



All Saints Catholic Primary

Relationships and Resilience Policy

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Ratified by Governors	Oct 2025
Date for Review	Oct 2026
Signed – Chair of Governors	<i>Tim Baxter</i>

October 2025

Overview

This policy is written with reference to *Healthy and Happy-school impact on pupils' health and wellbeing* (ESTYN 2019) <https://www.estyn.gov.wales/thematic-report/healthy-and-happy-school-impact-pupils-health-and-wellbeing>

This policy is less about the children in our care and more about the staff. This policy is not about “changing” the children, it’s about changing us as the trusted adults in our setting. There is an expectation that all staff understand the rationale of the science behind ACE’s (Adverse Child Experiences) and resilience. Our historical approach to behaviour management strategies are rooted in the notion that if a child does something wrong, they chose to do it and therefore, as adults we are going to motivate them to make different choices through **punishment and reward**.

Punishment usually begins with telling the child that what they have done is not acceptable and then deciding on a suitable sanction such as missing play, removing rewards or escalating the incident to a more senior member of staff to decide on the next course of action. This strategy works for some children and can quickly restore a sense of satisfaction for the adult and a return to “positive classroom harmony”, usually within a short space of time. We know that some children do respond positively to punishment, in that their brain says “I’ll never do that again” and for some children, they never do. However, for many, (especially the ones who have suffered trauma), a pattern of unacceptable behaviour accompanies them through their entire school journey and beyond. What needs to be understood is that it is the same part of the brain that responds to punishment is the part of the brain that responds to **reward**.

It is understandable that staff may feel that if they are focussed entirely on implementing reward strategies, then they are encouraging behaviour which will lead a child to experience a troubled future, because we live in a punishment/reward society and real life has consequences. The psychological and neuroscientific research that supports trauma-Informed approaches **proves this theory to be wrong**. The practical application of the science behind Trauma Informed is one of instilling **resilience** into every child over a period of time.

Research shows that punishment and sanctions in the traditional sense of many behaviour management policies in operation in many schools today, concludes that the emotional pain a child experiences, as a result of being in such an environment, where such a behaviour policy like this exists, has an extremely negative effect on children as they develop. **Punishment has been identified as the most common modality for correcting behaviour in schools (and many families) today.**

Through this policy we are adopting the most current, up to date neuroscience and psychological theories associated with building **resilience** in our children. Continuing with a “punishment/reward” behaviour policy, in an attempt to help our children succeed in life **doesn’t work for the “toughest” children in our school**, because their behaviour continues to be a cause for concern. Also, a general misconception is that we can’t give **consequences** to children with trauma. **This is not true.**

This policy recognises that children need:

- boundaries
- routine
- accountability
- to understand right from wrong
- supportive, trusted adults
- to understand their stress
- to understand the way their brain works
- to be taught strategies and provided with a space to become regulated

This policy also recognises that if a child is:

- disruptive,
- throws chairs/furniture
- screams/swears at a member of staff
- destroys a classroom
- hurts another child...

then once the child is calmed down and back in their “thinking” brain (**which could take 24 hours**), there must be a consequence. The consequence to be carried out will be reflective of the individual circumstances of the type of unacceptable behaviour witnessed.

This policy also recognises that enforcing consequences in this way, could be the hardest part of the TIS approach because the traditional “*short sharp shock*” practices are quicker, easier and take less time to implement from a member of staff. Restorative practices (such as the actions in this policy) take time and is **counterintuitive** to what we’ve previously been expected to do with children who have challenging behaviour in school. However, the actions contained within this policy (as already mentioned), aims to build resilience in children, build peer to peer, adult to peer, peer to adult and adult to adult relationships. This will lead to children still being held accountable for their actions and staff being satisfied with the outcome.

This policy also recognises that there may be times where staff revert into their own “survival brain” (see definition below) and momentarily revert to “old practices.” This policy recognises that staff need time to regulate (see below for definition) themselves too. If this does happen, once staff become regulated, they must go back to the core principles of Trauma informed instruction.

