Relational Based Approaches to Behaviour Management

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Positive Approaches = Positive Outcomes

Learning Objectives

By the end of the session, you should have:

- **an understanding the key elements of Relational Practice**

- **an awareness of Restorative Approaches**

- **an appreciation of the benefits of taking a restorative, relationship-based approach to behaviour management**

- **practical information upon which you can build inclusive policies, processes and practice in your school**
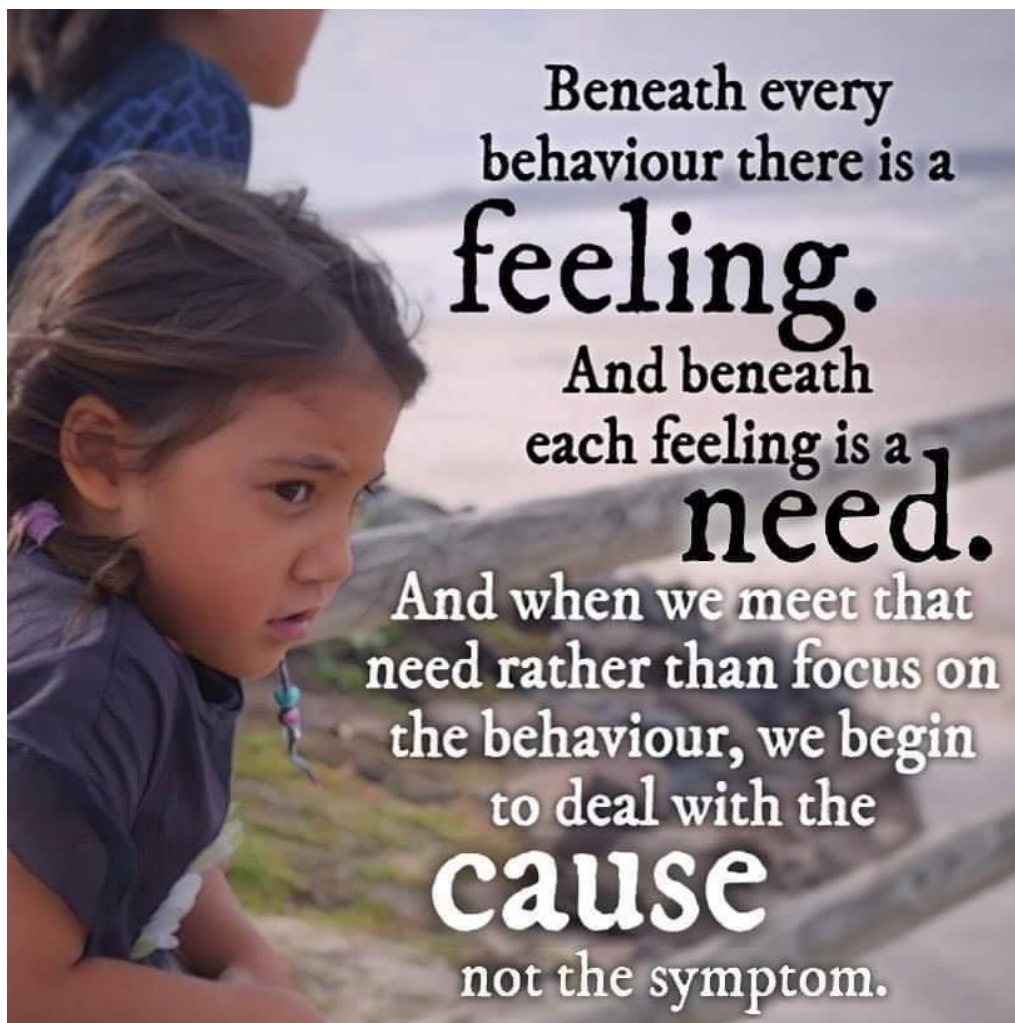
building relationships, regulating and de-escalating challenging behaviour and using restorative approaches to promote learning and reparation

behaviour policies that support a relational rather than behaviourist approach to personal development and which are in line with up-to-date guidance, research and evidence

tools to build whole school practice and systems which are inclusive, responsive and promote positive relationships and an ethos which is beneficial to all members of the school community

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Where are we now?

Beneath every behaviour there is a **feeling.** And beneath each feeling is a **need.** And when we meet that need rather than focus on the behaviour, we begin to deal with the **cause** not the symptom.

Managing behaviour can be one of the most time-consuming activities undertaken in schools. Without an effective approach in place, indicators of poor SEMH (such as high exclusion rates, poor attendance and disruptive behaviour necessitating detention or other sanctions) are everywhere.

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Persistent Disruptive Behaviour

'*Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have.*'

Exclusion from maintained schools, Academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion (September 2017)

Where a school is **repeatedly** struggling with tricky behaviour, this could indicate <u>unmet needs</u>.

Ask yourself...

How is my school adjusting its approach to support our pupils to be successful?

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Persistent Disruptive Behaviour

'You can't teach children to behave better by making them feel worse. When children feel better, they behave better.'

