



Behaviour and Relationships Policy
including Anti-Bullying approach

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Introduction

Our aim is for the school to be happy and caring, in which all children have the opportunity to achieve the very highest standards.

These two aspects of school life are obviously closely related because a calm school, in which children are behaving well and showing respect and consideration for others, will provide the right atmosphere for high levels of achievement.

The purpose of this policy, therefore, is to promote responsible, considerate and sociable behaviour leading to an excellent level of self-discipline from all pupils.

All parents receive a copy of this behaviour policy and are asked to support the school over its application.

Relationships

At Widewell Primary Academy, we know that developing and sustaining positive relationships is central to the success of our school. We believe that trusting, honest and caring relationships must exist between all members of the school community and most importantly between adults and children. Relationships must be authentic.

Everyone at Widewell understands that they have a responsibility to support the growth of positive relationships, that constant maintenance is required to maintain them and that there will be times when relationships rupture but that we all have a duty to help repair these.

Widewell's relationship ethos provides the foundations for our behaviour approach. Adults all know that behaviour is understood as communication and that poor behaviour is as a result of an unmet need. All staff have been trained in ways to be in relationship with children, and each other, that helps everyone work together in a positive and productive way to support the emotional needs of our children and nurture positive behaviour.

Our approach to relationships is based on the teachings of Trauma Informed Schools UK (TISUK). It is underpinned by educational practices which 'Protect, Relate, Regulate and Reflect'.

Protect

Our priority is to ensure that children are safe. In this context that means not only physical safety but also within the relational environment. We reduce the stress for the child by creating a warm and calm environment that is consistent, accepting and optimises social engagement. We do not place children in situations that they cannot manage and focus on creating both physical and psychological safety.

Specifically:

- All adults are taught about the impact of toxic stress on learning, wellbeing, and behaviour.
- Regular whole school training to ensure that all adults have a comprehensive understanding of PACE (Hughes 2016), whole school awareness of Social Engagement Theory (Porges 2017) and Panksepp's Emotional Systems (2012).
- Ensuring that there are emotionally available adults in school and that children know who they are and where to find them.
- There is a no shouting, no shaming policy in school. Raised or hostile voices are not tolerated and any conversations with individuals about behaviour take place in private, away from the gaze of other children.
- Adults are aware of facial mobilisation and are expected to present as open, warm and engaged at all times.
- Adults are consistent and adjust their expectations around vulnerable children to meet their needs. They ensure that their interactions are socially engaging and not socially defensive.
- Adult only spaces and time to reflect is encouraged.

Relate

At Widewell, our understanding of Relate is underpinned by the knowledge that the ability to form meaningful relationships is fundamental to mental health and happiness. We understand that relationships are crucial in promoting the optimal development of the frontal lobes of the brain associated with the executive functions key to emotional regulation, emotional intelligence, planning, problem solving and ultimately learning. There will be children in our schools who, for many reasons, have not benefitted from these positive relational experiences. Research indicates that the brain retains plasticity and repeated, positive, relational experiences can repair and reverse this cycle.

Specifically;

- All adults are attachment aware.
- All adults interact with each other, with children and with parents and carers from a position of social engagement not social defence.
- All adults know about the key relational skills (Affect, Attunement, Empathy, Containment and Calming and Soothing) and use these when supporting all children.
- Adults ensure that children have daily positive relational experiences to help them to become trusting, help-seeking individuals. PACE is embedded in all interactions
- Children and adults are helped to express their emotions and are not shamed or undermined when acknowledging their anxieties.
- Adults have daily opportunities to engage with each other in environments that are supportive and pleasant.

Regulate

We know that leaving children (and adults) in a state of toxic stress can result in physical ill health as well as making it impossible to engage productively in the activities taking place around them. We have a duty to support children and adults in school to ensure that they are not left in toxic stress. We know that one of the most powerful ways to do this is to talk to children and help them to talk about what is bothering them. At Widewell, we are committed to doing this through the relationships we have with children and each other.

