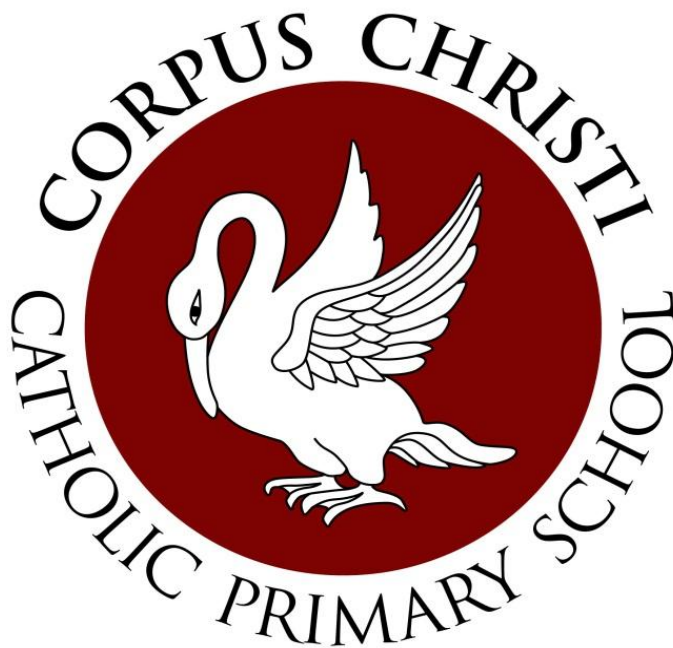


# Corpus Christi Catholic Primary School



## Promoting Good Behaviour and Positive Relationships Policy

Governors' Committee Responsible	Faith, Family and Community
Status	Statutory
Review Cycle	Annually
Date written/last review	June 2025
Date of next review	June 2026



### **Mission**

Jesus Christ, the Way the Truth and the Life,  
calls us all to share in His Life and His Mission.

We are the Body of Christ.  
We are Corpus Christi!

### **Vision**

The Catholic Faith is taught, lived and witnessed in the daily life of our school, and our faith inspires and encourages us to reach out in love to others.

Recognising that everyone is made in the image and likeness of God, we will:

- Encourage all to strive for excellence and achieve their individual God given potential
- Respect and nurture every child in our school
- Provide enriching, exciting and creative learning opportunities
- Prepare children for life in a modern and diverse society
- Work in partnership with our staff, Governors, parents, Parishes and the wider community for the good of all

As a Catholic school we are called to be a school of prayer reflecting on Sacred Scripture and celebrating the Sacraments. Through this we are inspired to lead and nurture every member of the school community to grow in the knowledge and love of Jesus as we pray and worship together.

## **Just Be Kind!**

### **1. Behaviour Policy Intent**

**This Policy is written in line with the Anti-Bullying Policy which is also reviewed annually.**

**[file:///T:/Staff%20Area/POLICIES%202024/Anti-Bullying/Old%20Anti-Bullying%20policies/Anti-Bullying%20Policy%20JUNE%202023%20\(Updated%202024\).pdf](file:///T:/Staff%20Area/POLICIES%202024/Anti-Bullying/Old%20Anti-Bullying%20policies/Anti-Bullying%20Policy%20JUNE%202023%20(Updated%202024).pdf)**

- Prevention is better than cure
- Consistent, calm adult behaviour
- First attention to the best conduct
- Equality of adult authority
- Reasonable adjustments
- Analyse, don't personalise
- Positive language choice
- Relentless routines, taught and practised
- Enable success because success breeds motivation
- Every child has unlimited potential for us to unlock

### **2. School rules and expected behaviour**

#### **Our School Charter**

We use our 6 attributes to form a basis for our school and class rules. Each class works together at the beginning of the academic year to agree on a class rule linked to each of the attributes. These are then displayed in class.

#### **The Corpus Christi Child will be:**

1. Compassionate
2. Conscientious
3. Cooperative
4. Curious
5. Creative
6. Courageous

Exceptional behaviour is at the heart of effective learning. In order for Corpus Christi to have a calm and purposeful atmosphere, we have three overarching rules:

- be ready
- be respectful
- be safe

A calm and purposeful atmosphere relies on more than rules though. Adults clearly explain what desirable behaviour looks like and below are examples related to our rules:

Ready	Respectful	Safe
Come to school on time.	Greet adults and peers politely when we arrive each morning.	Move calmly around the school and outside.
Show that you are listening by responding to questions.	Thank the adults that we work with at the end of the day when we leave.	Use play equipment correctly.
Follow instructions the first time.	Look after ours and other people's belongings	Kind hands and feet.
Start work straight away.	Do things for others because it feels good.	Tell an adult if something is wrong.
Wear the correct uniform.	Notice when others have done something for me.	Play only in the places allowed.
Line up promptly.	Work hard in lessons.	Use technology responsibly.
Come to school with the correct equipment.	Good manners matter.	Wash hands regularly.
	Win and lose gracefully.	Catch and bin coughs and sneezes.
	Be respectful during times of prayer.	

### **3. Setting and maintaining social norms**

Good behaviour is taught, not told, so adults teach children how to behave. We use routines, rewards, and sanctions to encourage children to do the right thing.