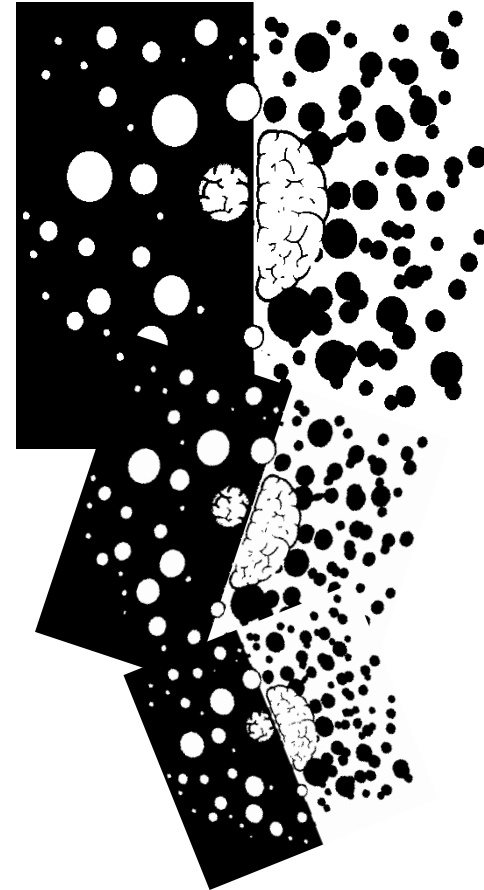**Positive Approaches = Positive Outcomes**

Authoritarian vs Restorative

The standard, authoritarian (behaviourist) approach focuses on sanctions and punishments.

Sanctions aim to deter future infractions, to place blame and fault, to be adversarial, to belittle the perpetrator and to give an impression that justice has been served.

This adversarial approach increases the likelihood of further disruptive behaviour because it doesn't fix the problems that led to the infraction.
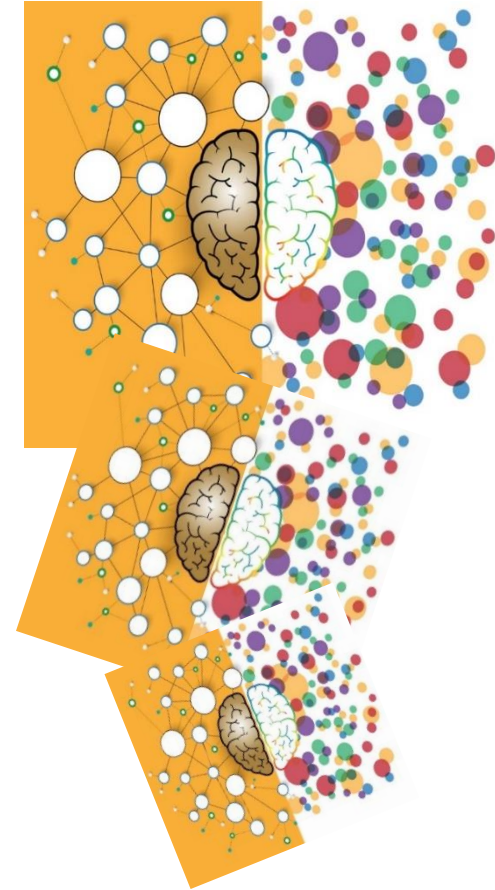
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Authoritarian vs Restorative

A restorative, relational approach looks to understand why something went wrong and to put things right so that everyone can move on and no one is left damaged.

The emphasis shifts away from the broken rules and, instead, to the harm done. It focuses not on blame but on responsibility. It eschews an adversarial approach to one that is rooted in dialogue, repair and reparation.

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Authoritarian vs Restorative

Research[1] has demonstrated that investing time and resources into improving relationships in schools leads to positive outcomes around inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term.

In addition, positive teacher student relationships have been shown[2] to be central to the well-being of both students and teachers.

[1]*Behaviour in Scottish Schools Research (2006)*
[2]*Changing Behaviour in Schools, Sue Roffey (2010)*

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Relational Practice: A Case Study

"We don't have any fancy-nancy initiative where I can say, 'There's £1 million here that I spent on that and wow, look, it reduced exclusions. What we have done is make a decision to work in a more child-centred way. The whole agenda in Scotland around adverse childhood experiences (ACEs) and trauma-informed practice has had a big impact. Teachers are more knowledgeable about the context of children's lives and behaviour is no longer looked at in isolation. One of the biggest achievements is that teachers don't see it as bad behaviour but as distressed behaviour. That all behaviour is communication is one of our big training focuses. We are seeing behaviour in a different light."

Maureen McKenna Glasgow Director of Education

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What is a Relational Approach?

Relational Practice is built on cohesive values, a sound understand of needs of the community and an ethos that identifies strong, mutually respectful relationships as the foundation upon which learners can thrive.

In schools that have taken a **restorative, relational approach**, learners are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

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What is a Relational Approach?

This approach is built upon a few basic principles and values, including:

- **Genuineness** (honesty, openness, sincerity)
- **Respect** (valuing each other for who they are)
- **Empathy** (understand another's experience)
- **Responsibility** (being accountable)
- **Growth Mindset** (optimism that we can learn and change for the better)

These principles and values are practised in informal, day-to-day interactions with others. Teachers (and, indeed, all adults in school) model effective ways of building and maintaining emotionally healthy relationships and promote helpful, sociable attitudes.

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Vision and Values

Relational practice replaces a behaviourist approach and policy by providing guidance as well as clear structures and processes that support the development and maintenance of a calm and inclusive learning community.

School policy should guide practice and be clear about how all children will be kept safe, cared for, included and supported to learn. It should outline high expectations for behaviour and clear pathways for resolving difficulties.

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Vision and Values

School policy should outline the school's vision, values and beliefs about inclusion as well as its processes and systems for supporting children and young people in their social and emotional development.

The goal should be to support the inclusion and well-being of all children and to avoid the use of practices which exclude children.