Specifically;

- Providing children with time-in with an adult who they trust to help them calm down, ready to reflect.
- Teaching children strategies to support them in self-regulation.
- Ensuring that interactions are emotionally regulating, playful and enriched.
- Ensuring that we do not engage in socially defensive behaviour with children, especially when correcting behaviour.
- Our schools provide and value staff-only spaces, designed to promote regulation and reflection.
- Adults are aware of each other's needs and support each other through rich, trusting relational experiences.

Reflect

At Widewell, we believe that children and adults need to be able to reflect on their feelings to fully understand them and their behaviour. Without the opportunity to do this we are far more likely to act out our feelings. Reflection enables us to make sense of our life, develop language for emotions and have a coherent narrative that makes sense of what we are feeling and what has happened to us. There are times following troubling incidents that children and adults need to be helped to reflect in order to make sense of them and if necessary, to repair ruptures in relationships that may have resulted. Such reflection takes place only once the child is calm and regulated, with a trusted and emotionally available adult who is able to offer non-judgemental support. We recognise this as being 'connection before correction' (Dan Hughes 2017).

Specifically:

- Staff are trained in the art of good listening with a particular focus on empathy and acceptance of the feeling if not the behaviour.
- Children have opportunities to work with trusted adults to make sense of painful experiences through creative, therapeutic approaches.
- Behaviour is understood to be a form of communication and adults respond to poor behaviour by asking not what did you do but what has happened to you?
- Restorative conversations take place when children are ready and able to think about what has happened and are supported to repair.
- PSHE is informed by current research and teaches children about mental health, emotions, relationships and how to live life well.

High expectations

It is important that high expectations for behaviour exist, and that these are clear and understood by the whole school community.

Class rules are devised at the beginning of each year, and revisited at regular intervals during the year, classroom rules may vary slightly from class to class, but the following areas will always be included as our core school rules:

- * politeness and consideration to each other
- * respect for each other's property and that of the school,
- * keeping hands and feet to yourself,
- * keeping the noise level low in the classroom and when moving around the school,
- * listening carefully and following instructions the first time they are given.

Recognition and Rewards

Positive behaviour is recognised and celebrated through verbal praise, feedback to parents, taking a child to their previous teacher or a senior member of staff to receive praise, special responsibilities, learner of the week certificates and being awarded one of our cups during the weekly celebration assembly.

Dojo Points

These are awarded to children as quick praise linked to school values and classroom rules.

Dojo points will be awarded for our school values:

Value	Meaning
Determined	Trying hard and doing my best
Resilient	Not giving up
Enquiring	Wanting to know more
Aspirational	Aiming high
Mindful	Being kind and respectful

This list is not exhaustive – there may be times that staff use their professional judgement.

Dojo points are used to promote team work to gain points for a class or house reward. A gold dojo (5 points) and silver dojo can be earned for exceptional effort or behaviour.

Winning class – the class with the highest total of dojo points is announced in assembly. Each class may choose a reward linked to these such as playing a game, extra playtime.

Cumulative points are calculated for each house on a weekly basis and the house that has the most points at the end of term are rewarded with a treat such as extra playtime.

Children may be rewarded with an invite to this special event which takes place on the last Friday afternoon of each half term. The invite will be given to children who consistently show exemplary behaviour.

Dream cards

These are given to children who have demonstrated our DREAM values. This can be for a one-off achievement or event. Postcards can also be sent home for something extra special.

Behaviour Support

We understand that some children have social, emotional and developmental needs which are a result of a variety of factors such as adverse childhood experiences (ACEs). Children who need additional support will be identified by school staff and given support in school or through external agencies and professionals if appropriate. Additional support from our SENCO or Educational Psychologist may be appropriate. A Behaviour Support Plan and a behaviour risk assessment may be introduced to support a child and this will be written alongside parents and carers (Appendix A).

We use the PACE approach, developed by Dr Dan Hughes, an American psychologist who works with traumatised children, when supporting children who exhibit challenging behaviour

to help them to regulate. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. Appendix B.

Inappropriate Behaviour

Sometimes children need reminders and low-level interactions such as non-verbal cues, positive reinforcement to describe the behaviour you are expecting e.g., 'don't forget to walk' rather than 'don't run' or a discrete, direct reminder.