All Adults will:

- Help children learn to understand how a feeling relates to an emotion - children are encouraged to reflect on which Zone of Regulation (Appendix A) they are in.
- Use Emotion Coaching (Appendix B) to support children to understand, regulate and reflect on their behaviour. We advocate that our parents use this method too and regularly hold training and coffee mornings for parents to learn this approach and share their own experiences.
- Wear a lanyard attachment which outlines Zones of Regulation and the steps of Emotion Coaching to support conversations with children. (Appendix L)
- Explain clearly what their expectations of behaviour are, provide examples, model it and maintain consistency at all times e.g. timekeeping, appearance, manners, communication, lining up. Some children, particularly those with social communication difficulties, may need further explicit instruction through the use of the Social Thinking curriculum and/or Social Stories (Appendix C)
- Narrate positive recognition for children doing the right thing (Appendix D)
- Frame instructions using positive language (Appendix E)

- Gain attention, pause, and when the group is silent and looking at you, give an instruction.
- Use the hand up signal for silence.
- Arrange furniture with a clear purpose.
- Train children to line up in alphabetical order at all times.
- Use de-escalation techniques when necessary. (Appendix K)

They will also:

- Avoid asking 'why' questions when dealing with misbehaviour.
- Use partial agreement (maybe, but) to stop conversations going off on a tangent.
- Draw attention to the majority meeting expectations rather than the minority not doing so. (Appendix D)
- Give conditional permission when children ask to do something *"When you have started your work, then I can come over and help you."*
- Narrate the reasons for instructions
  - e.g. for tidying up: *"If we leave this room like this, someone will have to stay later and see their families later. That isn't right. Let's do this together now."*
  - for not wasting food: *"It has taken three hours to cook the food and putting it in the bin is not right. Eat all you take."*

#### **4. Creating a feeling of BELONGING**

If we do not show children that they belong to our community, they will find somewhere else to belong. What adults say to children and about children makes them feel like they belong:

- Show kindness as the default in every situation.
  - *'I'm telling you this because I have very high expectations and I know that you can reach them.'*
- Narrate how lucky children are to have adults that care about them to hold them to high standards.
- Show a genuine interest in children's lives and highlight interests and experiences you and children have in common.
- Emphasise the similarities, shared values and common identity between children.
- Narrate what makes belonging to Corpus Christi special regularly.
- Narrate a child's value to the group.
- All discussions about children and their behaviour are always kind and professional.
- Teachers are Attachment Aware and recognise the importance of the 4S's of Attachment. (Appendix F)
- Teachers use the PACE Approach (Appendix G) to support children who have Adverse Childhood Experiences (ACEs) to feel safe. (Appendix H)
- Adults use Restorative Conversations following the use of sanctions to ensure relationships stay strong. (Appendix I)

*Any use of restorative conversations, emotion coaching or recognising which Zones children are in, should take place after the event when the child is in a calm state. Do not attempt this in the moment.*

Adults teach children important social interactions which make a group more cohesive:

- Teach children to notice when someone has done something for them.
- Encourage new friendships.
- Encourage children to take joy in the success of others and to appreciate their hard work.
- Encourage humility in success.

- Encourage children to see their peers' points of view.
- Involve children in choosing awards for their peers.
- Encourage children to be sensitive and kind towards any difference, including those who have additional needs and whose behaviour may vary from the expected.
- Adults and children greet each other politely each morning / first time they see them.
- Adults and children thank teachers at the end of each day.

## **5. Enabling success**

Success breeds motivation so children need to feel successful if they are going to commit to working hard and taking risks. To enable success, adults:

- Have a clear outcome in mind.
- Explain why the work is important.
- Provide clear explanations and modelling and scaffolds.
- Give short, clear instructions (use pictorial prompts for EAL and SEN pupils).
- Break tasks into small steps.
- Make it easy to start the work.
- Provide lots of practice.
- Give timely and useful feedback – not just 'well done' but why a piece of work is successful.
- Give positive recognition.
- Understand that different children are motivated by different things (pleasing adults, wanting to be the best etc).

## **6. Expectations of adults**

Consistency is key: the language of our rules ensures that adults communicate simple, clear expectations. Adults ensure certainty and take responsibility for behaviour of all children. Adults' expectations of behaviours for learning are a self-fulfilling prophecy, so at Corpus Christi:

- We expect that through great teaching, tasks that are scaffolded where appropriate, and given time, all children can learn age related content.
- We expect that all children will attempt work independently.
- TA's do not sit with the same child or group of children each lesson, instead TA's are deployed to children or groups of children based on needs in each individual lesson.
- We do not label children or groups of children by their perceived ability.

Positive adult / child relationships are crucial. We understand that to change children's behaviour or mood, we may need to change our own. We're pleased when they get it right and calm if they get it wrong. Behaviour is functional, predictable and changeable, so:

- We influence children's moods to be more positive
- We invest time in building trust and relationships with all children.

## **7. Recognising positive behaviour**

Adults acknowledge the meeting of expectations and praise children for exceeding expectations. We use intrinsic rewards such as attention, praise, informing parents or granting privileges and

are aware that extrinsic rewards can distract from learning so use them sparingly and with professional judgement.