MISSION

VISION

VALUES

BEHAVIOURS

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Vision and Values

Systems will also need to be developed to support and sustain practice. This will involve identifying leads or champions as well as establishing processes and networks in school to enable staff to share good practice, provide support and supervision for each other and to plan, review and problem solve together.

Schools will need to be able to provide high quality relational provision such as nurture groups, small group intervention on emotional literacy, opportunities to develop resilience and regulation techniques and time and space for children to access interventions and alternative provision.

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Developing Relational Practice

Establishing and maintaining systems and practice will involve ongoing, school community commitment. In a nutshell:

- ✓ Active support and modelling from senior leaders and school governors
- ✓ Consistent thinking, practice and 'buy in' across staff, parents and partners
- ✓ Whole school relational CPD (and thorough induction for new staff)
- ✓ Continual monitoring, evaluation, support and coaching
- ✓ Use of restorative approaches, interventions and provision
- ✓ Development of approaches to meet a spectrum of needs to:
  - o Support the emotional well-being, development and learning of all pupils through secure relationships
  - o Manage behaviour, emotions and build children's capacity for self-regulation
  - o Respond to unmet attachment needs, trauma, loss and ACEs

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What *are* the 'right' values?

Staff, governors, parents and children should have a clear joint vision as to what they want for their school but a relational approach is very different to a behaviourist, authoritarian one so it can be difficult to break free from traditional approaches and ways of thinking.

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Relational Values

- An ethos built around inclusive and compassionate principles, beneficial to the well-being of all children
- A desire that all children should belong, achieve and contribute to their school, family and community
- A child-centred approach, where pupil voice is central and where plans utilise pupil strengths, resources and qualities to achieve success
- An understanding that behaviour is a form of communication or expression of underlying need

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Relational Values

- A commitment to a school environment that provides high levels of safety through nurture, empathy and structure, including clear boundaries, predictable routines, high expectations and regulated responses
- The explicit use of natural consequences that follow certain behaviours, without the need to enforce sanctions that can shame or separate children from their peers, school community and family. Responses to behaviour must ensure that children feel safe and that all needs are met

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Relational Values

- A personalised approach to pupil development and well-being to ensure that – through a consistent approach, if not the same diet of support – everyone gets what they need to thrive

- A shared understanding that relational, restorative approaches – while requiring effort to maintain – are better than behaviourist or punitive approaches that exclude, re-traumatise and further embed the concerning behaviours
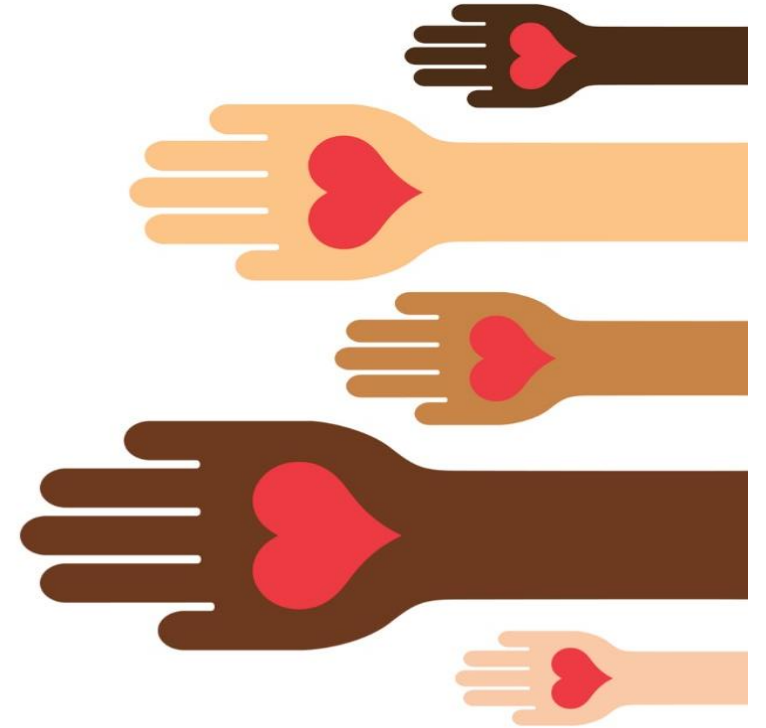
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Relational Practice: A Case Study
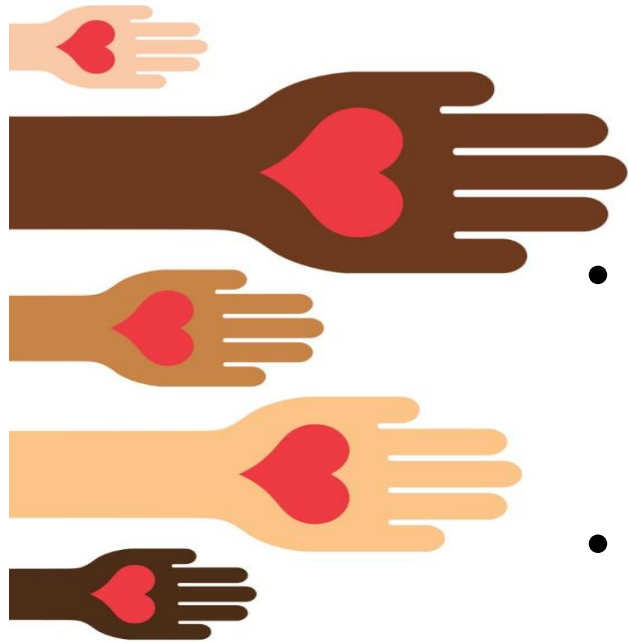
- Where once it was a school where 150 fixed term exclusions were issued in a year and where children were regularly sent to isolation, Parklands Primary School in Leeds has been transformed
- Under Headteacher, Chris Dyson, the school now has no place for a zero tolerance approach. Instead the focus is on positivity, respect, love and *relational practice*
- Only one child has been permanently excluded in 5 years, the school has some of the best KS2 results in the country and has an outstanding rating from OFSTED

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Relational Practice

Relationships are vital for all children in school. It is through relationships that children learn to feel safe, belong, understand themselves, others and the world. The **relational approach** is a **universal approach** to teaching and learning which influences whole school ethos, systems and policy as well as everyday practice. It is also a **targeted approach** to support those children who are most in need.

