't like it.  
I need some calm time.  
Let's look after each other.

# Building Positive Relationships at QPIA

A happy school; learning, caring and succeeding together



## Positive affirmations

- A welcome each day
- Smile
- Thumbs up
- Gentle touch – a high 5 or shoulder touch
- Class cheers and claps
- Specific and explicit praise

## Recognition

Stars in jars – class rewards which are jointly agreed  
Star stickers given out for rewards  
Superstar stickers at celebration assembly  
Phone calls/emails home



## Citizenship and responsibilities

- Fruit monitors
- Eco leads
- Language leaders
- Reading ambassadors
- School council
- Playtime leaders

## A shared language:

As a school we have a shared language when speaking to the children and either praising them for demonstrating the school bee values, or when supporting them in making the right choice.

“Thank you for being kind”  
“You did not give up!”  
“You demonstrated great perseverance in .....”  
“You kept working hard”  
“I like the way you have tried really hard...”  
“I like how you used your words to tell me how you are feeling.”  
“I noticed you were being a good friend by helping Sam.” “Thank you for coming back to your work so quickly.”  
“Wow, you were so respectful when you opened that door for me – thank you!”

## Our commitment

All staff are role models in all areas of behaviour  
Staff are respectful to each and every child  
Meet, greet and smile everyday  
The Bee values are displayed in every classroom  
Staff accompany children walking respectfully, quietly & calmly from the playground  
Calm transitions around the school  
All areas of the school environment are treated with respect



# The 4 R's at QPIA

## A cycle of engagement - Louise Bomber

### Repairing Relationships

We encourage 'acts' of kindness after an incident to 'put a smile' back on a person's face and to make it better. These activities are part of the repair process and help a child to feel that they will be welcomed back no matter what has happened. It is always done together, to decrease both stress and shame and increase learning. We explicitly tell the child that we will all start afresh. Adults always review what has happened and identify if there was anything that could have been done differently to support the child to manage.

- Make a card
- Draw a picture
- Write a note
- Give a compliment
- Be helpful and do something for someone
- Play a game

### Restorative Repair scripts

What happened?  
 Who has been affected?  
 What can we do to make things better?  
 If the same thing happens again, what will you do differently?  
 How are you feeling now?  
 We use the Zones of Regulation and widgit symbols to support this.



### Reasoning scripts:

Helping the child to consider alternative courses of actions when experiencing emotional moments. A different way of seeing the situation  
 "We need to have a tricky conversation right now but remember, I care about you. I am not going anywhere. And we will find a way to work this out together."  
 "How were you feeling when that happened?"  
 "What were you trying to do when you..."  
 "Let's think of what you could have done instead"  
 "Can you think of a different way to deal with your feelings?"  
 This **Reflection time** is time limited and always supported by a staff member. Often best carried out immediately but may happen sometime after an event, when the child is better regulated and able to reflect upon their behaviour.



### Regulate – using sensory techniques

- Breathing
  - Quiet spaces – tents/dens
  - Sensory toys (calm boxes/SOS bags)
  - Zones of regulation
- Reduce our words and embrace emotion whenever possible.  
 STAY with the child

### Regulating soothing scripts

Wondering aloud on their behalf using feelings language  
 Labelling (Use words to reflect a child's emotion back to them)

- "I can see that you are cross"
- "I can tell that you are angry because your fists are clenched"
- "I can see something is not quite right – can you tell me about it?"
- Empathise (Affirm and empathise)
- "I understand why you are angry"
- "It's OK to feel upset"
- "I would feel angry too if that happened to me"
- Limit setting: Giving guidance and positively explaining boundaries by outlining what is acceptable behaviour, (separating the behaviour from the feeling)
- "It's OK to feel upset, but it's not OK to hurt, run, climb"
- "The Happy rules are we use kind feet, hands ..."
- "That will not help you"
- "I cannot let you... That's not safe"

### Relate

Doing something together to re-connect.  
 A drawing, a game, a sensory experience.  
 This can be a short period or longer depending on intensity of the cycle,



# How staff support children to make better choices



Highlight the 4 bees



Reminder given



1. Restorative – completed in class

2. Restorative conversation needs a longer conversation at playtime or lunchtime. *Known as Reflection time.*

3. Restorative with pastoral support or Senior staff due to levels of dysregulation or the incident.  
Parents are informed



Reflection



time

## Appendix C: PACE principles – Dan Hughes

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety from their parents and caregivers, the child can begin to explore.