This policy guides what children do, what teachers do, how relationships are built, and what the school as an organisation does to create an effective and well-managed learning environment, in which the individual needs of each child can be met. All the principles and approaches in this policy are evidenced based and deep rooted in the latest global developments in neuroscience and psychology. Further reading is referenced at the end of this policy.

This Relationships and Resilience Policy at All Saints Catholic Primary School is a statement of good practice based on the Trauma Informed Schools approach that contributes to our positive ethos, the priorities in the new ALN Code, our nurturing environment, The Rights Respecting School award and our determination to drive an equitable approach to teaching and learning.

Our Catholic ethos and Gospel values builds relationships by recognising every child as the whole child building self-esteem and self-awareness.

Our curriculum allows each individual to follow a pathway of learning that builds on their interests and strengths and supports their academic aspirations.

Our approach to learning supports recognition and inclusion for all within our school community, the Catholic and the local and wider community.

Our work with parents, the community and The Parish through various approaches builds sustainability in relationships and connects our children with relevant learning opportunities as well as recognising that Christ is at the centre of everything we stand for.

At All saints we believe in setting high standards. We expect all our children to adhere to the Uniform Policy. Our classrooms are places of Deep thinking and Role modelling.

At All Saints Catholic Primary we believe that Christ is at the heart of all we do. We recognise that, in the widest sense, all our members are learners; pupils, parents, teachers, support staff, governors, visitors to our school. We aim to provide a safe, stimulating and challenging environment wherein all are valued and respected and able to fulfil their potential.

We celebrate the joy of learning in a caring, loving Catholic community where children pray and play together, and grow as individuals in our Christian faith. We believe that the children at our school should be provided with high quality learning experiences that lead to a consistently high level of pupil achievement. Children learn through their total experience.

The school will promote equality of opportunity and racial equality for all pupils through activities and strategies that promote building relationships.

At All Saints, we are invested in supporting the very best possible relational health between:

- All Staff and children
- Children and children
- Parents and children
- All staff
- School Staff and senior leaders
- School staff and external agencies

Aims of the Policy

Our Relationships and Resilience policy-

Protect:

- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freezing)
- A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism, and shaming.
- A whole school approach to refrain from talking about challenging behaviour a child may have displayed, in front of the child in the first instance
- Staff interactively repair occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to understand children better on an individual basis. For example, activities based around “I wish my teacher knew...” What matters to them, their aspirations. This is key to enabling children to feel safe enough to talk, if they want to talk about painful life experiences (ACES), which are interfering with their ability to learn.
- Vulnerable children have easy and daily access to at least one named, emotionally available adult and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of trauma. This includes removing vulnerable and traumatised children in a kind and non-judgemental way from situations they are not managing well, for example, children who are continually triggered into alarm states in class/the playground can access a calmer, smaller area **with** emotionally regulating adults.
- Provision of a clear, confidential and non-shaming system of self-referral for children’s help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally regulated to support them to interact throughout the school day with positive social engagement, rather than defensiveness.

Through this policy we aim;

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving
- We hope to achieve these aims through a policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices

Policy Links

This Policy links to the following other policies we hold in school:

- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- Restraint Policy
- E-safety policy
- De-escalation and positive-handling Policy
- Teaching and Learning Policy

Roles and Responsibilities

Promoting Positive Relationships and Supporting Behaviour Regulation is a **shared responsibility**. Maintaining good behaviour is the responsibility of **all** staff, governors and parents. We expect our staff and parents to be a good role model for our children in order to help them prepare:

- to learn throughout their lives;
- to play a full part in life and work;
- to lead fulfilling lives as valued members of society;
- to be ready to be citizens of Wales and the Wider World.

Outline roles and responsibilities in dealing with behaviour, including:

- The role of the governing body:
- The role of the Headteacher and senior leadership team
- The role of parents/carers

It is also helpful to add different responsibilities across the school, aside from lead members of staff – e.g. the role of form tutors, classroom teachers, subject leaders, progress leaders.

The promotion of positive behaviour and relationships is the responsibility of the school community as a whole.