Positive rewards are available for pupils throughout the day. These aim to promote confidence, competency, motivation, help pupils to develop growth mind-sets and promote positive social behaviour. These include:

- a. **House Points:** Every child at Corpus Christi belongs to a house; Attenborough, Parks, Romero, Einstein, or Teresa. The children can earn house points for improvement by challenging themselves, demonstrating the 6Cs, good sportsmanship and team work. The house points are counted weekly, where there is a celebration in assembly. The winning house gets a reward each half term.
- b. **Sharing work with other teachers, the senior leaders and the headteacher:** Class teachers show excitement and enthusiasm for children’s work and share with others to celebrate.
- c. **Good Work Assembly Certificates:** Every week a child from alternate classes are nominated to receive a Good Work Certificate if they have produced a piece of work, across any subject, which is deemed to be of excellent quality or that a child tried their very best.
- d. **Bookmarks** Every child has a personal bookmark and work hard to earn a gold star for excellent progress by challenging themselves and by demonstrating the 6Cs. When their bookmarks are completed, they are invited into the head teacher’s office to receive a special reward.
- e. **Celebrating Corpus Assemblies** At the end of every term, teachers nominate pupils in their class who have consistently demonstrated a particular 6C attribute.

### 8. Responding to inappropriate behaviour

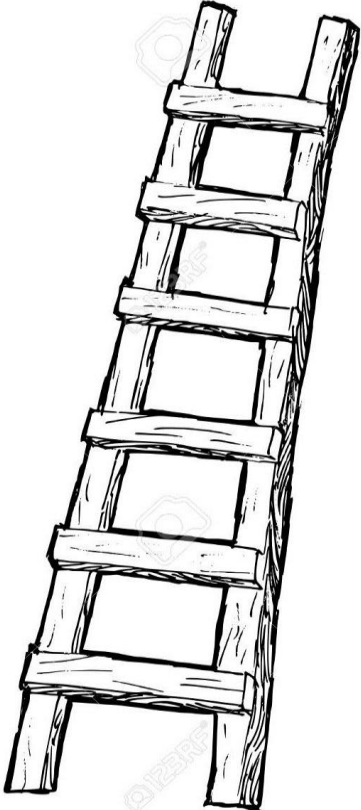
Adults expect that instructions are followed the first time. At Corpus Christi we expect equality of adult authority. Inappropriate behaviour can be classified as low level or serious:

Low level	Serious
Distracting others from working Dropping / walking past litter Interrupting others Not listening to the speaker Slow to line up	Bullying – See Anti Bullying Policy <a href="file:///T:/Staff%20Area/POLICIES%202024/Anti-Bullying/Old%20Anti-Bullying%20policies/Anti-Bullying%20Policy%20JUNE%202023.docx.pdf">file:///T:/Staff%20Area/POLICIES%202024/Anti-Bullying/Old%20Anti-Bullying%20policies/Anti-Bullying%20Policy%20JUNE%202023.docx.pdf</a> Defiance Insulting others Racism Swearing Physical Violence – Slapping, Kicking and Punching Sexual Harassment/Sexual Violence – See Child Protection and Safeguarding Policy 2024, pg 20 Hackett Tool <a href="file:///T:/Staff%20Area/POLICIES%202024/Safeguarding%20and%20Child%20Protection/Safeguarding%20and%20Child%20Protection%20Policy%202023-2024.pdf">file:///T:/Staff%20Area/POLICIES%202024/Safeguarding%20and%20Child%20Protection/Safeguarding%20and%20Child%20Protection%20Policy%202023-2024.pdf</a> Child on Child Abuse Policy; <a href="file:///T:/Staff%20Area/POLICIES%202024/Anti-Bullying/Child-on-Child%20Abuse%20for%20CHILDREN%20Policy%20June%202023.docx.pdf">file:///T:/Staff%20Area/POLICIES%202024/Anti-Bullying/Child-on-Child%20Abuse%20for%20CHILDREN%20Policy%20June%202023.docx.pdf</a>

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Any consequences that are applied by adults are done so with the goal that they will make the inappropriate behaviour less likely to recur. Consequences may be applied in the following way:

9. NB. No child is to be excluded from the classroom due to behaviour ie. sent outside without an adult.

	<p><u>Stage 1</u> Verbal warning – <b>redirect back to learning</b></p> <p><u>Stage 2</u> Verbal warning – <b>redirect back to learning</b></p> <p><u>Stage 3</u> <b>Yellow Warning</b> – Consequence to occur – see below for example scenarios and possible appropriate consequences.</p> <p><u>Stage 4</u> No improvement results in a <b>Red Warning</b>, parent/ carer informed by teacher Eg. Some of break missed.</p> <p><u>Stage 5</u> If still no improvement a <b>Key Stage Leader</b> will be involved. Phone call home – child explains to parent/carer the choices they have been making. This will result in a loss of privileges.</p> <p>In the event of: violence/ physical actions, racist incidents, swearing at an individual or any other action deemed serious it is necessary to move to stage 6 or 7 and omit other stages. Such incidents are recorded on CPOMS. Any racist comments are recorded in a separate folder.</p> <p><u>Stage 6</u> <b>Deputy Head</b> – Lunch time detention and parents are notified by letter. Restorative Practice with children involved.</p> <p><u>Stage 7</u> <b>Head teacher</b> - meeting with parents – Restorative Practice with children involved and supported by parents. Possible fixed term or permanent exclusion - If excluded the Governing Body and Local Authority will be informed.</p>
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Use logical consequences	Use De-escalation & Restorative Practices (Appendix K & I)	Work with parents
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<p>Behaviour: a child is running and knocks down a display</p> <p>Consequence: they need to go back, fix the display and walk down the stairs.</p>	<p>Behaviour: A child rips up their work</p> <p>Consequence: This is an unlikely act of defiance and more of a cry for help. Revisit expectations and boundaries - by using restorative practice (Appendix I) we stop negative cycles spiralling.</p>	<p>Behaviour: A child has had a change in behaviour and is continually refusing to respond to instruction.</p> <p>Consequences: If their behaviour has escalated, it is likely that their parents may be able to shed some perspective. Having parental support is invaluable.</p>
<p><b>Identify the trigger</b></p> <p>Behaviour: A child hasn't completed any work in the morning.</p> <p>Consequence: What happened before they came to school? What happened in the morning? If a child is refusing to work, what's the reason? Getting curious rather than furious enables us to put in strategies and effective support in place.</p>	<p><b>Supported/ Adaptive Plan</b></p> <p>Behaviour: A child is continually hurting others at play time.</p> <p>Consequence: Maybe it is a social development need. If possible, have an adult with the child to model and collaborate in safe play.</p>	<p><b>Behaviour Plan (Appendix J)</b></p> <p>Behaviour: A child is having a mixture of behaviour needs.</p> <p>Consequence: If you cannot pinpoint what is going on and it is a mixture of things, completing an ABC Chart (<b>Appendix J</b>) will be helpful. See Pg 12. This enables targeted support and may include;</p> <ul style="list-style-type: none"> <li>- Working with parents, SLT and any other relevant professionals</li> <li>- Looking at pro-active strategies</li> <li>- Trigger checklists</li> <li>- De-escalation Plans (Appendix I)</li> <li>- Weekly Reviews</li> <li>- Restorative Practices</li> </ul>

## 10. Reasonable adjustments

Behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), within a particular context, and responding accordingly. Behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).

We acknowledge that some pupils' behaviour may reflect social, emotional and mental health needs which may require additional provision to what is outlined in this policy. Not all behaviours are a

matter of 'choice' and not all factors linked to the behaviour of children are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful instead we use the language of 'expected and unexpected behaviour'.

The SEND policy should be read for how additional needs are supported in our school.

### **11. Right to search a pupil**

See 'Searching, Screening and Confiscation Guidance, 2022'.

[https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

The Headteacher and staff authorised by them have a statutory power to search a pupil or their possessions, where they have reasonable grounds to suspect that the pupil may have a prohibited item, listed, or any other item that the school rules identify as an item which may be searched for.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- 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).

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. See Keeping children safe in education and Working together to safeguard children.

When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of

this policy. For further detail, please refer to Searching, Screening and Confiscation at School (DfE, July 2022).

## **12. Behaviour outside of school**

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

## **13. Exclusion**

### **Internal exclusion**

It may be necessary for a child to be separate from their class for a period of time as a sanction for persistent low-level behaviour or a serious incident. The Deputy Head will take responsibility for supervision of the child while the teacher will provide work. The teacher or teaching assistant will check in with the child regularly to repair relationships and prepare for reintegration. All internal exclusions are recorded, including the date, duration, and reason on CPOMS.

### **Fixed term exclusion**

Exclusion from school for a fixed time period is a formal step taken when the Headteacher considers it necessary for a child to stay away from school for disciplinary reasons. The power of exclusion rests in law with the Headteacher. We use the latest guidance 'Exclusion from mainstream Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion' (2015).

The decision to exclude a pupil must be lawful, reasonable, and fair. Schools have a statutory duty not to discriminate against pupils based on protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Headteachers and governing bodies must take account of their statutory duties in relation to special educational needs and disabilities (SEND) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.

The purpose of exclusion may be to allow:

- a cooling off period,
- time for thought and discussion,
- the school to function satisfactorily for the remainder of the pupils or
- an opportunity for discussion between school staff and parent[s]/carer[s].

A pupil may be excluded for a maximum of 45 days in a school year.

Parents / carers / governors need to know the length of the exclusion and their rights to have their views considered. They will receive a letter containing all the information they need when a child is excluded. In addition, parents/carers may require information about their child's records and the provision of schoolwork. That will usually be provided if the exclusion lasts for more than 5 days. An early meeting with the Headteacher may be requested if that is not already

proposed. Parents / carers have further rights to make representations to the school governors and to the Local Authority.

### **Permanent exclusion**

Permanent exclusion should only be used as a last resort. A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Parents / carers may attend the meeting with a friend. Those involved will usually be the parents/carers, Headteacher, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher. Parents also have the right to request a meeting with the school governors. If they wish to do that, they must make a written request within 7 days of the case conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

At the Headteacher's discretion, a case conference may be organised. The purpose is to:

- allow parents/carers and child to hear the reasons for the exclusion and to ask questions;
- enable parents/carers to provide information and express their views; or
- consider the circumstances and reach agreement, if possible, about what is to be done.

### **Notifying appropriate bodies regarding exclusions**

The Headteacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

The governing body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors. The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent.
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term.
- it would result in a pupil missing a public examination or national curriculum test.

