




RELATIONAL BEHAVIOUR POLICY

Approved/reviewed by	
	
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RELATIONAL BEHAVIOUR POLICY

At Lindsworth School, we are committed to creating a supportive and respectful environment where all students can thrive academically, socially, and emotionally. This Relational Behaviour Policy outlines the expectations for student behaviour and the importance of fostering positive learning attitudes in all aspects of school life. We believe that maintaining high standards of behaviour will help all students achieve their full potential and create a positive, safe, and productive school community.

Our approach to behaviour at Lindsworth is underpinned by our school values of **PRIDE** the principles of Character Education and TIAAS. Character education is the act of teaching students how to regulate those feelings, thoughts, and actions into pro-social behaviours. TIAAS stands for Trauma Informed Attachment Aware Schools, a whole-school training program designed to help schools become trauma-informed and attachment-aware settings, promoting resilience, recovery, and healing for students. TIAAS equips schools with the knowledge and skills to understand and address the impact of trauma and adverse childhood experiences (ACEs) on students. To support this approach we have also adopted Emotion Coaching as an approach to help students become more aware of their emotions and learn to manage them effectively; particularly during challenging situations, by validating their feelings, setting limits, and problem-solving together. See Appendix 1 & 2 for how we apply TIAAS and emotion coaching within our interactions.

Goals:

- To promote the development of our core values (**PRIDE**), **Positivity**, **Respect**, **Independence**, **Determination** and **Equality**.
- To create a school culture where students actively demonstrate positive behaviours and contribute to the well-being of themselves and others.
- To encourage students to make positive choices, both academically and socially, and to resolve conflicts peacefully and responsibly.
- To support students in becoming engaged and responsible citizens in their communities and beyond.

We expect all students to demonstrate positive behaviours that promote a respectful and supportive learning environment. These expectations also reflect our Lindsworth Values of **PRIDE**:

The following **PRIDE** values will guide all character education efforts within the school:

- **Positivity:** The practice of being or tendency to be positive or optimistic in attitude.
- **Respect:** Due regard for the feelings, wishes, or rights of others. To feel or show admiration for someone or something you believe has good ideas, abilities, achievements or qualities.
- **Independence:** A method or process of learning that gives students' ownership and control over their own growth.
- **Determination:** a combination of skills, knowledge and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behaviour.
- **Equality:** the state of being equal, especially in status, rights, or opportunities. Diversity refers to recognising, respecting, and valuing differences in people.

IMPLEMENTATION

Expected Learning Behaviours

Positivity:

- Engage actively in lessons by asking questions, participating in discussions, and staying focused
- Demonstrate a positive attitude towards challenges, viewing them as opportunities to learn and grow
- Help and encourage others, using positive language at all times
- Speak with encouragement and optimism, avoid complaining and be solution focused
- Offer help and motivation, celebrate each other's successes

Respect:

- Show respect for learning resources, including books, equipment, and technology
- Listen to each other and listen to staff; take time to understand other perspectives
- Use expected language for school, showing consideration for others
- Embrace each other's differences and needs and respect each other's boundaries

Independence:

- Follow instructions given by teachers and staff to maintain order and focus in class
- Meet expectations without prompt or need for staff interventions
- Take responsibility for your learning and progress; focusing on your education
- Manage your time well, avoiding lateness and meeting deadlines or timescales
- Explore your interests, attend clubs and embrace new experiences

Determination:

- Show a growth mindset, believing that effort and perseverance lead to improvement and success
- Demonstrate a positive attitude towards challenges, viewing them as opportunities to learn and grow
- See challenges as the development of skills and embrace them
- Stay engaged in learning, maintaining a positive attitude throughout

Equality:

- Be inclusive of others, challenging stereotypes and discrimination
- Treat everyone with respect, regardless of their background, gender, sexuality or abilities
- Challenge your own bias, be open minded and avoid making assumptions of others
- Make others feel welcome and give equal opportunities to join in and contribute

Rewards and Recognition

We believe in recognising and celebrating positive behaviour. Students who consistently demonstrate positive learning behaviours will be acknowledged through:

- Verbal praise and recognition (incl. calls home)
- Certificates or awards to highlight academic and personal achievements.
- Weekly raffles
- Termly and yearly awards
- Half termly reward trips
- Special privileges or rewards for consistent positive behaviour
- Positive behaviour points, which may contribute to earning school-wide rewards or recognition

Unexpected Learning Behaviours

Not showing Positivity by:

- Being pessimistic, discouraging others and spreading negativity
- Showing disinterest in learning or discussions
- Displaying negative body language – sighing, rolling eyes etc
- Using negative language such as “I can’t do this!”