The Governing Body, Headteacher and staff are responsible for ensuring that all aspects of the school's Relationship Policy and its application, promote equality for all students. The roles include:-

a) The Governing Body defining the principles underlying the school's Relationship Policy.

b) The Headteacher and Senior Leadership Team in framing and establishing an environment that encourage positive behaviour and regular attendance.

c) All staff in ensuring that the policy is consistently and fairly applied.

d) Pupils who are able to behave in a way that promotes the learning of all in the community.

e) The Role of Parents/Carers

- Pupils' learning is enhanced by a positive relationship between home and school. Parents/Carers can contribute in the following ways:
- Being interested in their child's learning.
Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
Supporting the school's use of Restorative Practice.
- By ensuring their child is ready for the school day by:
 - Having enough rest
 - Being on time.
 - Wearing correct school uniform and weather appropriate clothing
- Communicating with staff by:
 - Reading and responding appropriately to school letters.
 - Making appointments to see staff about concerns where necessary.
 - Providing up to date emergency contact numbers.
 - Attending parents evenings and school meetings.
 - Informing the school of absence by telephoning on the first day.

f) The role of the classteacher is hugely significant in supporting and guiding students through the ups and downs of school life. The classteacher will be a listening ear to the thoughts, feeling and needs of their pupils.

Classroom teachers are the key to our success. They must model our values and build positive learning relationships in the classroom and around the school. Consistent high expectations in the classroom and around the school are essential in supporting our pupils. They will set high standards, role modeling expected behaviour and highlighting positive pupils role models, and build positive learning relationships in their classrooms, their year groups and across their phases.

All staff are responsible for ensuring students have a well-structured and calm start to the day.

Class teachers are responsible for leading the restorative process in their classrooms. Each class teacher will be well versed in restorative processes and will model restorative skills, practices and language. They will be responsible for building, maintaining and repairing positive learning relationships across their class. When things go wrong, as they sometimes will, the class teacher is expected to help pupils to re-build relationships, sometimes with the support of other staff members in order to maintain a positive climate for learning in their classrooms. They will facilitate restorative meetings and conferences as well as practice mediation skills.

Class teachers will provide other teachers and teaching assistants with intelligent information on the pupils they teach and encourage the use of praise.

At times Senior Leaders may be required to facilitate restorative practices between pupils or even between staff and pupils. They will understand the restorative approach and use restorative skills and language. At times they will need to contact parents.

Approach

Key premises of our approach

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Behaviour is a form of communication. It is useful to see behaviour as a communication of an emotional need (whether conscious or unconscious), and try to respond accordingly.

Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

See a child differently, you see a different child' Dr Stuart Shankar

When children exhibit challenging behaviour we can be 'stress detectives' – finding and removing barriers.

Find stressors, reduce them

Find unmet needs, meet them

Find skills deficits, teach them

"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"

Attachment Aware and Emotion Coaching Frameworks

Attachment Theory is increasingly being recognised as one of the key theories within child development that explains why some children do better in school and life than others.

This policy endorses the principle that attachment is everybody's business. We are all shaped by our early relationships and our behaviour is influenced by our attachment experiences.

'All of us, from the cradle to the grave, are happiest when life is organised as a series of excursions, long or short, from the **secure base** provided by our attachment figures'

(Bowlby, 1988)

Secure Base

Bowlby described how a secure base is provided through a relationship with one or more sensitive and responsive attachment figures who meet the child's needs and to whom the child can turn as a safe haven, when upset or anxious (Bowlby, 1988).

'The concept of a secure base is essential to our understanding of relationship formation and children's development. It links attachment and exploration and provides the basis of a secure attachment.'

(Schofield and Beek, 2014)

We all need a secure base in life. School is an important secure base for all children and young people, but for some, it may be the only secure base that they have experienced and therefore is hugely important.

An approach that has its roots in Attachment and can be applied to everyday interactions with our pupils is summarised by the acronym **PACE** (Dan Hughes):

PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

More recently, the acronym **PLACE** has been used, to include a fifth element: **LOVE**.

LOVE is about creating loving relationships - all children need love.

What I look like in Fight ...

