



Our Lady Immaculate Catholic Primary School

"With God in our hearts, we follow Jesus' footsteps, as we love and learn together".

A Relationship Approach to Positive Behaviour Policy

Date: Aut 2025

Renewal Date: Aut 2027

Schedule of review: Two years



Attachment Aware

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Table of Policy Amendments

Review Date	Section	Notes
Aut 25	Staff Page 13	Additional points on staff being empathetic to families when communicating to promote a sense of working together to a solution. Based on recent parental feedback/reviews.

Aims of our school:

We aim to achieve a respectful, secure and safe environment where everyone shows consideration and kindness towards each other.

We aim to support all our children to access and learn through an inspirational and relevant curriculum and prioritise the teaching of basic skills to enable a more independent and curious approach to learning. This will contribute to positive self perceptions as a learner, able to engage positively with class based learning.

We enable children to reach their potential; respecting and celebrating our diverse community.

In our school pupil voice is encouraged and valued; all opinions are heard and considered. Everyone is a unique child of God – the children, parents, staff and governors. Together we all support the children in becoming well-rounded citizens who can have a positive impact as members of their school, local and global communities.

We aim to create and maintain a positive learning environment with realistic expectations of children's behaviour, based on their age, individual needs and stage of development.

We aim to create an environment where children feel safe to make mistakes and to learn from these, ensuring they are committed to growing in their learning in this way.

We aim to foster happy, healthy children who know how to stay safe and who enjoy their relationships with others; understanding healthy boundaries.

Our Guiding Beliefs and Understanding of Behaviour:

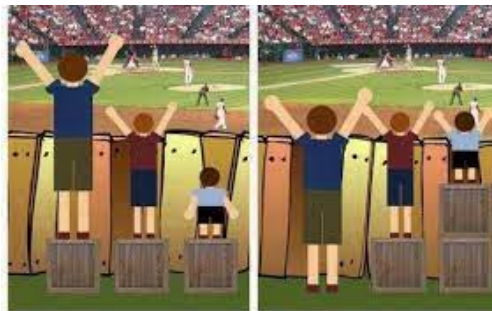
"No significant learning can take place without a significant relationship".

James Corner (Professor of Child Psychiatry)

"Great teachers focus not on compliance, but on connections and relationships".

PJ Caposey (award-winning educator)

- At Our Lady Immaculate (OLI), we believe that relationships are key and that there should always be "connection before correction";
- As an Attachment Aware School, we use the knowledge of attachment and trauma as the cornerstone of this policy;
- We understand that behaviour is a form of communication, communicating an emotional need (whether conscious or unconscious);
- We believe that with support to self-regulate through unconditional positive regard and reference to 'Zones of Regulation', pupils can be helped to think about their behaviour and how it impacts others and to consider alternative ways to meet these emotional needs safely;
- We believe that rewards should specifically reinforce the core values of the school and expected behaviours in the school context and that consequences must be meaningful and relevant to the individual child in question;
- We believe in equity - everyone getting what they need, which does not mean that everyone gets the same;

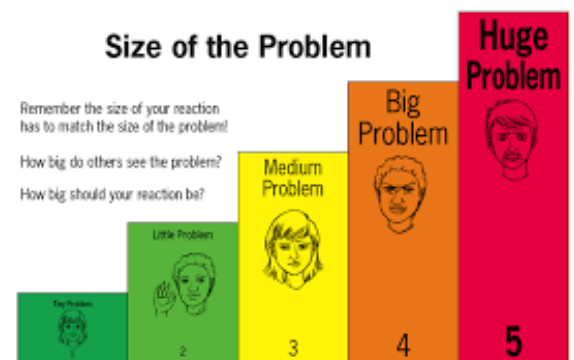


"When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos."

L. R. Knost (author of 'Two Thousand kisses a day')

Our Approach:

- We provide a calm, nurturing and supportive learning environment; we believe that children must be emotionally 'ready to learn' in order to reach their academic potential;
- In order to be able to challenge themselves and carry out tasks independently, children must be able to regulate their behaviour in the classroom. We encourage children to focus their attention, to be 'active listeners' and to develop the capacity to make 'good choices' through noticing and praising positive behaviours.
- We focus on modelling and teaching '**expected**' behaviours along with tools to support children's emotional and sensory regulation ('**Zones of Regulation**'/'**Socially Thinking**' curriculum);
- We teach children that all feelings are OK but that the type or size of their reaction to a trigger may be '**unexpected**' in that context; we encourage children to consider the size of the problem and match the size of their reaction (for further information see appendix)
- We help children to recognise what has happened and take responsibility;
- We support children to reflect on the impact of unexpected behaviours on their own and others' wellbeing;
- We support children to repair the situation as part of the natural and logical consequence to their actions
- We seek to develop children's self-esteem and confidence; encourage relationships and interactions based on kindness, honesty and respect;
- We use PACE (Playfulness, Acceptance, Curiosity and Empathy) and restorative approaches to ensure positive interactions that build relationships; (Further information on PACE See Appendix 6)
- We take a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.