Not showing Respect by:

- Mocking or making fun of others
- Disregarding instructions or school rules
- Damage or defacing of property (persistent damage will incur a charge)
- Using unexpected or offensive language

Not showing Independence by:

- Blaming others and not taking accountability for your actions
- Over reliance on staff to make positive decisions or complete tasks, not using initiative
- Procrastinating or avoiding instructions; leaving tasks incomplete
- Not learning from mistakes, ignoring consequences and making poor choices

Not showing Determination by:

- Giving up and avoiding challenges instead of showing perseverance
- Not accepting feedback and acting upon it to make improvements
- Showing a lack of interest or engagement in your progress
- Working hard in some subjects but not all
- Lacking discipline and commitment to your goals and targets

Not showing Equality by:

- Excluding others, in particular reasons related to Gender, Race and Religion, Sexual orientation or Needs
- Bullying and cyberbullying behaviours including the non-physical e.g. intimidation, threats, humiliation, gossip, rumours etc
- Not allowing others to share their opinion and thoughts or devaluing their opinion
- Deliberate disruption of learning, or activities to disadvantage others

Consequences and Interventions

While we encourage positive behaviour, we also believe in teaching students the consequences of inappropriate actions in a supportive and fair manner. Consequences may include:

- Verbal reminders or warnings from teachers
- Reflection time to consider the impact of their actions
- Loss of privileges or participation in certain activities
- Meeting with a PAL, teacher, PM, or senior staff member to discuss behaviour and agree on an improvement plan
- In more serious or repeated cases, parents / carers will be contacted to work together to address the situation.

Following these consequences, reasonable adjustments can be made if they are needed to support the student. These may include adjustments to timetables, learning plans or supportive strategies.

There are also a range of interventions the school offer to encourage students to meet the expected learning behaviours:

- 1:1 support or intervention
- Brain breaks (in class)
- Movements breaks (in class and out)
- PALs interventions (reading, writing, phonics, regulation)
- Reflection time
- Bridge builds and restorative conversations
- Sports interventions (boxing, football, pool etc.)
- Mentoring, internal and external. Could be staff or a peer
- Emotion coaching (Zones, TalkAbout etc.)
- Pastoral Manager (PM) interventions
- Inclusion (see below for further details)
- Senior Leader (SLT) interventions
- Reduction in time, including part-time timetables
- Adjusted access arrangements (timetabling, ECHP)
- Police and social work interventions

We also operate a number of therapeutic interventions for students should they need them. These interventions are based on referrals from Pastoral Managers and Senior Leaders. They support students' mental, emotional, and behavioural well-being, which directly impacts their academic performance, social development, and overall quality of life. These include;

- Music Therapy
- Art Therapy
- Counselling

The above interventions are not consequences but part of our TIAAS approach which works alongside emotion coaching and emotional regulation to be preventative in future.

Emotion Coaching

Emotion coaching is a technique developed by psychologist John Gottman, designed to help students understand and manage their emotions. The goal of emotion coaching is to help students recognise their feelings, understand what those feelings mean, and learn appropriate ways to express and deal with them (see appendix for scripts).

The stages of emotion coaching, involve a process of recognising, understanding, and guiding students through their emotions. These stages are designed to help students develop emotional intelligence and effective emotional regulation skills. The five key stages are:

1. Becoming Aware of the Student's Emotions

In this stage, parents or caregivers pay close attention to the student's emotional signals. This means noticing when a student is upset, angry, sad, frustrated, or experiencing any other emotion. It's important to be aware of both verbal and non-verbal cues (such as body language or facial expressions). Example: You notice your student clenching their fists and frowning, signalling frustration.

2. Connecting with the Student

After identifying the emotion, the next step is to connect with the student. This involves emotionally engaging with the student by showing empathy and understanding. The goal is to make the student feel heard and supported, which builds trust and a positive relationship. Example: You approach your student and say, "I can see you're upset. I'm here to help."