Widewell has a 'stages' approach to dealing with inappropriate behaviour.

Stages

1. Redirection

Gentle encouragement to stop the unwanted behaviour, a 'nudge' in the right direction. State the behaviours you wish to see and refer to school rules.

2. Reminder

A reminder of the expectations Safe, Ready, Respectful delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. If the behaviour continues move to step 3.

3. Caution

A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour. Clearly outlining the consequences if they continue but making it clear as to how they can turn this around. Use the phrase, 'Think carefully about your next step'.

4. Final Caution

Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples where the child has shown good behaviour. Use the 30 second script – Appendix C. It is imperative that this is conducted with the class teacher using the language of WINE (I... Wonder, Imagine, Notice and Empathise). If the behaviour continues move to step 5

5. Time With

Speak to the learner privately for 5-10 minutes during their break or lunchtime and give them a final opportunity to modify their behaviour. It is imperative that this is conducted with a trusted adult using the language of WINE (I... Wonder, Imagine, Notice and Empathise). If the behaviour continues move to step 6. This stage may also lead to negative dojo points.

6. Communication

Should the learner persist with the unwanted behaviour or if the same pupil has had 'time with' 2 or more times in a week. A phone call home to is to be made to make parents/carers aware of the behaviours being seen at school. SLT informed. A positive behaviour tracker will be introduced.

7. Formal Meeting

A meeting with the pupil, parents, teacher, and a member of SLT to take place and recorded on Arbor. If there is no noticeable change in behaviour after the phone call home or the child has had 4 or more 'time with' in 1 week, a behaviour plan will be implemented and monitored over the course of two weeks.

A meeting with the pupil, parents, teacher, and member of SLT will be called in the event of a persistent or serious breach of the school rules. These may also be called in the event that there is no noticeable change in behaviour after the phone call home or the child has had 4 or more 'time with' in 1 week. Within the meeting an individual behaviour plan will be implemented and monitored over the course of two weeks with 3 clear behaviour targets being set and agreed by all.

Negative dojo points will be given for:

Points	Behaviour examples	Consequence
-1	Low level disruption to people sat near you Not being on task Calling out and interrupting Not following instructions Not following school / class rules	Parents see notification of –1 for negative behaviour with note to explain reason. Restorative reminder from class teacher.
-2	Continual disruption in class / disrupting learning. Being rude, disrespectful or unkind to children or adults. Inappropriate language.	Parents see notification of –2 for negative behaviour with note to explain reason. Speak to the children privately for 5-10 minutes during their break or lunchtime.
-3	Unsafe behaviour. For example, unsafe physical behaviour, damaging property.	Parents see notification of –3 for negative behaviour with note to explain reason. Teacher to speak to parent (in serious cases, this will be done by SLT). Missed time and restorative conversation with teacher on same day. Child brought to a member of SLT to follow this up.

This list is not exhaustive – there may be times that staff use their professional judgement.

A note may be added to Class Dojo to explain the negative behaviour incident which staff and the child's parent can see.

Any interactions with a child about their behaviour will always be conducted in a calm, respectful way with language designed to recognise, be aware of and respond to the child's needs through attuning and validation. See Appendix D for suggested phrases.

Some children may need extra support or have a Behaviour Support Plan which should be always followed to ensure consistency.

If appropriate, further sanctions may be put in place which are proportionate to the behaviour and show understanding of the context of the child. These sanctions should be put in place at an appropriate time and be fair and consistent. For example, moving a child to sit in another area in the classroom or school to complete their work or having 5 minutes of 'time out' during playtime. This will always be done in a sensitive, discrete manner and would never be shaming to the child. If you are unsure of what sanction to put in place, please discuss with a member of SLT.

Exceptional Immediate Response

When certain gross misbehaviour has occurred towards pupils and adults, an immediate response is necessary, such as:

- Bullying
- Serious fighting
- Derogatory behaviour such as racist, homophobic or non-inclusive
- Defiance
- Damaging property
- Hurting others with deliberate intent

In these cases, the incident will immediately be reported to SLT and recorded/logged, and an appropriate sanction/action taken in consultation with SLT. A phone call home and/or meeting by a member of SLT will take place.