- We prioritise the explicit teaching of expected and unexpected behaviours and relate this back to our RESPECT code. It is important to ensure that children are clearly guided in what behaviours are **expected** and when children present with behaviours that are **unexpected**, that this is clearly explained. For example - throwing is **expected** when playing with balls in the playground but **unexpected** when using learning equipment in the classroom. Explaining when we can throw; when we cannot; reasons why this might be dangerous and would disturb other children's learning.

Our agreed expectations are shared through the OLI RESPECT code, which was created with input from the children, their parents, teachers and governors. (See Appendix 2)

The Zones of Regulation

At Our Lady Immaculate, we use The Zones of Regulation as a whole school approach to support children to understand their own and others' emotions and learn to self-regulate.

All staff use this common language to discuss emotions and behaviours. There is a Zones of Regulation display in every class and staff wear a visual aid on their lanyards to support communication.

Key learning from the Zones of Regulation curriculum is revisited at an age-appropriate level at the start of each academic year, as part of the children's induction to their new year group. This is then revisited through assemblies and the PSHE curriculum throughout the year.

'The Colour Monster' (from the book by Anna Llenas) is used to introduce the concept of colours representing emotions in reception.

The Zones are applied throughout all strands of behaviour management – proactive and preventative support, responding within the moment and reflecting on what has happened.

For further information see appendix 7.

Our Response to unexpected behaviours:

Staff refer to undesirable behaviours as **unexpected**. This may be because the behaviour does not match the situation or the size of a child's response does not match the size of the problem. Children are taught a range of thinking, calming and sensory tools to support their self-regulation.

Our staff team is respectful of the children's needs and speak calmly to each child with kindness and care to help each child to become self-aware and to support each child in self-regulating their behaviour.

All members of staff have been trained so that they are able to use 'the 3 R's' and the 'BCARE' processes associated with **Emotion Coaching**, to use supportive language to help our children understand what is happening: See Appendix 3 and 4.

Positive acknowledgement

Children thrive on recognition and praise which encourage them to make good choices and achieve both academically and socially.

We encourage children to develop intrinsic motivations and to become aware of the benefits of making a good choice and how their behaviour impacts the thoughts and feelings of others.

We provide opportunities to reflect on their behaviour and celebrate their own successes. We do this by using **precise praise** e.g. *'I can see you are excited and want to go first. Well done for waiting for your turn.'*

We regularly model to children through verbalising our thoughts and externalising our feelings e.g. "When you held the door for me, it made me feel really respected, thank you." "When I saw you offer to help your friend, I imagine that they had positive thoughts about you too." "How did it make you feel when you let someone new join your game?"

In developing intrinsic motivation we use a range of rewards to acknowledge where children have shown and developed various aspects of our RESPECT code. This can be in the form of the following:

- verbal praise and feedback,
- talk with parents/carers at the end of the day about positive behaviour and engagement with learning
- individual rewards e.g. stickers/tokens/raffle tickets
- house points
- awarding certificates that promote the positive behaviour demonstrated

Individual class teachers can use their discretion to implement additional reward systems in their classrooms to meet the needs of their cohort. These must relate to or build upon the whole school systems above. Class teachers may allow their class to earn additional rewards (e.g. choosing music to have on during a creative lesson) or, more rarely, short periods of additional 'social time' as a reward.



Consequences

Thinking of a child as behaving badly disposes you to think of punishment.
Thinking of a child as struggling to handle something difficult encourages
you to help them through their distress.
Dr Dan Hughes (a clinical psychologist specialising in childhood trauma)

All actions/choices have consequences, both positive and negative and this is an important lesson for our children. At OLI we encourage children to consider their choices and take responsibility for the consequences of these choices.

Consequences are not to be viewed as 'punishment'. Their function is not to exert power but to teach and reinforce expected behaviours alongside strategies to use next time the situation is encountered. They must be meaningful to the child involved.

As far as possible, all adults working in school should seek to reward positive/expected behaviour choices rather than give consequences for unexpected behaviours.