Developing Relationships

Building Relationships:
Developing safety, security and trust through protection, connection, understanding and care

Supporting Inclusion:
Facilitating access to learning, ensuring social inclusion and developing individual skills

Setting Boundaries:
Reaching agreements and building a shared understanding of expectations. Establishing clear processes for resolving difficulties

Repairing & Restoring

Resolving Conflict:
Everyday restorative interactions to resolve minor conflict and disagreements and create a shared understanding

Repairing Harm:
Restorative encounters to discuss the breaking of agreements, the impact (consequences) on others and to restore relationships

Supporting Change:
What additional support / action is needed?

Responding & Calming

Keeping Calm:
Using everyday interactions to maintain relationships and agreements and promote a calm and supportive learning environment

Regulating Emotions:
Using key relational skills to regulate strong emotions and calm behaviour

Managing Crisis:
Having clear plans to ensure safety and support

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Relational Practice

A relationship-based approach has 3 elements:

- **Developing Relationships** – Building relationships, supporting inclusion and setting and maintaining boundaries with empathy
- **Responding and Calming** – Adopting relational skills to keep things calm, co-regulation skills to regulate strong emotions and effective crisis management skills
- **Repairing and Restoring** – Using restorative conversations to support a harmonious environment, facilitate restorative encounters to resolve conflict and harm and to support change

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Developing Relationships

In order to be successful at school all children need to develop secure relationships which enable them to feel safe, secure and good about who they are.

For this to happen, relationships need to be at the heart of school life. For many children the development of these relationships will need to be explicit, meaningful and clear to see.

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Developing Relationships

Children who show signs of insecure attachments and a lack of well-being need a significant adult or small team of adults in school who can provide them with a secure relationship within which they feel a sense of safety, trust and belonging. They must also feel that they have a voice.

Through this relationship the child will grow their ability to regulate their feelings and behaviour, build their understanding of social situations and develop healthy and positive feelings about themselves and their abilities.

Building these relationships, supporting inclusion and establishing strong and caring boundaries are integral to making this happen.

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Developing Relationships

Protection

Children need to feel safe and secure in order to engage socially, explore, play and learn. Children look first to the adults around them to gain a sense of safety. It is important that you let the child know that they are safe through your 'way of being' with the child and the way you manage the environment.

Telling a child that you are predictable, reliable and trustworthy is not enough. They need to be shown that you are by what you do. If things change and you are not able to do what you have said that you will do make sure that you explain why that this has happened, acknowledge and validate the difficult emotions that this may have evoked and put in place an alternative plan.

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Developing Relationships

Protection

Being aware of the 'safety cues' you are giving is very important, particularly through your facial expression and frequency and modulation of your voice. Consider other cues such as movements which could make them feel safe. Take care to ensure open and friendly body language.

Let them know that you have 'got it'. Let them know that you can bear their emotions and hold on to them so that they do not escalate. Don't deflect into your own emotional responses. It can be useful to help them to organise their thinking and emotions by listening and then feeding their thoughts back to them in bite-size, manageable chunks.

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Developing Relationships

Protection

Structure and boundaries need to match the child's needs and be communicated in a way that they understand and which is meaningful to them. Visuals/timers can be helpful in establishing structure and boundaries.

Unfamiliar sounds, people or situations, disruption to routines, unfamiliar physical contact or sudden movement can all trigger feelings of fear so it is important to anticipate things that may be picked up as threat or danger. Managing transitions is particularly important, even transitions such as moving from activity to activity within the classroom.

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Developing Relationships

Connection

We all need opportunities for connection at all levels in order to develop a sense of belonging and a connection to others. Children need to experience connection in order to develop their ability to interact and form relationships.

Children need to experience undivided adult attention so it is important to be physically and emotionally available. Being responsive, expressive and interactive, making use of facial expressions, voice modulation and movement, engaging in turn taking activities and shared experiences will all be helpful in creating a connection.

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Developing Relationships

Connection

Connections can also be made through fun activities! Shared joy and joint laughter are powerful bonding experiences so play games and sing songs, especially games which encourage shared anticipation and response. Children also enjoy the security of repetition and being able to anticipate events so look for opportunities for this. Above all, showing them you like them and are interested in them is key.

It is important not to make any connection exclusive so you should provide opportunities for connection with peers, the wider school community and the locality. Opportunities for contribution and responsibility will support these connections, as will efforts to develop skills needed for positive relationships, such as valuing one another, acknowledgement, encouragement, listening, sharing ideas, acceptance, tolerance and compassion.

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Developing Relationships

Understanding

Children need to know that they are accepted and understood. Understanding supports the development of the cortex and higher level thinking skills and so enables us to engage at a cognitive level with our emotions. Children learn to understand themselves when they are shown understanding.