Dealing with serious incidents

We have a duty and right to take measures to keep pupils and staff safe.

These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements;
- Statutory powers to discipline pupils who show unwanted behaviour on the way to and from the school bringing it into disrepute;
- The SLT have the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty to make provision to tackle all forms of bullying. SLT must be informed in person and the incident must be recorded on Arbor as soon as possible. Parents will be informed and involved with appropriate action taken based on our understanding of the situation.
- The school has a policy on positive handling, including restraining pupils, that is followed by staff when such situations occur. A record is made of such incidents, in order to identify patterns and causes. This helps staff to support children to avoid this happening again.

Exclusions - Internal, fixed-term and permanent exclusions

The school endeavours to avoid both fixed term suspensions, internal seclusions and exclusions.

An internal seclusion may be issued as a consequence for a serious or persistent breach in behavioural expectations, such as those outlined in the above 'Exceptional Immediate Response'.

Only the Headteacher has the power to exclude a child from the school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Headteacher may also exclude a pupil permanently.

Before taking such a step the Headteacher will have investigated the incident(s) and taken advice from the CEO, Director of Education, and may also contact the Education Welfare

Service, MAST Educational Psychologist; LA Psychology Service or any other agencies involved with the child, if appropriate.

If the Headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can appeal against the decision. The School informs the parents of how to make any such appeal.

A child may be excluded from school for a number of reasons, and for anything from a half-day to permanently. Widewell Primary will adhere to the principal legislation guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' Sept 2017.

[Government Exclusion Information](#)

Reporting a Behaviour Incident

Incidents should be recorded on CPOMS using the following format:

Antecedent

What may have triggered the behaviour? What were the conditions or context in which the problem behaviour occurred (time, class, subject, person, activity, demand, task)?

Behaviour

Responses or actions which caused concern. Describe in objective terms how the child behaved.

Consequence

Events and/or behaviours that follow the behaviour (not consequences that will be put in place).

Communication

What does the behaviour achieve for the child? Did they escape/avoid an activity? What are they communicating?

Plan/reflection

What alternatives can you teach the child to eliminate the behaviour? What changes can you make? How have you addressed the need they were communicating? What happened because of your actions? What happened following the behaviour? Who did what? What happened next?

It is also useful for you to record the sanction as this enables us to reflect on consistency of approach and effectiveness.

Anti- Bullying approach

At Widewell Primary School, we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a safe and secure environment. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to inform someone and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff.

What is Bullying?

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online (Anti-Bullying Alliance).

Bullying is an unacceptable behaviour, which results in someone feeling unhappy. This can be caused by physical and/or emotional upset and includes hitting, teasing, intimidation, ostracising, damaging a person's property, inappropriate use of technology (including the sending of inappropriate images), as well as racial harassment, sexual harassment or violence and disability harassment. Bullying is an intentional, deliberate and repetitive abuse of power and it can take on a range of different forms.

Bullying is not simply two children falling out with each other.

Bullying, and bullying behaviours, might be, but not limited to, the following forms:

- Emotional: Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- Physical: Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Racist: racial taunts, graffiti, gestures, name calling, incitement, making comments about a person's country, culture, religion or appearance, commenting on parents, spreading rumours.
- Faith-based: Making a person feel unwelcome and making comments with regard to their faith or beliefs.
- Sexual: Unwanted physical contact or sexually abusive comments. PLEASE NOTE: Any bullying of this nature will also be considered under our safeguarding policy and procedures as necessary.
- Homophobic: Name calling or making comments because of, or an assumption about a person's sexual orientation, commenting on slandering parents or other relations/friends, spreading rumours. Threat of 'outing' or 'emotional blackmail' because of, or focussing on, the issue of sexuality.
- Verbal: Name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual. Any words (eg. racial, sexual, homophobic, disability etc) used in a sexual or aggressive manner designed to hurt or cause offence to others. In addition, any comments made about the size, appearance, clothing, odour, academic ability or other abilities, home 4 life, social circumstances, financial circumstances, or any other comments designed to be hurtful or words used to intimidate.
- Written: Any insults contained in note passing, threatening letters, graffiti, defacing any property belonging to another; or any message passed electronically by text or via the computer.
- Interferences with another person: Such as theft, extortion, vandalism, defacing property, ruling games, blackmail or any other activity designed to intimidate or hurt.
- Incitement with another person: Encouraging or forcing others to engage in bullying or bullying behaviours (e.g. blackmailing, excluding or use of threatening behaviours).