We believe strongly that praise should be public (unless this does not fit with a child's individual needs) and correction/consequences should be kept discreet.

There should be no negative equivalent to the class positive behaviour visual to avoid creating a climate of shame, which is only likely to exacerbate challenging behaviours and reinforce negative self image.

A distress behaviour in response to feeling overwhelmed, is not considered to be a choice (red zone / fight, flight or freeze response). The same 4 step approach is used:

- the child is given time to calm/regulate;
- once calm, a discussion ([connect](#)) about what has happened and supported to recognise the feelings involved ([reflect](#)) and have these validated by the adult ([accept](#));
- adult support to identify where they started to lose control (yellow zone -to red zone) and identify the behaviour that needs to change ([end stage](#));
- reflecting on this behaviour and **problem solving** (thinking of alternative positive choices they can make next time prior to becoming overwhelmed)

Rather than focusing on consequences, we support children to recognise their own bodies response to big emotions and teach them to self-regulate.

(The blue comments relate to the BCare approach described in appendix 4)

At OLI, where a child's behaviour choices do not support the RESPECT code, we use the following hierarchy as a guide for Staff to ensure a consistent response.

Hierarchy of response:

Pre-correction strategies:

- Greeting children at the door has been found to have a positive effect on behaviour.
- Getting to know children as individuals; their likes and dislikes. This supports relationship building; shows the child you are interested in them.
- Noticing, affirming and reinforcing the behaviour we want to see impacts all children.
- Modelling expected behaviour makes explicit the expectation but also demonstrates strategies.
- Remaining calm and using a light hearted tone when responding to behaviour avoids escalating emotions and supports emotional regulation.
- Providing nurture opportunities for identified children who need additional emotional support.



To avoid children progressing through the steps below, we actively look for positive behaviours to praise, throughout the different steps. This provides the child with a clear reminder that they are valued and we notice their positive behaviour.

Step 1 Positive redirection back to learning / play. Offer support and a reminder of expectations.

Step 2 Repeat step 1 and make explicit the behaviour that we want to change. Clarify choices and identify consequences e.g. impact on others (how others might feel), lack of engagement in learning.

Step 3 Enquiry and intervention - what is the behaviour communicating? What is the child trying to gain and how can we provide it in a more positive way? Ask the child what they need. Validate their feelings. Remind them of their choices, and offer additional support / increased adult presence. Clear warning of consequences if the behaviour is repeated / continues.

Step 4 Appropriate consequence takes place. These will vary depending on the individual needs of the pupil, and should support the child's understanding of expectations e.g. moving to a different learning space to support distractibility, working with a different learning partner to support engagement in task, 5 minutes away from an activity to reflect on behaviour choices.

A behaviour reflection sheet can be used as part of the reflection process, where appropriate. See Appendix 8.

Step 5 In the case of behaviour continuing or escalating, we will engage with parents either face to face at the end of the day or via a telephone call to communicate and seek collaboration in identifying possible causes and next steps in supporting their child.

This will be recorded on CPOMS, our behaviour tracking and monitoring system and should also be verbally shared with a member of SLT.

Step 6 In the case of repeated behaviour on sequential days or a more serious incident e.g physical behaviour or putting themselves or others in danger, parents will be invited to an informal discussion with the class teacher or senior leader depending on the circumstances – the child is supported to reflect on what is happening: where, when, who with and relate to their feelings, identify any patterns and explore solutions. This may result in a consequence relating to the incident e.g if the behaviour happened in the pitch area of the playground, they may be asked not to play in this area for 2/3 days and an agreement made prior to returning to the area to identify alternative responses / strategies. This will be recorded on CPOMS, our behaviour tracking and monitoring system and one of the following must be informed: Head Teacher, Deputy Head Teacher, Assistant Head Teacher or Inclusion Leader.

Step 7 Where there have been ongoing discussions with parents, a further meeting with the class teacher and a senior leader will take place. An Individual behaviour plan will be set up or a daily diary devised to monitor behaviour – kept by the child and class teacher. Additional support will be agreed and targets set to support the child with their social and emotional responses. This will be monitored over time and support adjusted as required. This may result in seeking support from outside agencies.

Where the above stages have been thoroughly explored and outside agency advice has been followed and the child is continuing to demonstrate distressed behaviour which impacts the safety of the child or others, the Head teacher or Deputy Head teacher will meet with parents/carers to discuss a possible fixed term suspension/exclusion. The Governing Body and Local Authority are informed and may result in involvement of the Governor Discipline committee.