Managing behaviour alone is unlikely to bring about sustainable change so it is important to try to understand the thoughts and feelings behind the behaviour and so address the unmet needs. It is important to accept feelings, thoughts and behaviour without action, judgement or persuasion. It is also important to fight the urge to minimise their feelings, distract them or cheer them up.

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Developing Relationships

Understanding

Big behaviours are caused by big feelings but children are not always aware of the feelings they are experiencing. Thinking from their perspective will help to raise their self-awareness and will also support the understanding and empathy of others working with the child.

It is also important to express empathy. Wonder aloud, validate, and show them you 'get it'. Respond empathically and express your feelings about how they might be feeling, e.g. *"I can see that this situation is very hard…"*

Children at an early stage of emotional development are not able to distinguish between basic physical sensations and emotions so will need help to do this through modelling an emotional vocabulary and the use of stories, pictures, models and real life examples to enable them to express, understand and process their feelings.

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Developing Relationships

Care

Repeated experiences of being cared for, loved and soothed enables children to feel good about who they are, effective, worthy of attention and able to calm themselves so you should let them know that you like them and that they are special to you. Think about how your facial expression, body language and tone of voice reflects this. Regularly checking in with simple smiles, eye contact, thumbs up, etc. can make the child feel they are cared for.

Finding regular opportunities to let children know they are in your thoughts when they aren't around is important in enabling the child to understand that relationships can be secure (and particularly important if there is a history of insecure relationships or attachment difficulties).

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Developing Relationships

Care

Using transitional objects can help them to know that you are thinking about them. This can be as simple as lending them a 'special' pen that they need to bring back to you at the end of the day. Showing them you care by noticing things about them (a new coat, haircut or pencil case) and remembering details about them, including birthdays, interests, favourite sporting teams or bands is also important.

Small things that show you care can make a significant difference. Children need to know that their needs will be met and that they are effective in gaining what they need, including both their basic survival needs (such as reminding them to put on their coat before going outside) and social and emotional needs (such as checking in with them if they are in distress so they can ultimately learn to self-sooth).

The Importance of Soothing
Some children spend the majority of their time in a stressed state. We need to soothe them in order to calm their defence pathways. This will make it less likely that their defence pathway will trigger and also more likely that they will be able to self-soothe when they are feeling stressed.

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Responding and Calming

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

The art and skill of teaching lies in the use of everyday interactions which actively maintain relationships in the classroom and promote a calm, harmonious and supportive learning environment.

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Responding and Calming

When we notice that a child is overstepping a boundary we need to first ensure that we continue to present with a warm, friendly and open manner. This can be difficult if we ourselves are irritated or frustrated. If we approach the child with cold or cross tones we run the risk of pushing them into higher levels of stress which will trigger their defence response. It is helpful to think about how our faces, voices and body language continue to provide a sense of safety and warmth to the child. It is possible to be firm without being cross and such an approach is more likely to get the child back on track.

SEA is a helpful acronym to keep in mind when helping children remain calm, feel understood and focused on what they should be doing.

Safety cues – think face, tone of voice, body language.
Empathy – be curious, understand.
Agreements – remind or re-set these.

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Responding and Calming

Attunement, validation, containment and soothing are the central skills needed when supporting children to regulate their feelings and behaviour. These skills are especially useful when children are dysregulating.

Repeated co-regulation with an adult supports the child's ability to self-regulate through an integration and understanding of physical sensations, emotions and higher-level thinking.

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Responding and Calming

State of Regulation	Potential displayed behaviours	Responsive co-regulation
Calm Safe/socially engaged	• Steady heart/breathing rate • Calm state of arousal • Open to social engagement • Expressive facial expression • Able to listen, process language and engage in thinking to learn	• Maximise social engagement • Fully engage and connect using the face, voice, movement • Encourage listening and expressive responses • Engage thinking skills to reflect and make connections • Introduce gentle challenge through play/activity

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Responding and Calming

State of Regulation	Potential displayed behaviours	Responsive co-regulation
Stressed Agitated/Withdrawn	• Slightly raised heart and breathing rate • Signs of agitation, frustration and anxiety • Raised hypervigilance • Lack of focus, easily distracted • Increased mobilisation • Early signs of helplessness or needing to take control	• Connect through eye contact, facial expression and movement • Express calmness through voice and open facial expression • Attune to mood, intensity and energy of the child • Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness • Respond empathically, validate feelings • Use calming, soothing and regulatory activities

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OFFICIAL - SENSITIVE

Responding and Calming

State of Regulation	Potential displayed behaviours	Responsive co-regulation
Dysregulated Mobilised	- High levels of arousal or distress - Hyper vigilant - Difficulty listening and focusing - Mobilised, fidgeting, jumping, running, climbing, etc. - Raised voice, decreased expressivity - Threatening or oppositional behaviour	- Reduce social demands but remain present - Provide individual attention - Let them know you are able to 'hold' their dysregulation by remaining regulated. - Convey your calm and regulated state by being confident and contained, using quiet, calm sounds and tones which are expressive and confident - Reduce language, give short clear directions. Avoid questions and choices. - Use predictable routine - Reduce sensory input, lights, noise. Use sensory soothing

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Responding and Calming

State of Regulation	Potential displayed behaviours	Responsive co-regulation
Crisis	• The child's behaviour means that they or other people are not safe	• An individualised plan of action that outlines action to be taken in the event of unsafe behaviour. This may include advice from outside agencies • The plan should be shared with all staff working with the child and include the child's views as to what helps them • Roles and responsibilities should be clear. If the plan includes physical intervention staff should have had the appropriate training

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Repairing and Restoring

Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges or harm is caused. The demands of school mean that some children (and adults) will need support to repair and restore relationships and learn from the mistakes made.