- Sexist: Comments or observations that are derogatory to the opposite sex.
- Disablist: Bullying a person because of their disability, or perceived disability.
- Cyber: Using the Internet, email, online games, social media or any digital technology to threaten, tease, upset or humiliate someone else. All areas of the internet, such as email and chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, such as camera and video facilities.

Child-on-Child Abuse:

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse).
- Abuse in relationships between peers.
- Sexual violence and sexual harassment.
- Causing someone to engage in sexual activity without consent.
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

Concerns or allegations of child-on-child abuse will be dealt with in line with the procedures listed within this policy, but also in line with the schools Child Protection and Safeguarding Policy and Behaviour and Relationship Policy.

Signs of Bullying:

Possible signs of bullying are likely to include, but may not be limited to:

- Sudden absences from school, or a reluctance to come to school.
- Unexplained changes in personality or academic performance.
- Pupil stops doing previously enjoyed activities.
- Pupil becomes withdrawn.
- Physical pains (real or imagined).
- Appearance of bruises or marks, torn clothes, damaged belongings.
- Wanting to be near an adult.
- Nightmares.
- Attention needing.
- Misbehaviour.
- Sudden bouts of unexplained sickness.
- Indication of self-harming.
- Money is stolen or is unexpectedly asked for.
- Starting to bully others.

Preventative measures to stop bullying:

Our children learn how to recognise bullying and what to do if they think they, or a friend are being bullied through the STOP acronym:

**Curriculum:**

Further to the strategies above, a range of opportunities are thoughtfully planned into our curriculum across the school, so that our children are all aware and empowered with a breadth of knowledge and skills around this area.

A consistent and coherent PHSE curriculum and range of Spiritual, Moral Social and Cultural education opportunities are in place across the school, which emphasise positive relationships. Through these opportunities, children are taught to:

- See and feel another person's situation (empathy).
- Relate behaviour to outcomes.
- Find alternative solutions.
- Recognise critical moments in extreme situations.
- Speak up, to be able to make an adult listen and to insist on being heard.
- Understand and use a language of emotions.
- Recognise one's own feelings and to know when to seek support from others.
- Reflect on all this and to learn from the reflection.

Specific e-safety sessions cover online safety, consideration of the words we use online and how to deal with cyberbullying.

Anti-Bullying week is used to focus on positive relationships and strategies to deal with bullying behaviour.

All staff act as positive role models, at all times.

Monitoring

The Headteacher and the Safeguarding Team monitor incidents of bullying via CPOMs.

This policy is reviewed by the Governing Body as necessary or as a minimum every two years.

Staff Guidance and Training

Training is given, as required, to newly-appointed staff and as changes are made by legislation to all the staff. Behaviour is also regularly an item at full staff meetings that involve teachers and support staff. Where there are particular problems, guidance is given to a teacher and support staff by the SENCO and in more difficult cases by the educational psychologist attached to the school.

Roles and Responsibilities

Every adult that works within Widewell, whether employed or voluntary is required to conduct themselves in keeping with this policy. It is the responsibility of all adults in the school to model the behaviours described and ensure that they are supporting the promotion of positive behaviour. New staff, visitors and volunteers will be expected to read the policy and training will be given to enable them to understand the principles upon which the practice is based.