Please note that in the event of: physical actions towards others (harmful), discriminating against protected characteristics, it is necessary to move to a higher stage and omit other stages. All such incidents are recorded through CPOMS: any racist comments are also recorded in a separate folder and numbers are reported to Governors termly.

Physical Intervention (Positive Touch)

When a child is distressed and their behaviour is out of control they may engage in behaviours that require physical support from supporting adults e.g. to ensure the safety of the child or others. This will always be a last resort and strategies will be used to de-escalate and redirect the behaviour in the first instance.

Where physical support has been required, parents will be informed and a positive handling report will be completed to detail the incidence, strategies used prior to physical intervention and details of the physical support given.

In the case of a child who requires frequent physical support, this will be discussed and agreed with parents as part of an Individual Behaviour Support Plan.

DFE advice regarding physical intervention:

All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

At OLI Physical restraint will only be used in the case of:

Preventing pupils from hurting themselves
Preventing pupils from hurting others
Preventing pupils from damaging property

For more information see appendix 5.

Bullying

The school does not tolerate bullying of any kind. In line with our relationship approach, we would seek to support all involved in any bullying incident. We recognise that both the child experiencing and the child exhibiting bullying behaviour need to be supported and the bullying behaviour stopped.

The school has a separate Anti-Bullying Policy.

Individual needs (SEND)

At times, for individual children, the behaviour policy may need to be adapted to appropriately match their individual needs. Rewards and consequences used with children must be appropriate to their needs and abilities. Teachers will have regard to the level of maturity of each child and their educational/ emotional needs.

Children on the SEND register will have a Learning Passport and a Pupil Profile that may include individualised behaviour targets and strategies.

Responsibilities and Expectations:

The school's Governors and Senior Leadership Team:

Lead the drive to maintain the school's positive behavioural ethos

Ensure that all staff are aware of this policy and the roles and responsibilities that they have in line with it, including providing relevant training.

Monitor that the school's behaviour policy is implemented consistently across the school and reviewed regularly.

Promote good lines of communication regarding children's behaviour within the school and with parents/carers, Governors, the community and outside agencies.

Support the staff in their implementation of this policy, providing that they have acted in line with the aims and practices within this document.

Staff:

Ensuring, acknowledging and encouraging positive behaviour is everyone's responsibility. High standards are required from all staff including office and lunchtime staff and visitors, as they model expectations to children - sharing the policy in an age appropriate way.

It is the responsibility of all staff to regularly reference the OLI RESPECT code in order to reinforce our ethos and support the development of our pupils' social and emotional understanding and behaviour.

Staff are responsible for recording behaviour through CPOMS, our system for recording and monitoring behaviour. Staff should additionally seek the support of a member of SLT when engaging with accelerated or repeated patterns of behaviour.

All staff should ensure good communication regarding children's behaviour within school; with parents/carers, Governors, the community and outside agencies.

We will alert parents/carers to any changes experienced at school through effective verbal communication in the first instance (a phone call or a brief meeting).

Staff are encouraged to use the following prompts when communicating with children, families and other professionals to ensure a sense of understanding and empathy for all parties involved.

These principles ensure that conversations are constructive, supportive, and focused on partnership rather than blame or confrontation.

- **Assume Positive Intent:** Always begin the conversation from the standpoint that the child and family want to succeed and that barriers are external, not intentional. This immediately establishes a non-judgmental tone.
- **Focus on Impact, Not Blame:** Shift the discussion away from "what you are doing wrong" to "how the situation is impacting the child's learning and well-being." This depersonalises the issue and focuses on solutions.
- **Active, Empathetic Listening:** Spend more time listening than talking. Reflect back on what you hear to ensure you understand the family's reality, struggles, and specific challenges.
- **Partnership and Collaboration:** Frame the school and the family as a **team** working towards a shared goal (the child's success). Highlight that the school's role is to support and remove obstacles.

Parents:

As part of our positive relationship based approach, we are fully committed to collaborating as partners with parents/carers. We believe children are far more successful when school and home are both working to support one another.

We expect parents /carers:

To support their children to follow the OLI RESPECT code.

To inform the school of any changes in home circumstances that may affect their child's emotions and in turn, behaviour.

To discuss any emotional/behavioural concerns with the class teacher

To work in partnership with school to provide children with consistent expectations and guidelines around behaviour.

Children:

Will have an understanding of the policy, in an age-appropriate way, and the responsibilities they have under the policy.