With PACE, a child with blocked trust can start to look at himself and let others start to see him, or get closer emotionally. He can start to trust.



**Playfulness**

Find moments of joy, share humour, enjoy each other's company, lighten your tone and expression, find fun in every interaction!

@willpsyc

This card has a light orange background. It features a large orange leaf-like shape in the top left corner, a dashed line, and a cluster of small orange dashes in the top right. The bottom left has a white scribble, and the bottom right has a blue circle with a white dashed line.

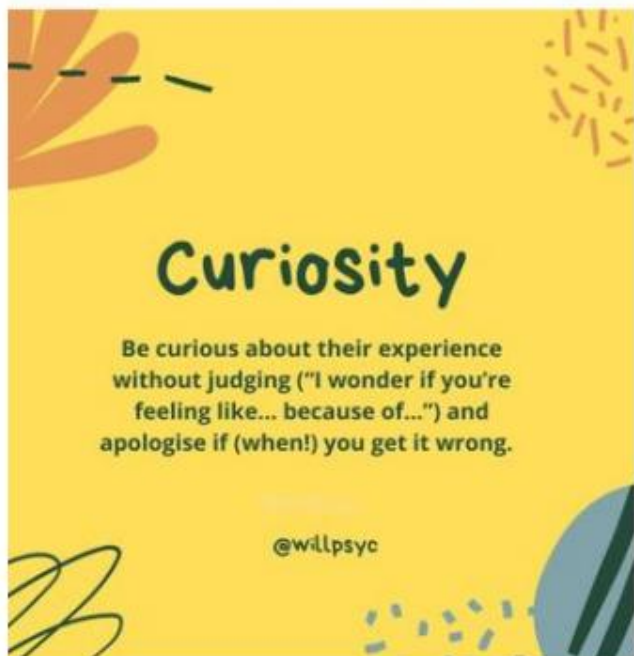


**Acceptance**

Accept each other's thoughts and feelings. No emotion is wrong, every emotion is ok. Acceptance shows we understand (or want to understand).

@willpsyc

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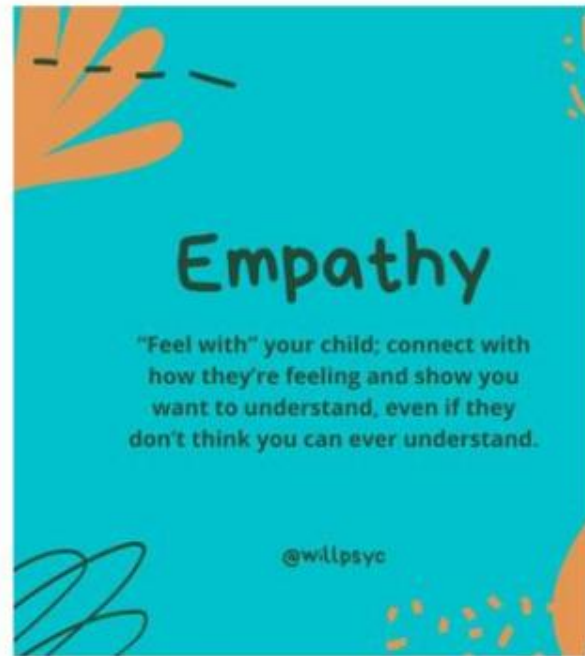


**Curiosity**

Be curious about their experience without judging ("I wonder if you're feeling like... because of...") and apologise if (when!) you get it wrong.

@willpsyc

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**Empathy**

"Feel with" your child; connect with how they're feeling and show you want to understand, even if they don't think you can ever understand.

@willpsyc

This card has a teal background. It features a large orange leaf-like shape in the top left corner, a dashed line, and a cluster of small orange dashes in the top right. The bottom left has a white scribble, and the bottom right has a white dashed line.

## Appendix D: Dyadic Developmental Practice

All professionals supporting children and families need a model that brings together knowledge about developmental trauma, attachment, interpersonal neurobiology and child development. Dyadic Developmental Practice is an all-encompassing approach that includes parenting and caring for children as well as the therapy. It helps the professionals understand, work together with and be effective in their support of children and their families.