### **14. Record keeping**

Persistent low-level misbehaviour and serious incidents are recorded on CPOMS. Senior leaders maintain records of internal, fixed term and permanent exclusions to analyse patterns.

ABC Behaviour Chart – this is a useful approach when recording incidents on CPOMS (Appendix J)

This ABC chart can be used to record behavioural concerns.

- 'A' stands for antecedents, that is, what happens immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information.
- 'B' refers to the behaviour itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like.
- 'C' refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the person.

This will help in identifying any patterns.

#### 15. **Home-school agreement**

We believe in an effective and meaningful partnership between home and school. To this end, Corpus Christi will:

- explain our behaviour policy known as 'Promoting Good Behaviour and Relationships Policy' and home-school agreement to parents and children when they first come to our school and at parent interviews when necessary.
- make contact with parents before serious situations develop whenever possible.
- at appropriate times involve parents in managing children's behaviour.
- reaffirm the home-school agreements every 2 years.

We believe that for a home-school partnership to be successful, parents need to:

- be aware of the school rules and policies,
- co-operate with the school in maintaining good behaviour and
- be prepared to act in support of the school.

We understand that parents may have difficulty managing their own child's behaviour and that this can be the case for a variety of reasons. Our leadership team is available to support parents with difficulties that they may be experiencing, and the school is able to suggest local parenting courses to parents.

# APPENDICES




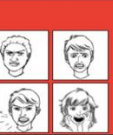
## APPENDIX A

**Some of the aims of The Zones of Regulation:** (See Google Slides – An Introduction to the Zones of Regulation for further information – save on the Shared Drive)

- To help children recognise when they are in the different Zones and how to change or stay in the Zone they are in.
- To gain an increased vocabulary of emotional terms so that they can explain how they are feeling.
- To gain insight into events that might make them move into the different Zones eg. disagreement with a sibling/parent, a certain subject being taught or when being asked something they do not want to do.
- To help children understand that emotions, sensory experiences, physiological needs (eg. hunger/lack of sleep) and environments can influence which Zone they are in.
- To develop problem-solving skills.
- To identify a range of different calming and alerting strategies/tools that support them.
- Tools identified may be personalised sensory supports (eg. use of a comforter at key times), calming techniques or thinking strategies.

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

### The ZONES of Regulation®

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

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### UNDERSTANDING ZONE TOOLS:



**Blue Zone tools:** help wake up our bodies, feel better and regain focus.

**Green Zone tools:** help us stay calm, focused and feeling good. These are often proactive strategies.

**Yellow Zone tools:** help us regain control and calm ourselves.

**Red Zone tools:** help us stay safe and start to calm down.

**Pick 2/3 for each Zone (depends on child).**

## APPENDIX B

### Emotion Coaching

#### Emotion Coaching – 4 steps

##### **C**onnect

- Tune in to the child’s feelings and your own

##### **A**cknowledge

- Validate the feeling and label them. Name it, to tame it!

##### **L**imits (if necessary)

- Remind the child of acceptable/unacceptable behaviours

##### **M**ake a Plan

- Problem solving and finding solutions!

## **APPENDIX C**

### **Social Stories –**

Information taken from <https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations> (May 2022)

***Social stories TM and comic strip conversations can help autistic people develop greater social understanding and help them stay safe.***

#### **What are social stories?**

*Social stories™ were created by Carol Gray in 1991. They are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.*

*The terms 'social story' and 'social stories' are trademarks originated and owned by [Carol Gray](#).*

#### **What are social stories for?**

*Social stories can be used to:*

- *develop self-care skills (for example, how to clean teeth, wash hands or get dressed), social skills (for example, sharing, asking for help, saying thank you, interrupting) and academic abilities*
- *help someone to understand how others might behave or respond in a particular situation*
- *help others understand the perspective of an autistic person and why they may respond or behave in a particular way*
- *help a person to cope with changes to routine and unexpected or distressing events (for example, absence of teacher, moving house, thunderstorms)*
- *provide positive feedback to a person about an area of strength or achievement in order to develop self-esteem*
- *as a behavioural strategy (for example, what to do when angry, how to cope with obsessions).*

#### **How do social stories help?**

*Social stories present information in a literal, 'concrete' way, which may improve a person's understanding of a previously difficult or ambiguous situation or activity. The presentation and content can be adapted to meet different people's needs.*

*They can help with sequencing (what comes next in a series of activities) and 'executive functioning' (planning and organising).*

*By providing information about what might happen in a particular situation, and some guidelines for behaviour, you can increase structure in a person's life and thereby reduce anxiety.*

*Creating or using a social story can help you to understand how the autistic person perceives different situations.*

*Example*

*My toys*

*My toys belong to me. They are mine.*

*Many of my toys were given to me*

*Some of my toys have my name on them.*

*I may play with my toys or share them with someone.*

*I have toys that are mine.*

*Carol Gray's The new social story book, 2015*

#### **How to write a social story**

*Carol Gray says you will need to **picture the goal, gather information, and tailor the text.***

*Picture the goal*

*Consider the social story's purpose. For example, the goal may be to teach a child to cover their mouth when coughing.*

Now think about what the child needs to understand to achieve this goal. For example, they need to understand why covering their mouth when coughing is important, ie it stops germs from being spread which may make other people sick.