Will communicate their emotions openly with staff and each other eg through the zones of regulations.

Will behave in a way that contributes to the school's positive behavioural ethos

Will be made aware of the systems that exist to reward expected behaviours and positive behaviour choices as well as the consequences for unexpected behaviours.

Appendix

Appendix 1

Below are some visuals and analogies which help to illustrate our approach to behaviour management:

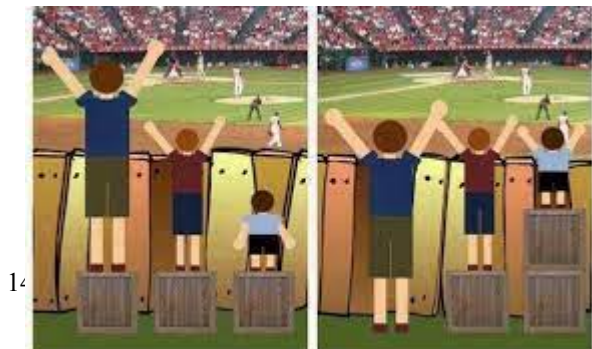
• Iceberg analogy

Behaviour is the 'tip of the iceberg' – what is it communicating?



• Equity v equality

'Fair isn't everybody getting the same thing; fair is everybody getting what they need in order to be successful'





The Mobile Phone Analogy for Neurodiversity

- Different types of brains can be thought of as different types of phone.
- If you try to get an Android phone to use an iPhone app, it won't work properly. This isn't because it is broken; it is because you are trying to get it to be something it isn't.
- You wouldn't try to fix the phone, you'd change your approach and use a different app (approach).

Maslow's Hierarchy of Needs

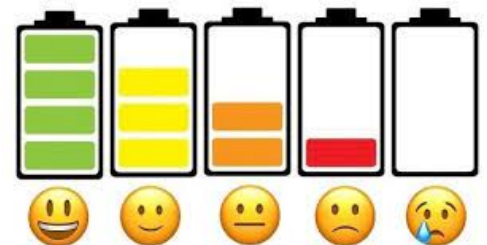
- Children's basic needs must be met in order for them to achieve academically



• The Battery Analogy

Many children arrive at school with a full, or nearly full 'battery' (charged up with positive experiences and interactions that meet their needs). This gives them reserves to cope with the challenges of the day.

Others may arrive at school with low or nearly empty batteries. These children have little or no reserves to draw upon when faced with challenges so may appear to 'over-react'. They may also engage in unexpected behaviours in an attempt to 'charge up' their battery



• The Water Analogy



Consider challenging behaviour as the child 'drowning'.

Trying to discipline or correct them while they are dysregulated serves to 'push them further under water' – they will then fight harder 'for air'.

Offering a 'life ring' in the form of a distraction or sensory tool helps the child out of the situation so it can be dealt with.

Then we can teach them how to 'swim' for next time – with 'floats' at first.

Appendix 2 - The OLI RESPECT Code

	Attribute	What it means
R	Respect everyone	Keep hands and feet to ourselves. Speak politely to everyone; show good manners through words and actions.
		Know we are all God's children
E	Encourage each other	Give praise. Give genuine feedback to help our other pupils' learning improve.
		Follow Jesus' example – Love one another
S	Speak truthfully	We are honest We say/recognise what we have done and admit when we have done something wrong and apologise for this. We are honest about our choices.
		Be ready to say sorry and show forgiveness
P	Practise, persevere and make progress	We try again and again to improve our skills. We do not give up. We use our purple polishing pens with pride.
		Make time to pray – knowing God is with us.
E	Embrace mistakes	We learn from our errors. We look at mistakes as a way of moving our learning forward.

		Know we are loved by God.
C	Consider our choices	We think before we act. We know we always have a choice. We can say "no".
		Christ at the centre.
T	Thrive together as a team	We work together. We help each other and celebrate achievements of other children as well as our own.
		Trust in God

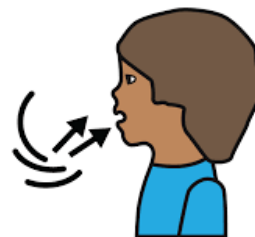
Appendix 3

'The 3 Rs'

1. Regulate (them and you)

Calm the flight, flight, freeze response

Take deep breath



2. Relate

Connect through attuned, sensitive, relationships.
Empathise and validate feelings so they feel seen, heard and understood.