Appendix A
Behaviour Support Plan

Behaviour Support Plan				
Name:		Date of birth:	Class:	SEND Stage:
Medical/ SEND needs:				
Plan written by:				
Date plan started:	Review 1	Review 2	Review 3	Review 4
Agencies involved				
Reason for plan				
Intended outcomes of behaviour support plan:				
What are child's strengths?		Child's views:		
What are known triggers?				
Provision in place:				



Supportive intervention and de-escalation strategies			
	What this looks like for ***	Staff strategies & support	If this happens...
Calm and on task			
Anxiety			
Dysregulated/ angry			
Risk behaviour			

We will always...	Then we will redirect	Then we will remind	Then we will give a warning	We will always reflect by discuss incidents with *** using the following conversation starters	Parental involvement
Meet and greet at the door. Establish routines within the classroom. Model and praise positive behaviours	Gentle encouragement to stop the unwanted behaviour- a 'nudge' in the right direction. State the behaviours you wish to see and refer to school rules	A reminder of the expectations delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour. Clearly outline the consequences if	Help me understand... What happened... I wonder what you were thinking/ feeling at the time... I imagine that was... I imagine you felt... I wonder how this might...	Should *** continue with the unwanted behaviour, or he has had time to reflect twice in one week, parents will be called and SLT will be made aware.

		to keep things at this stage.	they continue but making it clear as to how they can turn this around.	I wonder what we could do... What I'm noticing is that when x happens you do x...	
Agreement: Parent name Parent signature Date			Staff name: Staff signature: Date:		

Appendix B

PACE approach

PACE

PACE stands for Playfulness, Acceptance, Curiosity and Empathy.

It is an approach that was developed by clinical psychologist, Dr. Dan Hughes, as a way to support adults in building connections with children and young people, thereby providing children and young people with a safe space in which to open up and communicate. Children and young people often communicate their emotions through their behaviour and this approach helps them learn to verbalise their emotions.

The PACE model outlines four key principles for adults to use to connect with children and young people. Although these principles are based on how parents connect with young infants, they offer a way of thinking, feeling, communicating and behaving that can help all children and young people feel safe. Once children and young people feel heard and understood, they are more likely to be able to see situations from another perspective and work to find more acceptable ways of expressing their thoughts and feelings.



Playfulness involves adults interacting with children and young people in a light-hearted and reassuring manner. In a playful moment, an adult communicates interest in a child/young person and learns more about his/her world. The adult's open, calm and engaged attitude allows the child/young person to relax and become less defensive and more reflective.



Acceptance refers to adults unconditionally accepting the inner thoughts, feelings and struggles that are behind children and young people's behaviour.

A child/young person is therefore encouraged to express his/her inner world without fear of judgement or evaluation. This unconditional acceptance on the part of the adult is critical in creating a feeling of safety and security for the child/young person. By normalising emotions and providing affirmations, the adult supports the child/young person in being open about his/her inner turmoil. The adult communicates understanding of the motives for behaviour and accepts the child/young person's right to show his/her emotion, but helps him/her understand that certain behaviours are still unacceptable.



Curiosity involves adults supporting children and young people to become more self-aware by learning to reflect on the reasons underlying their behaviour. When adults are curious, they are interested in understanding what has happened to, rather than what is wrong with, children or young people. When an adult shows genuine curiosity and a real willingness to understand the meaning behind a child/young person's behaviour, it helps the child/young person to open up about personal thoughts and feelings without fear of being judged. The child/young person is then more likely to open up and stay engaged in conversations that support the development of a deeper understanding of how his/her thoughts and feelings influence his/her behaviour.



Empathy involves adults showing compassion, communicating that children and young people's inner worlds are important to them, and that they are available if the children or young people are finding things tough. It involves an adult being present in the moment so as to understand and experience things alongside the child/young person.

You can find further information on the web ddpnetwork.org or danielhughes.org

Appendix C

Suggested sentence starters for discussions around behaviour:

- I can see you are... (describe feeling or action)
- I'm wondering if you...
- It's okay to feel... but it's not okay to...
- Remember our rule about (kind/safe/ready etc)
- I know you can be (kind/safe/ready) remember (yesterday/this morning) you were (kind/safe/ready)
- Thank you for (reinforce behaviour)

30 Second Script

I noticed you are... (specify behaviour)

You aren't following the rule about... (one of the three)

You have chosen to.... you have 2 minutes with me to talk...have time out to calm down...

Do you remember last week when you.... (positive behaviour) That is who/what I need to see today.

Thank you for listening.

Walk away/give take up time/follow sanctions if not.