#### *Gather information*

Collect information about the situation you want to describe in your social story. Where does the situation occur? Who is it with? How does it begin and end? How long does it last? What actually happens in the situation and why? If it is for a situation where a particular outcome is not guaranteed, use words like 'sometimes' and 'usually' in the story.

Stories should appeal to the interests of the person they are written for and avoid using words that may cause the person anxiety or distress. The content and presentation of social stories should be appropriate to the person's age and level of understanding. Use age-appropriate photographs, picture symbols or drawings with text to help people who have difficulty reading or for younger children.

Gather information about the person including their age, interests, attention span, level of ability and understanding.

#### *Tailor the text*

A social story needs to have a title, introduction, body and conclusion.

It should use gentle and supportive language.

It should answer six questions: where, when, who, what, how and why?

It should be made up of descriptive sentences, and may also have coaching sentences. A descriptive sentence accurately describes the context, such as where the situation occurs, who is there, what happens and why, for example:

- Christmas Day is 25 December.
- Sometimes I get sick.
- My body needs food several times per day; just like a steam train needs coal to stay running.

A coaching sentence gently guides behaviour, for example:

- I will try to hold an adult's hand when crossing the road.
- It's ok to ask an adult for help with nightmares.
- When I am angry, I can take three deep breaths, go for a walk or jump on the trampoline.

Carol Gray's *The new social story book*, 2015

#### **How to use social stories**

Carol Gray has developed guidelines on how to use social stories effectively.

- Think about ways to aid comprehension – would adding questions help, or replacing some text with blanks for the person to fill in?
- Find ways to support the story, eg create poster with a key phrase from the story.
- Plan how often, and where, the story will be shared with the person.
- Present the social story to the person at a time when everyone is feeling calm and relaxed, using a straightforward approach, eg I have written this story for you. It is about thunderstorms. Let's read it together now.
- Monitor how well the story is received and whether it is working as intended.
- Keep your stories organised in a ringbinder or computer folder. This makes them easier to find and review, and to develop with new information.

Carol Gray's *The new social story book*, 2015

#### **What are comic strip conversations?**

Comic strip conversations, created by [Carol Gray](#), are simple visual representations of conversation. They can show:

- the things that are actually said in a conversation
- how people might be feeling
- what people's intentions might be.

*Comic strip conversations use stick figures and symbols to represent social interactions and abstract aspects of conversation, and colour to represent the emotional content of a statement or message.*

*From Carol Gray's Comic strip conversations, 1994*

*By seeing the different elements of a conversation presented visually, some of the more abstract aspects of social communication (such as recognising the feelings of others) are made more 'concrete' and are therefore easier to understand.*

*Comic strip conversations can also offer an insight into how an autistic person perceives a situation.*

#### **How to use comic strip conversations**

*Comic strip conversations can help autistic people understand concepts that they find particularly difficult. People draw as they talk and use these drawings to learn about different social situations. In a comic strip conversation, the autistic person takes the lead role, with parents, carers or teachers offering support and guidance.*

- *Start with small talk (for example, talking about the weather) to get the person you are supporting familiar with drawing while talking and to mimic ordinary social interactions.*
- *Ask a range of questions about a specific situation or type of social interaction. The autistic person answers by speaking and drawing their response.*
- *Summarise the event or situation you've discussed using the drawings as a guide.*
- *Think about how you can address any problems or concerns that have been identified.*
- *Develop an action plan for similar situations in the future. This will be a helpful guide for the autistic person.*

*For complex situations, or for people who have difficulty reporting events in sequence, comic strip boxes may be used, or drawings can be numbered in the sequence in which they occur.*

*Comic strip conversations can be used to plan for a situation in the future that may be causing anxiety or concern, for example an exam or a social event. However, remember that plans can sometimes change. It's important to present the information in a way which allows for unexpected changes to a situation.*

#### **How to make your own comic strip conversation**

*You can use just paper, pencils, crayons and markers, computer word processing applications, or you could use an app.*

*Ask the person you are supporting to choose what materials they would like to use.*

*Some people may like to have their comic strip conversations in a notebook, or saved on their smartphone or tablet, so that they can refer to them as needed, and easily recall key concepts.*

## APPENDIX D

**Social Thinking Language** – use of this language and vocabulary is beneficial for all children.

The Zones of Regulation is part of the Social Thinking Curriculum. The book 'The Kids' Guide to Staying Awesome and In Control: Simple Stuff to Help Children Regulate their Emotions and Senses' by Lauren Brunker may also be used to support explicit instruction.

### **Social Thinking Glossary**

**Body in the group:** Your body is part of the group if others feel you are part of the group.

**Whole body listening:** Your eyes, ears, mouth, hands, feet, arms, legs and brain are focussed on the group in order to listen and show you are listening.

**Thinking with your eyes:** You are using your eyes to look at a person. This lets people know you are thinking about what they are saying or doing.

**The group plan:** When there is more than one person, it is expected we follow the group plan. When people are not following the group plan it can make people feel sad or uncomfortable.

**Expected** When there is more than one person, it is expected we follow the group plan. When people are not following the group plan it can make people feel sad or uncomfortable.: Things people do and say that we think are going to happen and give people good thoughts.