3. Reason

Now they are calm and connected, they may be able to engage in reason and learning

Appendix 4

BCARE (always pause first to regulate your own emotions)

- **B**ecome Aware - Notice the emotion - look at the body language and facial expression.
- **C**onnect - Help them to work out how they feel - “you look like you might be in blue zone” – this will give the connection the young person is looking for. This will help them to work out how they feel. Become curious... “I wonder if...”
- **A**ccept - Acknowledge, empathise and validate the emotion - This is one of the most important ways to respond to a young person. This can be done with non-verbal communication. All emotions are okay and you understand that, even if it's a difficult

The **ZONES** of Regulation®

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

feeling for them.



- **Reflect** - - Say what you see, use words to describe feelings. Clarify with a question - this will help them to understand how they are feeling in order for them to name the emotion.
- **End Stage** – scaffold problem solving, use emotion tool kits, encourage ideas from them or set boundaries and how it could be better next time.

Appendix 5 **Physical Intervention at OLI - Positive Touch**

Positive touch is an intervention to support pupils whose behaviour has a tendency to escalate.

As described in our 'Relationship approach to behaviour policy', relationships are key to supporting pupils' emotional and behavioural needs. Staff take the time to get to know pupils well, including being familiar with any SEN documents and Individual Behaviour Plans (IBPs).

Knowing about family background, interests and motivations are vital in relationship building but also in providing successful support - distraction and diversion, motivation and rewards.

De-escalation strategies are the priority for us to reduce the incidences of high levels of behaviour and minimise the need for physical restraint.

There might be occasional incidences where there is not time to de-escalate but usually observing a pupils behaviour, knowing their triggers and early signs of dysregulation (emotional build up), we can use a range of personalised strategies to de-escalate (these are recorded in an IBP)

Prior to using formal physical restraint holds, we will try to 'guide away' (still trying to de-escalate) redirecting a pupil to a designated safe space (outside space or room).

Physical restraint will only be used in the case of:

- **Preventing pupils from hurting themselves**
- **Preventing pupils from hurting others**

Preventing pupils from damaging property

All members of school staff have a legal power to use reasonable force with any child in these circumstances (they do not need to have training or have prior permission from parents).

Staff will take responsibility for risk assessing each situation and keeping themselves safe as a priority e.g. Objects/ lanyards/scarfs/ jewellery

We will use 'Caring C's' (cupped hands)

Physical holds we are trained to use: (currently 12 members of staff have attended updated training and further training will follow)

Single person restraint (Standing/walking/sitting)

Single double elbow

Two person restraint (Standing/walking/sitting/spitting)

Single double elbow in chairs

Whenever these physical holds are used, staff must complete a 'Positive Handling report' and parents must be informed as soon as possible.

There is no expectation on staff with regard to use of physical restraint and this will be discussed with individuals in relation to individual circumstances.

Appendix 6

Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness. Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way.

Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary criticise the behaviour, but not the pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the pupil.

Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional

experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

https://drive.google.com/file/d/1P1svrlwvDNUFFV5MxX2LKOkLtbBC9LVC/view?usp=share_link

Examples of PACE used with pupils:

Scenario: Pupil in heightened state of anxiety, attempting to climb on the roof and not following instructions to come down.

Application of PACE:

Playfulness – Use playful language to de-escalate the situation. "Goodness me I really would rather you came down. Problem is that if you fall I will have to fill out a lot of forms and I'm a bit like you - I don't really like writing."

Acceptance - the pupil is experiencing extreme anxiety as a result of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel (e.g. "I can see that this has made you feel really upset"). Avoiding saying things like, "Oh it doesn't matter, don't be upset about a silly fall out."

Curiosity- Enquire and check what the young person's emotional experience is. "I wonder if you're feeling angry because of what X just said?"

Empathy - Show that you understand that how difficult they are finding things. "I understand that this must be really difficult for you. I know that when I am feeling upset I just want to run away from everything."

Outcome: Using PACE and a calm approach, the pupil's anxiety decreased and they came down off the fence. They went with an adult to the wellbeing room. Instead of imposing consequences, once the pupil was calm, a discussion was had about the dangers of climbing the fence. The pupil was able to reflect on their behaviour and think of alternative things they could do next time.

Appendix 8

OLI Behaviour Reflection Sheet

Thinking about my behaviour will help me make a better choice next time

Your Name _____ Date _____

Regulating - How do I feel? What can I do to get back to green?

Recognising - What happened?

Reflecting - What of our school **RESPECT** code did I break?

Restoring - What can I do now to put things right?

Problem solving - What will I do differently next time?

Your signature: _____ Teacher's signature: _____