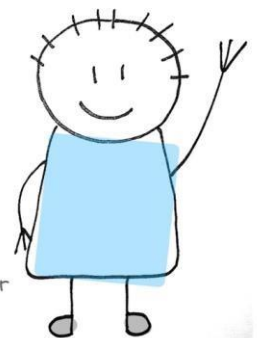
- × Hot & bothered
- × Angry & aggressive
- × Controlling
- × Lie or blaming
- × Shouty & argumentative
- × Pushing away friends
- × Demanding
- × Inflexible



www.asterworldwork.co.uk

You can help me feel safe with the following ...

- ✓ Give me a role
- ✓ Support me socially
- ✓ Match my energy
- ✓ Make things predictable
- ✓ Deep breathing
- ✓ Connect & show empathy before exploring the consequences of my behaviour



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Staff Wellbeing

We recognise that providing emotional support for pupils in order to help them regulate their emotions can be stressful for staff. All staff have been trained in de-escalation techniques as part of their 'Safer Handling' Training 2025. Sometimes a change of face is good for both adult and child. All staff are able to ask for help or accept help from others in order to help the de-escalation process. The phrase 'help is available' should be used by colleagues which gives the staff member the opportunity to take themselves out of the situation. After all stressful conflicts which are out of the ordinary, staff are offered time to calm in a safe space with or without a colleague. Staff always take part in a 'debrief'. This can help to manage stress and secondary trauma, and to reduce the likelihood of staff burnout.

Practice and Policy Review Process

This policy will be revisited yearly. Monitoring and support for Attachment Aware principles and practice and policy development will take place through the schools MER cycle. Frequent training, reviewing effectiveness/identifying weaknesses and/or lack of clarity, problem-solving to further develop practice will take place dependent on the observations

Relate:

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from "blocked trust" (not feeling psychologically safe with anyone) to trust and from self-help to help-seeking.

Regulate:

- Relational interventions specifically designed to bring down stress hormone levels, for example, from toxic to tolerable in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidenced based interventions that aim to repair psychological damage caused by traumatic life experiences (ACES), through emotionally regulating, playful, enriched adult-child interactions.
- The emotional wellbeing and regulating of staff is treated as a priority to prevent burnt-out, stress related absence or leaving the profession through

stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect:

- Staff training and development and training in the art of good listening, dialogue, empathy and understanding (**instead of asking a series of questions/giving lectures**).
- Provision of skills and resources to support parents and staff in meaningful empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff (working alliance, children are given the means and opportunity to symbolise painful life experiences (ACES) through images as well as word, as a key part of “working through” these experiences and memory re-consolidation. Means include the provision of different modes of expression, For example, art/drama/music/sand/emotion worksheets/emotion cards.
- Personal Social, and health Education (PSHE) and psycho education as a preventative input, informed by current research (psychology and neuroscience) on mental ill-health, relationships, emotions, social media and tools for how to “do life well.” New Curriculum for Wales content and applied pedagogical techniques enables children to make informed choices about how they relate to others, how they live their lives and how they treat their brains, bodies and minds.
- Staff development and training to help children move from “behaving” their trauma to **reflecting** on their experiences. Staff learn to do this through empathetic conversation, addressing children’s negative self-referencing and helping them to develop positive, coherent narratives about their lives.
- A behaviour policy based not on punishment, sanctions, resolution and interactive repair.

What to do when dealing with an incident

You have to notice when things could go wrong in the first instance, be able to recognise small changes in behaviour before it happens. For example, if a child is unusually “chatty”/quiet etc... Reflect on yourself. Why is that child chatting? (They might be being rude/pre-occupied). A child could be disruptive and a request to stop from an adult, might be all it needs to change the behaviour and the child will respond appropriately. If you know something is about to trigger a child, you must intervene before you use the Adult Responses in the practical guidance below. If a child that has trauma is disturbing a lesson, take them out of the class before they reach crisis point. Ask yourself if the ALN plan you have in place is being implemented rigidly?

Are you sticking to the plan? Is the timetable visible for certain children? Are you sticking to your routine? Virtually, all so-called “discipline issues” tend to stem from or result in, interpersonal conflicts. The PASS tool kits will give you a bespoke care seeking or play activity. Pick your top three children to prioritise in terms of either PASS or behavioural need. Fill out the tool kit online. This will give you a bespoke plan per child. The plan will focus on care, seek and play to counteract their negative behaviour. These plans need to be shared with other members of staff to be used in nurture intervention time. The PASS tool kit will give an individualised lesson plan that provides “out of class” structured activities which can also be used as evidence. i.e tools to evidence what we’re doing for our top priority children.