3. Validating the Emotion

Validating is accepting the student's emotion as real and understandable, even if it may not seem logical or appropriate to an adult. It's crucial not to dismiss or ignore the emotion, but to acknowledge it with compassion. This teaches students that their feelings are important and that it's okay to feel whatever they are feeling. Example: You say, "It's okay to feel angry. Everyone gets upset sometimes."

4. Labelling the Emotion

Once the emotion is acknowledged, the next step is to help the student label what they're feeling. Teaching students to recognise and name their emotions helps them better understand what's happening inside and can be the first step in learning emotional regulation. Example: You might say, "It looks like you're feeling frustrated because you didn't get to play with the toy."

5. Setting Limits and Teaching Problem-Solving Skills

After the student's emotions have been validated and understood, it's time to help them think about how to manage their feelings and how to respond in a healthy way. This involves setting limits on inappropriate behaviour while guiding the student to find constructive solutions or coping strategies.

Example: You might say, "I understand you're upset, but it's not okay to hit. Let's talk about what you can do to feel better, like taking a deep breath or asking for help."

These stages aim to foster emotional intelligence in students, helping them recognise, understand, and regulate their emotions in a healthy and constructive way. Emotion coaching is an ongoing process that creates a safe environment for students to express their feelings and learn how to handle them.

Inclusion

At Lindsworth School, we are committed to a relational and trauma-informed approach in addressing negative or unexpected behaviour. Our goal is to minimize suspensions and exclusions whenever possible. To achieve this, we have implemented the Inclusion Consequence; a structured, restorative process that prioritizes reflection, accountability, and reintegration.

Process for Addressing Unexpected Behaviour

When students display unexpected behaviour, they receive a behaviour score during lessons or social interactions. A score of 1 or 2 requires attendance at Reflection, as outlined in the previous section. However, if such behaviours persist or are deemed more serious, the student will be referred for Inclusion.

The Purpose of Inclusion

Inclusion serves as a restorative alternative to traditional reflection or isolation, aligning with our relational and trauma-informed values. It follows a structured 4R process:

1. Regulation

Upon entering the Inclusion space, students are provided time to regulate their emotions if needed. This may involve silent reflection, engaging in a brief conversation, movement exercises, or playing a game to reduce frustration or adrenaline before proceeding.

2. Reflection

Once regulated, students complete assigned tasks or coursework while reflecting on the reasons for their placement in Inclusion. They receive appropriate support and guidance throughout this process.

3. Restoration

Following reflection, students engage in a restorative discussion to examine the factors contributing to their behaviour. This process is designed to identify triggers, develop strategies for self-regulation, and prevent recurrence. Conversations may occur informally, such as during a game or through one-on-one dialogue, to ensure students feel comfortable opening up.

4. Reintegration

Once the student has completed the Regulation, Reflection, and Restoration phases, they plan for reintegration into their regular timetable. Any necessary restorative actions, such as offering apologies or rebuilding relationships, must be completed before returning to lessons. The Inclusion Manager will continue to monitor and support the student's progress post-reintegration.

Stages of Inclusion

When a student is referred for Inclusion, a discussion takes place between the Senior Leadership Team (SLT), the relevant Pastoral Manager (PM), and the Inclusion Manager to assess the severity of the behaviour and determine the appropriate level of intervention. The stages of Inclusion are as follows:

Stage	Description
Self-Seeking or Directed Conversation	A student may voluntarily seek guidance or be directed by their PM for a brief motivational conversation with the Inclusion Manager.
Stage One: 2 Periods	For isolated, low-level behaviours that exceed the threshold for Reflection but do not warrant extended Inclusion. The student remains for two periods to complete work, reflect, and set personal development targets.
Stage Two: 4 Periods	For more serious or recurring behaviours. The student remains in Inclusion through break and the two periods before lunch. This extended time allows for structured intervention and planning to prevent future incidents.
Stage Three: 1 Full Day	For significant behavioural concerns that may have previously led to exclusion. The student spends the day one-on-one with the Inclusion Manager, completing restorative work and engaging in guided reflection to identify corrective actions. Apologies or amends may be required where appropriate.
Stage Four: 1 Full Day in Another Year Group	If a student fails to demonstrate progress following previous interventions, they will be temporarily placed in another year group. This separation from their peer group encourages deeper reflection and positive discussions on behavioural change. The student's PM provides work, checks in throughout the day and ensures that reflection and accountability take place.
Stage Five: SLT Intervention	If prior stages do not result in meaningful engagement or behavioural improvement, the student will be assigned a full day under the supervision of their designated Senior Leadership Team (SLT) Manager for further intervention.