For children with attachment insecurities, repairing relationships will be a vital. It can provide a learning experience which has the power to challenge their perception that relationships do not last or are not worth having and that they are not worthy or deserving of lasting relationships themselves.

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Repairing and Restoring

Taking a Restorative Approach

Following a conflict or incident, adopting a restorative approach will support children to develop understanding, empathy and responsibility.

It is important to work with the child to consider the following:

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been affected by this?
- What do you need, and what needs to happen now, to repair the harm?

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Repairing and Restoring

The idea of automatically resolving conflict and repairing harm needs to be embedded in everyday interactions and classroom practice, such as making time to talk, the PSHE curriculum and circle time.

Where harm has been caused, time needs to be spent sharing understanding and coming to an outcome which helps to repair relationships. This will involve an encounter between those involved where a restorative exploration is used. There are a variety of structures for this type of restorative work (including restorative mediation, problem solving circles and restorative conferencing) but all involve a structured discussion.

Following a restorative discussion, it can be helpful for the adults (and, potentially, children) to reflect on the behaviour to determine what this was communicating, whether there are any unmet needs and what skills or additional learning opportunities need to be developed.

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Repairing and Restoring

When it is felt that an encounter between those harmed and those who have harmed is not deemed to be beneficial it can be helpful to use the restorative exploration individually with the child who has harmed. This needs careful support and judgement from the adult as they need to ensure the child feels safe and secure and does not experience shame.

Children who have experienced trauma may find it hard to connect with their own feelings and think about the feelings of others. A helpful way forward will be to focus to supporting the child to repair the relationship, including restorative action.

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Repairing and Restoring

Through the process of repair, it is likely that the child will learn about thoughts, feelings and consequences. Children are often in a heightened state of emotional regulation when it comes to having conversations after difficult incidents. They often believe they are about to get a telling off, which can fire their emotions and lead to an escalation.

We must ensure we communicate safety cues (face, voice, body language). Whilst having challenging conversations, it is imperative – if we want the child to learn from these conversations – that we try to keep them in their cortex.
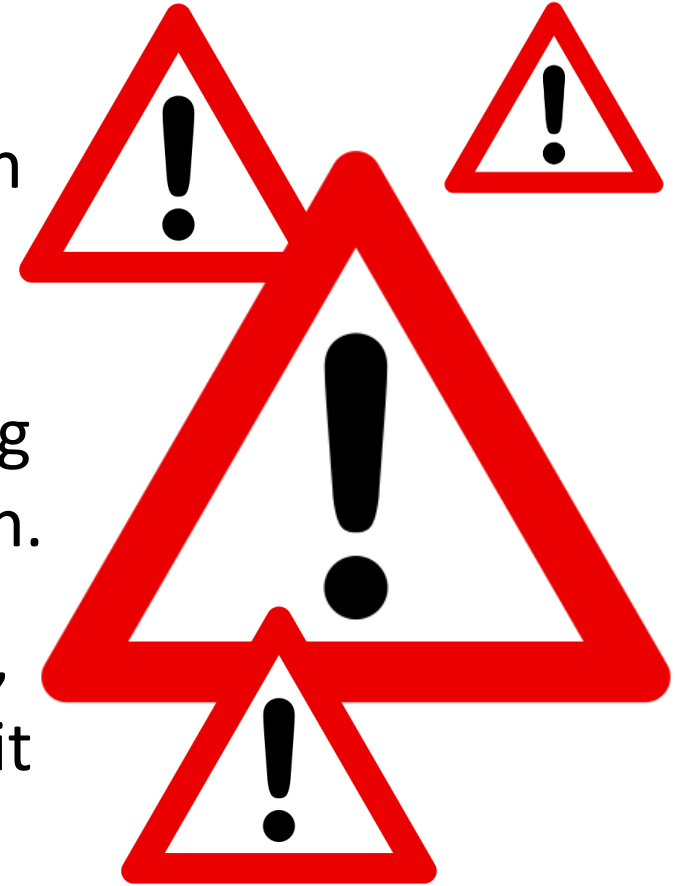
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Repairing and Restoring

Allow the child to tell their story without judgement or persuasion. This is not a search for 'the truth' as often there is no one truth to an incident, and even when it appears this way, it does not mean that the child consciously meant for things to escalate, but more likely they reacted to a situation with their emotions firing.

Sometimes children's thinking about what has happened is very muddled. It can be helpful when listening to children to provide a framework for understanding what has happened. Using questions such as what happened first, next, etc. and then reflecting back the chronology can be helpful.

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Repairing and Restoring

It can also be helpful to make links between things to aid their understanding. Empathically reflecting back what they have said in little chunks can be very containing for the child and can help them to organise their thinking. Attempting to soothe the child through your way of being will help to keep them regulated.

During the restorative process we ask children to reflect on their thoughts and feelings. Not all children will be able to do this without support. It is helpful to consider where they are in their development of understanding feelings and emotions. Some children will not be able to understand even basic feelings so you may need to start by considering how they feel physically. These children will need opportunities to learn to distinguish basic physical sensations.

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Repairing and Restoring

Consequences

It is natural to ask about consequences when dealing with the aftermath of challenging behaviour. We have outlined how sanctions or punishments are unhelpful in terms of promoting meaningful learning. It is much more powerful to unpick the natural consequences of incidents, i.e. the effect a particular behaviour has on others (i.e. the child who is punched on the playground will be wary of you, the other children may be nervous around you in a game, people may not wish to play with you, etc.).