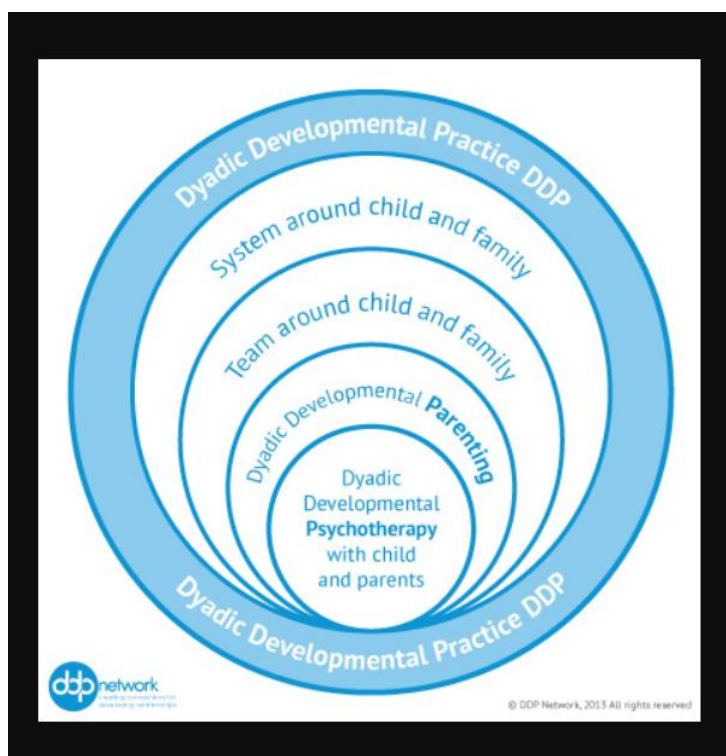
DDP integrates research in the areas of attachment theory, developmental trauma, the neurobiology of trauma, attachment and care-giving, intersubjectivity theory and child development.

These difficulties are best understood as:

- Difficulties in attachment; the children find it hard to feel safe and secure with their parents.
- Difficulties in intersubjectivity; the children find it hard to give and take in relationships.

These difficulties can also extend beyond the home. The children can have difficulties in lots of their relationships. This can impact on friendships, school and leisure activities.

Central within DDP is PACE, a way of thinking which deepens the emotional connections in our relationship with others. Playfulness brings enjoyment to the relationship. Acceptance creates psychological safety.

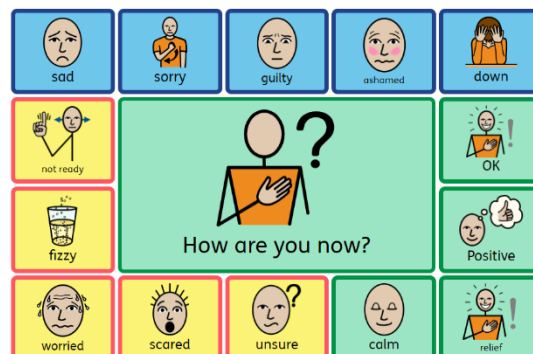
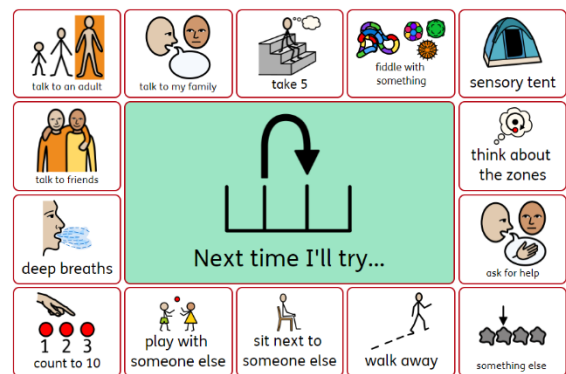
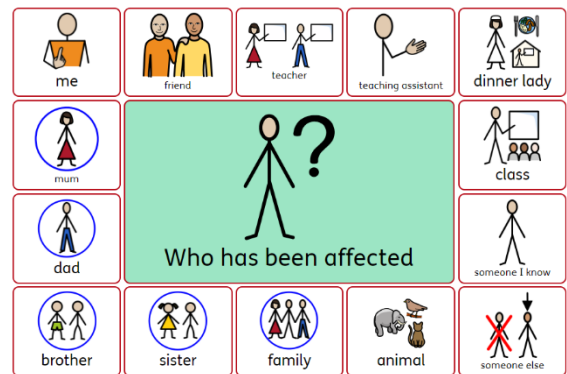
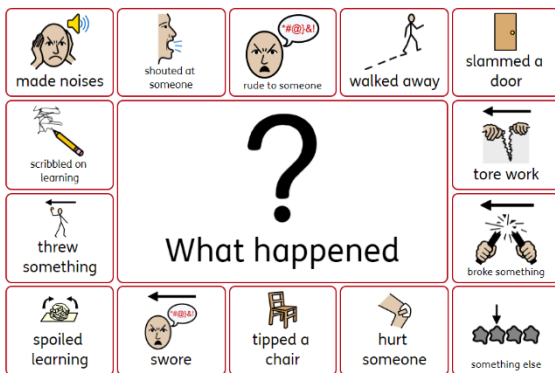


# Appendix E: Restorative approaches

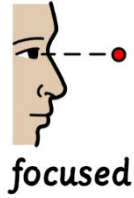
Crucially – this must be supported by a key adult.