This structured and restorative approach ensures that behavioural challenges are addressed in a manner that prioritises growth, accountability, and reintegration while reducing the need for exclusions.

Safeguarding

Preventing student on student abuse

The school has a zero-tolerance approach to all forms of student on student abuse, including sexual harassment and sexual violence. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a student's dignity and makes them feel intimidated, degraded or humiliated and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual violence refers to the three following offences:

- Rape: A person (A) commits an offence of rape if there is intentional penetration of the vagina, anus or mouth of another person (B) with their penis. (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- Assault by Penetration: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else; the penetration is sexual. (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual. (B) does not consent to the touching and (A) does not reasonably believe that B consents.

The school's Child Protection and Safeguarding Policy outlines our stance on addressing child on child sexual abuse and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence are uncovered. To prevent child on child abuse and address the 12 wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the embedded curriculum and PSHE and character education.

The school will also ensure that pupils are taught about safeguarding, including online safety and self-harm, as part of a broad and balanced curriculum in PSHE lessons, form time, character education, relationships education and group sessions.

Such content will be specific to age and stage of development and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that pupils of any age and sex are capable of abusing their peers, and will never tolerate abuse as "banter" or "part of growing up". Staff will also be aware that child on child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing/initiation-type violence. Where a pupil is found to have been involved in harmful sexual behaviour, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

Staff will also be aware that LGBTQ+ pupils are more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between pupils of the opposite sex.

Disclosures

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. Whilst managing disclosures, victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of the DSL where necessary.

Staff will report all allegations of abuse against pupils to the DSL. If staff are in any doubt over how to handle an incident or how to report it, they will speak to the Lead DSL. The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects students from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk
- If a pupil is at risk of harm, is in immediate danger or has been harmed, a referral will be made to Student's Services.
- Rape, assault by penetration and sexual assault are crimes – reports containing any such crimes will be passed to the Police. More information regarding the school's stance on preventing child on child sexual abuse is available in our Child Protection and Safeguarding Policy.

School DSL's:

- Ian McMahon (Lead DSL, Assistant Headteacher)
- Kate Beale (Headteacher)
- Julie Coombs (Deputy Headteacher)
- Courtney Ballard (Assistant Headteacher)
- Simon Richardson (Assistant Headteacher)
- Dean Williams (Pastoral Lead)
- Ela Ksiazkiewicz (Residential Coordinator)
- Kate Knutton (Pastoral Manager for KS2)

Restrictive Physical Interventions (RPI's)

At Lindsworth School we recognise that, at times, some of the pupils may significantly deviate from the Relational Behaviour Policy. The overriding principal relating to positive handling is that the best interests of the student take precedence over every other consideration. The Children Act 1989 in the UK states that “the welfare of the student shall be the paramount consideration”. Therefore when physical restraint is considered, it is regarded as a last resort and should only be used in exceptional circumstances. We also recognise that the use of any degree of force is unlawful if the particular circumstances do not warrant such force. Only use of ‘reasonable’ force can be used by staff to physically restrain / use physical force to restrain a pupil. The term ‘reasonable’ force in these circumstances means ‘using no more force than is needed’ (GOV.UK - Behaviour In Schools Guidance).

It is unlawful for a member of staff to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or humiliation. Physical interventions should only be used when dialogue and diversion have failed to stop the behaviour and should always be the minimum needed to achieve the desired result, taking into account the age and size of the student. The decision to use a restrictive physical intervention (Team Teach Principles) must take account of the immediate circumstances of the situation, coupled with prior knowledge of the student and be based upon an assessment of the risks associated with the intervention. Staff will always ascertain whether restrictive physical intervention is appropriate, necessary and proportional. All staff need to follow set guidelines on handling students and should be trained. Restrictive physical intervention should avoid contact that might be misinterpreted as sexual and restraints need to respect the cultural expectations of the individual. Physical restraint is permitted at Lindsworth School but will only be used in order to stop pupils causing injury to:

- themselves
- other pupils
- members of staff / other adults within the school environment / visiting professionals
- damaging property

Physical restraint will always act as the last resort as staff will attempt to de-escalate the situation and talk down a potentially aggressive and physical situation.