There will need to be a school response to this kind of behaviour in which, for example, the child will not be able to use the playground for a short time due to concerns around safety for the child and safety for other children. It is important to communicate that this is not punitive but an opportunity for 'time in' (not 'time out') with an adult, exploring and developing understanding and pursuing meaningful routes for repair, like an apology note.

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Repairing and Restoring

Consequences

If a child is persistently disrupting the learning of others then we need to consider whether we are getting it right. The child's behaviour is telling us something about their underlying needs and we will benefit from working on these underlying needs. This should be our priority when deciding on any provision or intervention. Exclusion is rarely helpful in meeting the child's needs.

For some people this will be a shift in thinking. Some may see this as the children 'getting away' with things unless there is a sanction. In fact, children like to feel that there is support for things to get better and parents want to be reassured that there are processes in place to ensure that their children our safe, happy and learning in school. With these assurances in place sanctions are rarely seen as necessary.

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Quality First Teaching

Good quality first teaching is vital to support children to manage their behaviour. A teacher who is skilled in using a range of relational approaches in order to manage needs in the classroom – and supported by wider systems in the school – is likely to be able to manage the needs of the vast majority of pupils without the need to resort to behaviourist approaches.

In particular, being able to manage low level disruption through relational approaches – alongside good quality, inclusive teaching – will lead to a calm and supportive environment where all children are able to learn.

Positive Approaches = Positive Outcomes

Low-level Disruption – a Relational Approach

Be a Source of Safety and Security

Project a sense of safety through your voice, tone, facial expressions and body language. Be a source of security by providing regular, reliable and predictable attention for those most in need.

Know Your Children

Make sure that you are aware of any additional learning and language needs, relational, social and emotional needs and any potential triggers for stress of the children you teach. Make an effort to get to know your children beyond how they are in the classroom. Find out what they are interested in, what their qualities and strengths are and when they are at their best. Let them know that you are interested in them by listening to them, giving them attention and letting them know that you hold them in mind. Provide opportunities for connection within the classroom.

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Quality First Teaching

Manage Transitions

For many children transitions are a source of stress. Greet children at the door, use routine and structure to manage the start and end of lessons and any transitions within the lessons. Provide additional attention for those most in need at times of transition.

Manage Change

Change can be a stress trigger for many children. Pre-warn of change or novelty, such as a cover teacher taking the lesson or a special activity which involves a change in routine. Support children to be prepared and to be able to anticipate the change by the use of practical organisational strategies and for example visual timetables or social stories.

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Quality First Teaching

Make Language Accessible

Not being able to understand what is expected is a major contributor to anxiety and stress in the classroom. Simplify and rephrase language, supplement with visuals and show children what to do as well as telling them. Be very clear when giving guidance and instruction and *always* check understanding.

Make Learning Accessible

Provide differentiated, alternative and personalised learning to meet specific need so that all children can be involved in learning. In particular support children's literacy needs. Some children will require a high level of structure, learning broken down in short tasks, learning or sensory breaks and adult attention to refocus. Be mindful of the balance between support and challenge. Challenge is helpful for learning but not if it tips children into feeling overwhelmed.

Positive Approaches = Positive Outcomes

Quality First Teaching

Manage Peer Relationships and Support Social Inclusion

Consider how children are grouped in terms of where they sit and who they work with. Support children to develop peer relationships and to manage conflict through restorative conversations.

Teach children how to learn together and provide opportunities for children to connect and learn how to work effectively with each other. Support children who may be vulnerable to social exclusion to connect with others. For those children who experience communication and interaction difficulties facilitate interaction and repair breakdowns in communication. At times some children will benefit from being in an environment where there is a low social demand.

Positive Approaches = Positive Outcomes

Quality First Teaching

Manage The Environment

Sensory sensitivities can trigger physical dysregulation for many students, particularly those who have experienced trauma. Where possible manage distractions, noise and crowding so as not to overwhelm the child. Provide a space with low sensory demand and opportunities and resources for calm.

Consider children's seating position to ensure they are in a position which means that they are able to focus their attention without distraction. Have a safe place to store belongings.

Be Clear

Provide feedback which is effective and give clear guidance and instruction. Children need to have a clear understanding of expectations and these need to be communicated, referenced and reviewed regularly. Children also need to know what these mean in terms of what they need to do. This needs to be taught, modelled and supported. Children will benefit from feedback which is clear about what they are doing well and what they need to do next. An individual report or class report card may be helpful for some children and classes.

Positive Approaches = Positive Outcomes

Quality First Teaching

Pre-empt Stressful Situations

Use regulating responses to deal with low level anxiety or disruption (remembering SEA) and have plans in place to recognise and respond to dysregulation or disruption.

Repair and Restore Relationships

Use restorative discussions, meetings and explorations in order to support understanding of needs and consequences and to ensure that relationships are repaired following harm and conflict. Ensure that learning takes place following conflict.

Involve parents

Establish relationships with parents with clear lines of communication. Feedback positives and let them know when there are difficulties. Listen to parents, involve them in supporting their child and offer them support when needed.

Positive Approaches = Positive Outcomes

Quality First Teaching

Rewards

In the relational approach it is more helpful to think of positive and effective feedback rather than rewards. Children need to have thoughtful feedback about their behaviour and particularly those children who have experienced attachment insecurity or trauma and so have not yet developed internal control. With these children, the external control systems of rewards are unlikely to impact positively on their behaviour.