- **Recognising what happened**
- **Highlighting who was affected**
- **Repairing relationships** – This is much more than saying sorry! Encouraging acts of kindness to repair relationships, so that the child feels they will be welcomed back no matter what has happened.
- **Learning from what happened**
- **How do we all feel now?**

In this way we teach that mistakes can be forgiven, relationships can be repaired and that the child has an opportunity to learn a different alternative way next time. We also recognise that this takes time and overlearning for some.



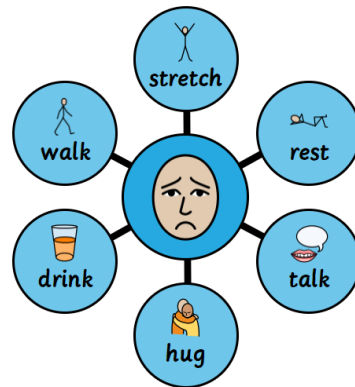
# Appendix F: Zones of regulation



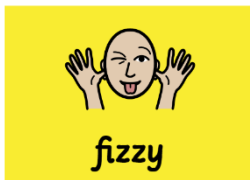
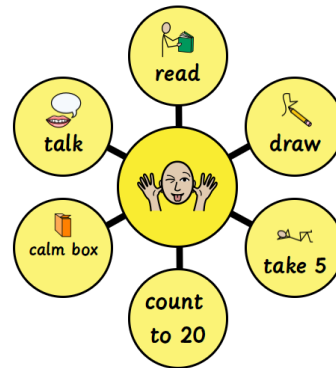
I'm in the Green Zone - I can...



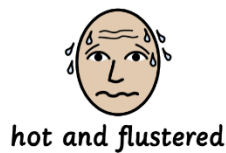
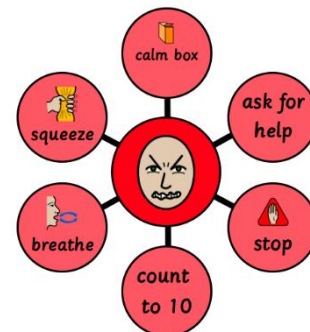
I can try these tools...



I can try these tools...



I can try these tools...



## Appendix G: Graduated Response to SEMH needs

When children need more support	
Step 1	<ol style="list-style-type: none"> <li>1. A cause for concern form is completed by class teacher.</li> <li>2. Inclusion Lead may complete a classroom observation, feeding back findings to Inclusion team for discussion.</li> <li>3. Inclusion team meet to discuss child's needs and necessary next step support for the child. This could include ELSA, dog therapy or MHST support.</li> </ol> <p>NOTE: If SEN support recommendations are necessary following the observation, the pupil is moved directly to step 2.</p>
Step 2 <b>Individual Relational Plan</b>  Child goes on the SEN register.	<ol style="list-style-type: none"> <li>1. An Individual Relational plan, including agreed personal targets is formed in partnership with the child, class teacher, TA, parent/carer and Inclusion Lead.</li> <li>2. Regular communication between home and school is established.</li> <li>3. The plan will be reviewed daily by the class teacher and amended following discussion with the Inclusion Lead as needed. All amendments, and reasons for these, must be communicated with parents and the pupil.</li> </ol> <p>Other support</p> <ul style="list-style-type: none"> <li>• A Boxall profile is completed and monitored half termly</li> </ul> <p>Nurture group provision could be considered</p>
Increased behaviours in frequency or intensity  <b>Response plan and risk assessment</b>	<p>If the child's responses become more dysregulated and they are in distress or hurting others, a <b>Response Plan</b> is added to their IRP as well as a <b>risk assessment</b>.</p> <p><b>When a child is in distress, we follow the 4R's</b></p> <p><b>Regulate:</b></p> <ul style="list-style-type: none"> <li>• We increase sensory comfort when a child is in distress. We respect biological reactions. <i>These are NOT regarded as rewards.</i></li> <li>• Give choice (if the child can respond)</li> <li>• Have an exit clearly marked</li> <li>• Provide a sensory calming space</li> <li>• Keep onlookers to a minimum</li> <li>• Respect personal space to avoid injury</li> </ul> <p><b>Relate:</b></p> <ul style="list-style-type: none"> <li>• Using PACE and DDP to increase the child's felt safety</li> <li>• Spend time together doing a sensory activity/game. (This is NOT a reward)</li> <li>• Bring them back to us so we can start the cycle of reason and repair.</li> </ul> <p><b>Reason and Repair</b></p> <ul style="list-style-type: none"> <li>• We think about what happened and try to understand why.</li> <li>• We use the language of "parts". "Your leading part is strong; your following part is less strong – you are a bit lopsided!" We can help you get stronger.</li> <li>• We help them choose an act of kindness to start to repair relationships. E.g help to tidy up, make a card</li> </ul> <p><b>Natural consequences</b></p> <p>Dependent on what has happened it might be necessary to increase structure and supervision of the child's activities for a specified period of time, as it might be that they are not strong enough yet to manage certain contexts or scenarios. If we do this, we are quick to communicate to the child that we will only be doing this for a period of time as we trust that they will get stronger at whatever it is that is tricky, in time. We believe it is important to communicate our hope and faith in them as this contributes to self -worth.</p>