**Unexpected:** Things people do and say that we don't think are going to happen and give people weird thoughts.

**Hidden rules:** In all situations, there are hidden rules. Rules that we are expected to follow but may not have been explicitly taught.

**The size of the problem:** Problems come in different sizes. Small problems can be taken care of quickly. Medium take more time and we normally need some help (adult involvement). Big problems take a long time to sort out and require a lot of help (usually from emergency services). Our reactions should match the size of the problem.

**Flexible vs Stuck thinking:** Flexible means we can change our plan to fit in with the group plan. Stuck thinking is being unable to change what we are doing or thinking. We are all learning to be flexible thinkers.

**Self-regulation:** The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions

**Smart guess:** When we take what we see and combine it with what we know already (generalising and inference).

**Sharing an imagination:** The ability to imagine what another person is imagining, thinking, feeling or pretending. This can be very tricky. It helps us work towards a common goal or idea.

**Toolbox** A collection of calming and alerting strategies a student can pull from depending on the present need.

**Tool** A tangible, extrinsic strategy that incorporates powerful sensory input in order to address all three types of dysregulative states. Can often provide stronger sensory input.

**Big Body Break** A large movement exercise where the individual needs to leave their area to complete the activity. It provides stronger sensory input than an Anywhere Body Break or a Tool. This type of exercise is aimed at addressing all three types of dysregulative states

### **Anywhere Body Break**

A small movement exercise that can be done from “anywhere.” This type of exercise is aimed at addressing all three types of dysregulative states. It is the least restrictive type of strategy, and can often be very effective, especially when completed the correct way.

**Trigger** An irritant that causes a student to become less regulated and increases the likelihood of going into the Yellow or Red Zone.

### **Stop, Opt, and Go**

A concept used to aid students in controlling impulses and problem-solving better solutions. This phrase is paired with a stoplight to provide additional cues for students.

**Expected behaviours** Behaviours that give people around you **good or comfortable thoughts** about you.

**Unexpected behaviours** Behaviours that give people **uncomfortable thoughts** about you. **Doer:** The person or persons doing the expected or unexpected behaviour in a situation.

### **What is the size of the problem? and Is this a Big or Little Problem?**

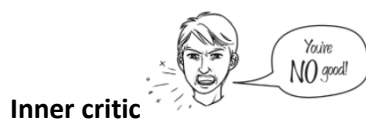
Questions posed to help students measure the size of the problem they are experiencing (Big Problem, Medium Problem, or Little Problem).

### **Big Problems**

Problems that many people share and that have no easy, quick, or pleasant solution

### **Medium Problems**

Problems some people share that are able to be resolved in an hour to a couple of days.



### **Inner critic**

Used to describe negative, self-defeating thoughts.



### **Inner coach**

Used to describe positive thoughts.



### **Superflex thinking<sup>2</sup>**

A flexible thinking pattern in which a person is able to consider different points of view or ways to do something.



### **Rock Brain thinking<sup>2</sup>**

A rigid thinking pattern in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.

## **APPENDIX E**

- **Positive recognition and specific labelled praise examples**  
*"Great job putting your books in a pile on the table."*  
*"I love how you are taking turns and sharing the toys with your friend."*  
*"Good waiting."*  
*"You were really concentrating then."*
- **Frame instructions using positive language**  
*"Walking, thank you." (Instead of No Running)*  
*"If you want to play with the sand, fill this bucket. Would you like the red or blue one?"*  
*(Instead of don't throw the sand)*  
*"Use kind words"*
- **Draw attention to the majority meeting expectations rather than the minority not doing so.**  
*"Fantastic job, X table, you are all ready to learn."*  
*"I can see X, Y, and Z all looking at me and ready to listen."*

## **APPENDIX F**

### **What are the 4 S's of attachment?**

In Dr. Dan Siegel's 4 S's of attachment, **SECURITY** is the key. A secure attachment makes it more likely that a child will be flexible, insightful, vital and resilient.

In order to build this, Dr. Siegel takes us through the other 3 S's:  
being **SEEN, SOOTHED and SAFE**:

**SEEN** — this refers not just to seeing with the eyes. It means perceiving deeply and empathically. It relates to looking to the inner experience of the child that is underlying their behaviour. When we do this, we're more likely to help a child develop security than if we simply respond only to the behaviour. When someone tunes into us in a way that makes us feel seen, there's a sense of connection. We feel empathised with, and we are soothed by a knowing that they understand what we are experiencing. This connection then leads to problem solving and taking action.

**SOOTHED** — helping children deal with difficult emotions and situations.

**SAFE** - For secure attachment, a child needs to feel protected, and safe within the relationship from actions and responses that frighten or hurt them.