All staff are trained in Team Teach techniques and undergo regular (annual) refresher training to ensure good practice and high quality care, welfare, safety and security. Detailed advice is available in Use of Reasonable Force - advice for school leaders, staff and governing bodies. Headteachers and all school staff should read this guidance. Physical restraint guidelines as above apply to all pupils including those pupils using the Residential Provision.

All RPI's are followed by welfare checks to pupils and staff including;

- Wellbeing check
- First Aid
- Pupil voice
- Student voice
- Calls home to parents and carers

Power to Search

All searching, screening and confiscation is conducted in line with the DfE's latest guidance on Searching, Screening and Confiscation (refer to the school's Weapons Policy).

In addition to the general power to use reasonable force described above, the Headteacher and trained authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for the following "prohibited items"

- mobile phones and devices (see below)
- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco / cigarette papers / vapes;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The Headteacher and trained authorised staff can also search for any item banned by school rules which has been identified in the rules as an item which may be searched for. See the School Policy for Weapons. It is essential that we work together to reduce the chances of students bringing a weapon to school. Ours, like most other schools, will take firm action in relation to any pupil found to be carrying a weapon such as a knife for example, both on and off the school premises. The Police will be informed and the incident recorded on the school's MIS system.

Smoking and Vaping

Smoking and or Vaping (including the use of any electronic cigarette / vaporisers) is prohibited on the school site. Pupils found smoking or vaping anywhere in the school grounds will be educated on the health effects and parents / carers will be advised.

The incident will be recorded on the school's MIS system. The long-term effects of vaping are unknown and vaping should not be used by anyone under the age of 18 or by non-smokers.

Students found smoking/vaping will face the following consequences and interventions;

- Cigarettes/vapes confiscated and disposed.
- Warning letters sent home (max 3)
- Inclusion with interventions from Inclusion Manager
- Referral to external agencies to support the pupil and family
- Persistent offenders will have meetings with the police and parents

Mobile Phones and Devices

The Government have updated the guidance for schools regarding the use and possession of mobile phones and devices on school premises. This guidance is outlined within the DfE policy 'Mobile phones in schools' (2024). The guidance states that all schools should have a policy which prohibits the use of mobile phones and smart technologies throughout the school day, including break times and lunch times. Whilst beneficial to society, currently, mobile phones and devices can provide a distraction from learning, disruption in classrooms, and a risk to safeguarding. The use of these devices whilst accessing transport or residence is permitted, as transport and residence begin before or after the school day has ended and wider risks are minimised.

All students at Linsworth are expected to hand their devices in on arrival to school. The devices should be handed to Pastoral Managers or Senior Leaders. They will then be stored in a secure location which pupils cannot access during the school day.

Failure to hand in devices on arrival or abuse of devices on transport will lead to;

- Devices being confiscated
- Consequence logged
- Calls to parents/carers
- Interventions relating to the misuse of devices
- Interventions relating to safeguarding and student protection

Devices will be returned at the end of each day as student's access their transport home. As set out in the guidance, if devices have been confiscated they can be held for a length of time deemed appropriate by the school. Further to this, the devices do not need to be handed back to the student but can be given to parents/carers. Persistent misuse of phones on transport or in residence will require meetings with parents/carers and a potential loss of access to these services.

Absconding

Absconding is when a pupil goes beyond the fenced boundaries of the school without permission. Many of our pupils have difficulties managing their anxiety, and some may seek to abscond as a result. Other pupils may abscond for attention. In any circumstance, due to the vulnerable nature of our pupils, the procedures will be followed by all staff to ensure that pupils are safeguarded at all times. The absconding policy will also be followed if a pupil absconds during an off-site activity/ trip. If a pupil absconds:

Where possible, a member of staff should follow the pupil / pupils for a reasonable distance attempting to persuade them to come back onto site or keeping a safe eye on the situation.