When in conflict children need:

- a chance to tell their story
- express their feelings
- understand how the situation happened

The threat of, or carrying out the sanctions of a child/ren missing break, missing out on “golden time”, sending an unsupervised child out of class, or the removal of “class dojo points” are not permitted consequences according to the principles contained within this policy and therefore do not form any part of the guidelines contained within this policy. Moreover, the policy does allow for children to “earn” golden time. When a child has calmed down following an incident and back in their “thinking” brain (which could take up to 24 hours for some children), a consequence can then be decided. The consequence to be carried out will be reflective and related to the individual circumstances of the type of unacceptable behaviour witnessed and the child spoken with, by adopting the language contained in the Adult Responses within the Practical Guidance section of this policy. Consequences will likely involve parents coming into school for a meeting to discuss their child’s behaviour with practical strategies put in place for a way forward.

However, there are occasions where children are completely unresponsive to staff. They will ignore staff, refuse to move from doorways, refuse to come into class/walk out of class, run away, shout, scream at a member of staff etc... Please see below for guidance on what to do in these situations. Incidentally, there will be consequences for this type of behaviour.

- 1) Member of staff to offer the child a supervised ELSA bespoke activity or “safe/sensory space” within their own classroom or outside. A member of staff then stays with the child and adopts the plan and the language used in the Adult responses of the practical guidance section. If this doesn’t work...
- 2) Member of staff to offer the child an opportunity to go to their “trusted adult” or if not available, a different trusted adult: The trusted adult then adopts the

plan and language used in the Adult Responses of the Practical Guidance section. If this doesn't work/not possible...

- 3) Class (TA) available to follow/sit with child and use the principles in this policy and the language contained in the Adult responses of the Practical Guidance section to talk to the child. If this doesn't work... Or there is no member of staff available to follow/sit with child" then...
- 4) If the incident is at breaktime or lunch time (any time outside of teaching time), in the first instance call the class teacher or other trusted adult (for the individual child.) If the issue is not resolved call a member of SLT: Mr. Butler, Miss Basini, Miss Meadows, The Headteacher Mr. Price.
- In a difficult situation, it is likely that the member of staff may feel themselves becoming "stressed" and adopt "survival brain"/defensive practice. If this occurs they will need time to regulate themselves following the incident and must contact a member of SLT. SLT will give staff the time out for this immediately following the incident. Once staff become regulated, they must go back to the core principles of Trauma informed instruction as per the Adult responses within the Practical Guidance section below. An appropriate consequence in line with trauma informed guidance for the child will then be implemented at a time when the child is calm.

When to send straight to Head Teacher (JP)

- **Racist or discriminative comment (follow BG policy)**
- **Biting or physical, reportable injury**
- **Assault on a member of staff**
- **Sexual behaviour**

Practical Guidance

All staff at All Saints are key to the success of this policy. They must all model our aims, ethos and values to build positive learning relationships in the school. Consistency from all adults in the school is essential in supporting our children and role modelling expected behaviour and approaches to dealing with difficult situations as and when they arise. Teachers/teaching assistants are responsible for leading the Trauma Informed Approach in their classrooms and the wider school environment. They must understand the process and practice the skills. When "things go wrong" staff are expected to re-build relationships, at times with support from a member of the Senior leadership Team. (Mr. J Price, Miss Meadows, Miss Fran Basini) in order to maintain the correct climate for learning across the school.