**The 3 S's then, of being seen, soothed and safe, help us raise children with the fourth S, secure attachment, which helps them develop an internalised sense of wellbeing.**

<https://www.lifeskillsgroup.com.au/blog/dr.-dan-siegels-4-ss-of-attachment-how-they-can-help-us-in-the-classroom>

## **APPENDIX G**

**PACE Approach** (<https://ddpnetwork.org/about-ddp/meant-pace/>)

**Playfulness** – creating an atmosphere of lightness and interest when you communicate

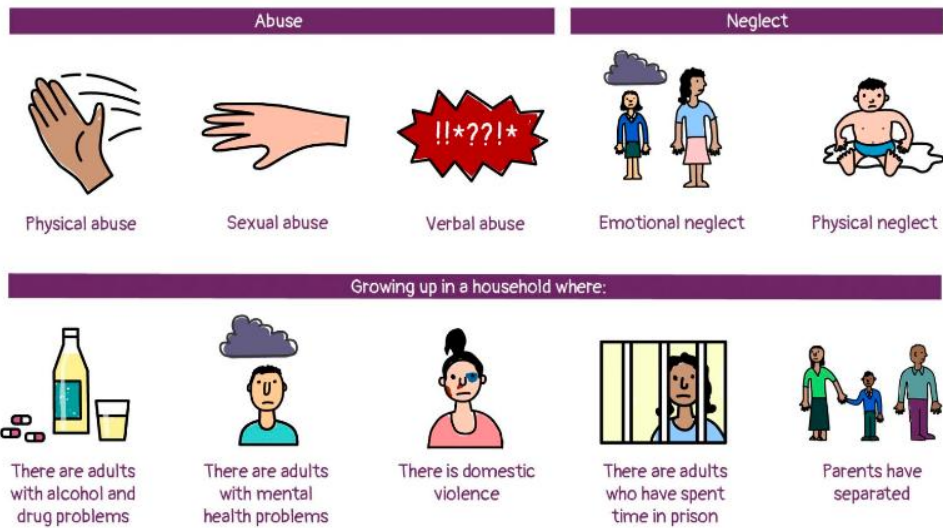
**Acceptance** - Unconditional acceptance is at the core of the child's sense of safety.

**Curiosity** - Curiosity, without judgment, is how we help children become aware of their inner life, reflect upon the reasons for their behaviour, and then communicate it.

**Empathy** - Empathy lets the child feel *the adult's* compassion for them. Being empathic means the adult actively showing the child that the child's inner life is important to the adult and he or she wants to be with the child in her hard times.

## APPENDIX H

### ACEs – Adverse Childhood Experiences



## APPENDIX I

### Restorative Conversation

1. *What happened?*
2. *Who was affected?*
3. *What were you feeling? (You may need to Emotion Coach.)*
4. *What were others involved feeling?*
5. *How can we make things right?*

**APPENDIX J**

**ABC Chart for Recording Behaviour**

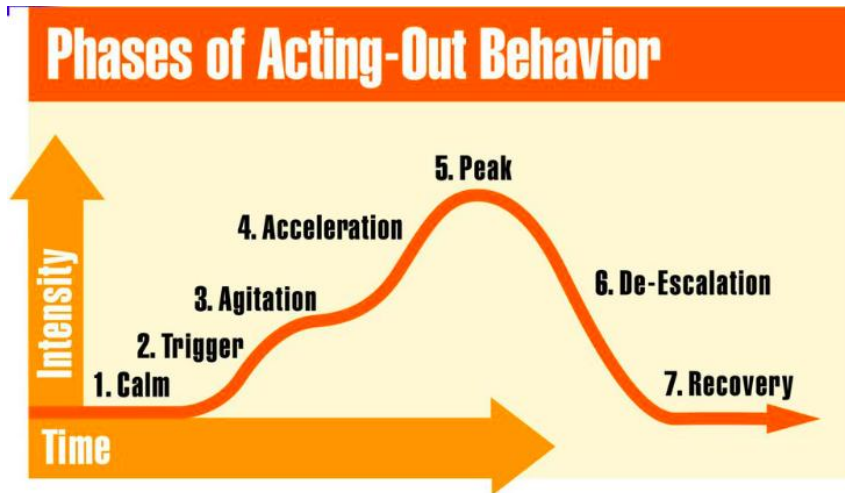
*(Saved on Server)*

A-B-C Chart for Recording Challenging Behaviour



Name of Child:			Year Group/Class:				
Date	Time	Reported by	Class/Environment <i>(e.g. Maths/Playground)</i>	A: Antecedent (Trigger) <i>What happened directly before the behaviour occurred?</i>	B: Behaviour <i>Describe the behaviour objectively</i>	C: Consequence <i>What happened directly after the behaviour occurred?</i>	Possible Function <i>Fill this out later for analysis (sensory stimulation, escape, access to attention, access to tangibles)</i>

## APPENDIX K



De-escalation techniques;

- Do not try to reason with the child
- Avoid making demands
- Keep calm and voice level
- Use emotion coaching when calm
- Respect personal space
- Keep body language and facial expressions neutral
- Get on child's level – sit on chair or kneel down
- Distract, divert, change tact
- Use silence
- Offer movement breaks
- Be non-judgemental
- Decrease stimulation
- Reduce demands
-

## APPENDIX L

For Lanyards

<p style="text-align: center;"><b>Emotion Coaching – 4 steps</b></p> <p><b>C</b>onnect Tune in to the child's feelings and your own</p> <p><b>A</b>cknowledge Validate the feeling and label them. Name it, to tame it!</p> <p><b>L</b>imits (if necessary) Remind the child of acceptable/unacceptable behaviours</p> <p><b>M</b>ake a Plan Problem solving and finding solutions!</p>	<p style="text-align: center;"><b>Restorative Conversation</b></p> <p>What happened? Who was affected? What were you feeling? <i>(You may need to use Emotion Coaching here)</i> What were others involved feeling? How can we make this right?</p>
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