- The SLT or PM must be informed immediately if a pupil absconds. If appropriate, further staff members will be allocated to assist with the situation
- SLT or PMs will inform parents / carers / social worker and keep them updated
- If the pupil is missing for 20 minutes without being sighted, or the situation becomes unsafe, the police are to be informed

Individual Circumstance: The above response must be determined by the circumstances involved, taking into account their developmental level (age and maturity) and their emotional state.

For example, if a pupil has no road awareness or is a danger to themselves or others, physical intervention could be necessary to prevent the pupil absconding. If they did

abscond, the police would be informed earlier due to the higher level of risk. The response for older pupils who may live locally would be different again. In either incidence, parents / carers / social worker will always be informed as soon as possible, and a member of staff will follow to ensure safety. In all events, the pupil's individual risk assessment is to be followed.

REVIEW

Reviewing behaviour across a school involves a holistic approach—gathering data, analysing trends, evaluating existing policies, and involving the entire school community. The goal is to foster a safe, supportive, and respectful environment where positive behaviour is encouraged and disruptive behaviour is addressed through the school values. Regularly reviewing and adjusting strategies ensures that the school environment remains conducive to learning and growth for all students.

The following methods will be used to review behaviour across the school;

- Data tracking using the school's MIS system
- Surveys/questionnaires (pupils, staff, parents/carers)
- Classroom observations
- Academic progress and attitudes data
- Policy evaluation
- Governor feedback

Linked Policies: Character Education Policy, Anti Bullying Policy,
Safeguarding and Student Protection Policy, Weapons Policy

References: Association of Character Education (ACE), The Jubilee Centre, TIAAS,
Department for Education, Department for Education (DfE).

Appendix 1 – Emotion Coaching Scripts

1. Becoming Aware of the Student's Emotions

Scenario: A student is visibly upset, slouched at their desk, and avoiding eye contact after receiving a low grade on a test.

Script: Teacher: [Noticing the student's body language] "I see you're not your usual self today. You seem a bit down. Did something happen with your test results?"

2. Connecting with the Student

Scenario: A student is frustrated after struggling with a math problem during class.

Script: Teacher: "It looks like you're feeling frustrated right now. I can tell it's hard, but I want you to know I'm here to help you through this. You're not alone in this struggle."

3. Validating the Emotion

Scenario: A student is upset because their group project partner didn't contribute much work, and they feel it's unfair.

Script: Teacher: "It makes sense that you're feeling upset. It's hard when you put in a lot of effort, and it doesn't feel like everyone is contributing equally. That's a tough situation, and your feelings are valid."

4. Labelling the Emotion

Scenario: A student starts to cry after getting a question wrong in front of the class and feeling embarrassed.

Script: Teacher: "I think you're feeling embarrassed and maybe even a bit anxious because of the mistake. It's okay to feel like that. Everyone makes mistakes, and it's a normal part of learning."

5. Setting Limits and Teaching Problem-Solving Skills

Scenario: Two students are arguing during group work because they can't agree on an idea, and one of them starts raising their voice.

Script: Teacher: "I understand that you're both feeling frustrated, but it's not okay to shout at each other. Let's take a deep breath together, and then we can calmly talk about how to compromise. What can we do to make sure both of your ideas are heard?"

Here are example questions that align with each stage of emotion coaching, helping educators, or parents/carers, guide students through their emotions. These questions are meant to foster understanding, validation, and healthy emotional expression.

1. Becoming Aware of the Student's Emotions

At this stage, the goal is to notice and become aware of the student's emotions, even if they aren't verbally expressed yet.

Example Questions:

- "I notice you seem a little upset. What's going on?"
- "You look frustrated right now. Is something bothering you?"
- "I can see that you're not looking like yourself today. Are you feeling okay?"
- "It seems like you're having a tough time. Can you tell me what's going on?"

2. Connecting with the Student

In this stage, you empathise with the student and connect with their emotions to show you understand how they feel.

Example Questions:

- "It looks like you're feeling really upset. How can I help?"
- "I can see this is really tough for you. Want to talk about what's bothering you?"
- "It seems like you're feeling really sad right now. Do you want to share what happened?"
- "I can tell you're angry. Can you help me understand what's making you feel this way?"