Stages of Emotional Development			
Stage one	Stage two	Stage three	Stage four
<p>Emotion experienced as sensation (disruption) (so feelings are behaved rather than thought about. Many emotions cannot be thought about or put into words. The pain of un-named/un-thought, negative feeling is transformed into bodily symptoms, neurosis, action against self or others, (e.g. hitting out, shouting, panic attacks, agitation, self-harm, aggressive outbursts, or transformed into passive behaviours: “doing nothing, agitation, over-adaptation, incapacitation</p> <p>ADULT RESPONSE: Help the child to move from sensation (disruption) to awareness by modelling putting words to feelings. Use Mental State Talk/ Asking to talk as the child. Don't expect them to come up with words for feelings. Remember they are pre-awareness. E.g. Use phrases such as “I wonder” I've noticed”, I “imagine, “Your face looks red, “Your eyes show me that you're angry,” “Are you feeling upset” Don't be afraid to use words like “livid”, “rage” or “fuming”. “You look absolutely mad”. “Let's go and talk about this”.</p>	<p>Primary emotions are at times accurately labelled (e.g.sad/cross/scared) while other emotions are labelled inaccurately within the limited vocabulary the child knows. Defences are labelled e.g. “Unfair”, “rubbish” “school's rubbish”, “It's stupid,” as opposed to the feelings underneath the defences.</p> <p>As a result the child moves from intense feeling into cutting off (freeze) or “behaving” their feelings (fight/flight/challenging behaviour</p> <p>ADULT RESPONSE: Similar to one but children use the words. Help the child to keep in mind the defence and the feeling underneath the defence .e.g. “I can see you are really cross about what happened and I can imagine that another part of you is really hurting about it too.” Keep labelling feelings to enable the child to start to think about his/her feelings on a deeper level.</p>	<p>Feelings regularly labelled accurately. More in depth emotional states can be thought about. The child is able to talk about their feelings on a deeper level and reflect on more complex self-states. S/he may show some ability to think about feelings that co-exists. “I hate my brother, but I also feel hurt because mum seems to like him far better than me.</p> <p>ADULT RESPONSE: Use a richer vocabulary and images for feelings when talking to the child (e.g. shock, let down ,not belonging, feeling on the outside, feeling torn apart) so they reflect on a deeper level and begin to embrace more subtle nuances of emotional states.</p>	<p>Theory of Mind Skills/ capacity for mentalisation. Able to reflect on the mind of another person. Can consider intentions at times and think about when a feeling expressed by the other person might be a defence against core underlying feelings that are too painful to bring into conscious awareness. “I hate X for bullying me. But I think he must have been really hurt by someone in his life to call me names like that.”</p> <p>ADULT REPOSE: Praise for their capacity for reflection and join the child in their reflective process.</p>

Further reading

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Appendix 1



Restorative Conversation Framework – Staff Template

Purpose: To guide restorative discussions with pupils following a conflict or incident, supporting reflection, accountability, and relationship repair.

Pupil Name: _____

Date: _____

Staff Member: _____

Location/Context: _____

1. What happened?

Encourage the child to describe events in their own words. Use prompts such as: “Tell me what was happening just before...”, “What were you doing?”

Child’s words:

Staff notes (record factual observations, relevant context, or triggers):

2. What were you thinking and feeling at the time?

Helps the child explore motivations and emotions. Use prompts such as: “How were you feeling?” “What were you hoping would happen?”

Child’s words:

Staff notes (identify underlying needs or emotional cues – tired, frustrated, left out, etc.):

3. Who has been affected and how?

Encourages empathy. Use prompts such as: “Who else was involved?” “How do you think they felt?”

Child’s words:

Staff notes (consider peers, staff, learning environment, etc.):

4. What needs to happen to make things right?

Guides towards accountability and repair. Use prompts such as: "What could you do to fix this?"
"How can we make sure everyone feels okay again?"

Child's words:

Staff notes / Agreed actions:

- Apology (verbal/written/drawn)
- Helping to repair or tidy up
- Kind gesture or inclusion plan
- Reflective activity or follow-up conversation
- Parent contact (if needed)
- Other: _____

5. What will you do differently next time?

Supports learning and self-regulation. Use prompts such as: "What will you try to do if this happens again?"

Child's words:

Staff notes / Agreed strategies:

- Ask for help
- Use calm-down space
- Walk away / ignore
- Use kind words
- Other: _____

Follow-Up

Date for check-in: _____

Staff member responsible: _____

Outcome of follow-up: _____

Mr J Price (HT).....Date:.....Oct 2025

Mr. T Baxter (CoG).....Date.....Oct 2025