Systems which use public displays of behaviour such as sticker or behaviour charts publicly displayed are not helpful. Some children become stigmatised, see themselves as bad and not able to change, others can become complacent or not able to allow themselves to make mistakes. Public displays which highlight individual children who are struggling with behaviour can create a need to protect the ego. The child may start to communicate that they do not care through their behaviour.
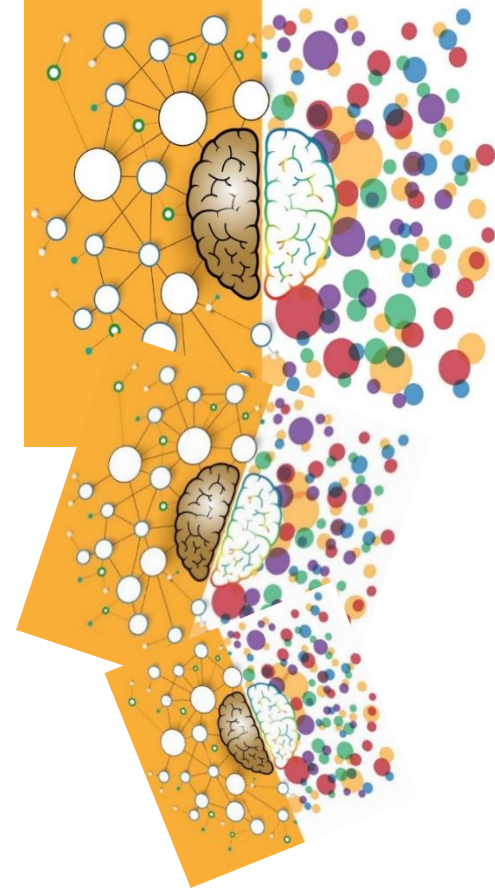
Positive Approaches = Positive Outcomes

Beyond QFT

Where a child has experienced trauma or needs additional support beyond QFT, a Relational Support Plan can be a useful tool for planning different aspects of support, ensuring that everyone is working consistently and predictably together and that the support given across the day is joined up.

A relational support plan should ensure that the child receives the consistency and intensity of support needed through well thought out and planned relational intervention. The plan should include details of specific interactions needed as it is these repeated interactions that will make the difference.

Positive Approaches = Positive Outcomes

Relational Support Planning

A Relational Support Plan should include details about:

- The team (including teachers, TAs, lunchtime supervisors, etc.) who will be supporting the child, including a key person upon whom the child can rely when at risk of dysregulation

- How the relationship needs of the child will be met through experiencing Protection, Connection, Understanding and Care. It is important to be clear about the adult-child interactions that are needed as well as activities, resources and adaptations to the curriculum and environment

- Details about the child's strengths, qualities and interests, what they enjoy and when they are at their best. Sometimes we need to do more of the things that are working well, as well as developing new strategies

Positive Approaches = Positive Outcomes

Relational Support Planning

Involving The Child

Eliciting the views of the child is the first part of creating a successful plan. It is useful to discover:

- *Where is the child with things at present?*

Use the scale / cards to explore their perception of school.

- *What helps them to be successful? What are they doing? What are others doing?*

Who do they feel would be good to have on their team?

- *What are their interests / qualities / skills?*

When are they at their best?

- *Encourage the child to consider what their best hopes might be in terms of having some relational support.*

What do they hope changes / gets better as a result of this?

Being curious as to what this means in terms of Protection, Connection, Understanding and Care will be helpful for informing the plan.

Positive Approaches = Positive Outcomes

Relational Support Planning

Working with The Core Team

The Core Team is made up of adults who already have a strong relationship with the child, or whom it will be beneficial to develop one. The plan is created by this group of trusted adults. The key adult will:

- Share with the team the purpose of Relational work for this child.

- Share any insights from the meeting with the child and their views.

- Complete the team section and the 'strengths, interests, qualities' section of the plan.

- Invite the group to consider when they notice the child is at their best.

As a team complete the plan considering in depth how Protection, Connection, Understanding and Care can be provided through the relational experiences created with the child. If helpful complete the responsive co-regulation plan. As a team complete the plan using the prompting questions.

Invite each adult to consider (and highlight) what will be most helpful for them to be providing from the plan in terms of their role and relationship with the child.

Positive Approaches = Positive Outcomes

Relational Support Planning

Sharing The Plans

The Plans should be shared with any adults who are likely to come into contact with the child during the school day. The key adult will:

- Share with this wider team of adults the purpose of Relational work for this child.

- Share any insights from the meeting with the child and their views.

- Share any insights from the meeting with the Core Team.

- Invite the team to consider good relational practice that is already in place.

Talk the adults through the plans, sharing key knowledge of the child and understanding of their needs.

Invite all members of this wider team to consider (and highlight) what will be most helpful for them to be providing from the plan in terms of their role and relationship with the child.

Positive Approaches = Positive Outcomes

The Takeaway: Listen More

Children and young people need to feel respected and valued within the school community and regarded as an equal part of it. They need to have ongoing opportunities for a purposeful dialogue with trusted adults that influences all aspects of their school day. This should be embedded within a whole school approach, involving all staff and pupils and not simply be a one off activity. Time and care should be taken to listen to children with curiosity and empathy. From an emotional perspective, the opportunity to be supported to engage in meaningful self expression can help the child to process their emotions as well as supporting the early identification of needs. **Listening is key.**

Positive Approaches = Positive Outcomes

Any questions?

OFFICIAL - SENSITIVE

Thank you!

Relational Based Approaches to Behaviour Management

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Positive Approaches = Positive Outcomes