3. Validating the Emotion

Here, you validate the student's feelings, letting them know it's okay to feel the way they do.

Example Questions:

- "I can see why you'd be upset about that. Anyone would feel frustrated in your shoes, right?"
- "It makes sense that you're feeling disappointed right now. I would feel the same way."
- "It's completely normal to feel angry when things don't go the way we want. How do you think we can deal with that?"
- "It sounds like you're feeling a bit nervous. It's okay to feel anxious sometimes. What do you think might help you feel better?"

4. Labelling the Emotion

In this stage, you help the student identify and label their emotions, making them more aware of what they are feeling.

Example Questions:

- "It looks like you're feeling frustrated right now. Is that how you're feeling?"
- "I think you're feeling sad about this situation. Would you agree?"
- "You seem really angry. Do you think that's the right word for how you're feeling?"
- "I think you're feeling a little overwhelmed. Do you feel like that too?"

5. Setting Limits and Teaching Problem-Solving Skills

After understanding the emotion, you guide the student toward managing or resolving it in a positive way.

Example Questions:

- "I understand you're upset, but how can we handle this situation without yelling?"
- "What do you think you could do to feel a little better right now?"
- "What would be a better way to express how you're feeling?"
- "I know you're angry, but what can we do that will help you calm down?"
- "Let's think together: what can we do to solve this problem?"
- "How can we fix this situation so it doesn't keep bothering you?"

These questions help move the student through the emotional process, guiding them toward self-awareness and self-regulation. By asking open-ended, empathetic, and constructive questions, you foster a supportive environment where students feel heard and are taught how to manage their emotions effectively.

Appendix 2 - Trauma Informed Dialogues / Sentence Stems

In this section some examples are provided that may be helpful and may stimulate reflection. This is not a definitive list and can be adapted to suit as long as the Trauma Informed principles are followed.

Verbal communication (in-person)

- Hello! My name is _____. What is your name?
 - How are you today?
 - What issue can I help you with today, person's name (for example, Mary)?
 - Mary, how is this issue affecting you?
 - What are your concerns or worries about this issue, Mary?
 - What have you done about it? What was the outcome?
 - Is there anything else I need to know to fully understand your issue?
 - Mary, what would you like for me to do to address/solve/support you/ on this issue?
- Asking questions to understand
- This is what I will be able to do; I will not be able to do the following because (reason)
 - Let's figure this out together

Asking questions to understand

- I hear that
- Have I understood correctly that(?)
- Tell me if I have understood you. I understand that

Validating person

- I understand you.....
- I hear that you are angry/sad/upset/worried/frustrated etc.
- I can see how difficult this has been for you
- You have been so patient/brave/strong... (Validate how they have endured their situation)
- I will do everything possible to support you/ address your issue/ (whatever student has asked for)
- This is a complex issue, and I am not certain of the outcome, however, I will do everything that I can to find out/solve it

Tone of voice/ style of language

- Speak slow and clear
- Use calm, friendly voice
- Speak with warmth and care, as you would to someone you know
- Reflect empathetic tone, even if student is expressing their frustration (it's not personal!)
- Be reassuring
- Avoid getting defensive when you hear a response you don't like. Rather, probe more about it. Validate and acknowledge their concern/frustration. Explain, offer an alternate view

Neutralise assumptions and expectations

- Treat everyone as an equal. Would your words, tone, body language be different if you were speaking with the Queen? Speak to everyone as if they were!

- Use moderate vocabulary
- Avoid student-like speech, as if the person can't understand.
- Avoid complex jargon
- You are the one that has the information that the person seeking support needs. Therefore, treat everyone as if they have the capacity to manage/overcome/solve issue with your support

Non-verbal communication

- Smile!
- Make direct eye contact if you are comfortable to do so while also acknowledging that neurodiversity can make direct eye contact difficult due to it being overstimulating
- Be attentive - avoid distractions, answering phones and interactions with other colleagues.
- Actively listen / ask clarifying questions to show you have understood correctly
- Lean forward slightly when sitting or standing while speaking to the person
- Be conscious of your facial expressions
- Reflect what is known as unconditional positive regard (Rogers, 1957), even in difficult interactions