"You found playtime hard and x was hurt. We need to increase support at playtime with less children."

***On-going therapeutic techniques:***

We disrupt their sometimes-negative internal working models of adults. We directly point out where good things happen in our school, recognising that some of our children do not see adults as a source of care and comfort. "Look at Mrs J laughing with Daniel – the adults here laugh and like to have fun!" "The adults here are kind!"

***Internal suspension*** should only be used when the risk of being in class is evaluated by SLT as being too high. I.e., that they may hurt another child/adult.

Internal suspension is an opportunity to stabilise a child's emotions. They will not be expected to complete learning as they will be too aroused and heightened. Sensory soothing techniques will be used to regulate.

Team teach escorts and holds may only be in line with Policy and this will be documented on their Risk assessment and Individual Relational Plan

***A fixed term external suspension*** may be included as part of the IRP

The above process should be effective in most cases. However, in a small number of cases, a crisis may precipitate unexpected and challenging behaviour.

Sometimes a ***stabilisation plan*** is needed. This can involve a temporary reduction in timetable and/or a reduction in curriculum expectations whilst we stabilise the child's emotional responses and ability to manage in school. This is monitored closely by the Inclusion leader and the Inclusion team at BCP will be made aware of this.

We can also refer to:

**Outreach team**

Longspee outreach will come and observe the child and give feedback and advice to staff. They can also provide training

**Educational psychology**

We can refer directly (time allocation permitting) or through the statutory route of an EHCP application. This will be decided upon at the time and will be dependent on each case.

**Educational entitlement board**

BCP panel of experts in trauma – Virtual school, Children's Social care, Educational psychology, CAMHS who advise school on possible next steps.

**EARLY HELP**

The purpose of the Early Help Assessment is to gather a holistic view of a child's needs that require a coordinated short-term plan of action to address them. Parents are fully involved in this process and reviews take place regularly. This process is monitored by the safeguarding team

**Children's Social Care**

A referral to social care can be made by the Designated Safeguarding Leads at school (Mrs Edwards and Miss Donald). We follow the continuum of need to decide if thresholds have been met.

## Appendix H: Harmful sexual behaviours

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

Peer-on-peer sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development. Child-on-child sexual abuse is a form of HSB that takes place between children of any age or stage of development.

Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected sexualised behaviour which doesn't have an overt element of victimisation or abuse.



**Stop** the behaviour by stopping the child, distracting them, moving away or changing the environment. If the child is touching you, move their hand away. If the behaviour involves more than one child, tell them to stop what they are doing. Separate them and ensure that all children are safe and in places where they feel supported.

**Define.** The child needs to know what it is they have done and that they can learn from it. This provides the opportunity for the child to change and re-learn their behaviour. It is important that the child is not shamed by the adult's reaction to the behaviour.

**State.** "This isn't what we do. Our privates are private" It is important to be direct and succinct.

**Enforce.** Natural consequences still are used here. If a child touches an adult, the adult will move away. It is important that the consequences do not shame and humiliate. These behaviours can be due to safeguarding reasons. We must listen, understand and relate to safeguard the child.

Designated safeguarding leads are always informed and appropriate next steps are made in line with Keeping Children Safe in Education, our safeguarding policy and using the Hackett Tool for HSB.