

'A place for growing together and learning to fly.'

Behaviour Policy

Implementation Date: Sept 2023

Review Date: Sept 2025

Approved by: LSC

Date Approved: Oct 2023

We are committed to safeguarding and ensuring the health, safety and well-being of all children in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.

West Monkton Primary Behaviour Policy

Rationale

At West Monkton CE Primary, we are committed and passionate in creating a safe, supportive, and inclusive culture which is fair and restorative and helps all pupils develop and reach their fullest potential. We believe that all behaviours are a form of communication, and our policy is heavily informed by research and development around attachment, neuroscience, adverse childhood experiences, trauma and supporting pupils' mental health and well-being. Detailed research and evidence, such as Dr Dan Hughes' PACE (Playfulness, Acceptance, Curiosity, Empathy) approach, allows staff to be equipped to guide and supporting pupils effectively in leading and developing a culture whereby pupils and staff can flourish together. We recognise that, to fully meet the needs of all pupils, of which some may present with complex needs, we need to work relentlessly to provide pupils with the skills needed to identify and manage their own behaviours that will lead to experiencing success. Staff work tirelessly with professionals and parents to understand the needs of our learners so that we as a school may provide the absolute best support available. Underpinned by our Christian values of Galatians 'Fruits of the Spirit' to show honour, love, honesty, respect and trust to all members of our school community; by adopting this policy and consistently modelling accepted standards of behaviour, we hope to prepare our pupils for life, whatever their chosen roles in society may be.

Aims

At West Monkton C.E Primary School we aim:

- To promote high standards in learning through our learning culture, where children are encouraged to talk freely, be inquisitive and develop cultural curiosity
- To provide an inclusive, happy, safe, and positive learning environment
- To embed opportunities for children to explore an inspirational and varied curriculum building on previous learning and developing a love of education.
- To equip children with the necessary skills and qualities needed to embrace life's opportunities and challenges
- To use positive feedback and encouragement wherever possible to support the self-esteem of children
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To encourage and support effective relationships between parents, carers and teachers and be an integral part of the local community
- To allow children to explore their personal beliefs and values and learn to respect the beliefs and values of others

Policy into Practice

We will achieve our aims by:

- Through a consistent approach, we will uphold high expectations of behaviour.
- Promote a fairness and equality of opportunities and outcomes, making everyone feel welcomed.
- Provide a nurturing and stimulating learning environment in which children feel safe and secure.

- Adopt a Dan Hughes' PACE (Playfulness, Acceptance, Curiosity, Empathy; see appendix 1) approach to foster appropriate behaviour as needed.
- Recognising and appreciating children's viewpoints.
- Encouraging children to be increasingly reflective and responsible for their own behaviour and achievements
- Discussing behaviours regularly with children within the context of our school and PSHE curriculum.
- Supporting children in understanding their SEMH (social, emotional, mental health) needs and the impact this has on their behaviour
- Involving parents and governors in decisions where necessary

Expectations of children

At West Monkton, children will be encouraged and supported to:

- Respect and care for themselves, others, and property within our community
- Listen to others and value their contributions
- Learn and work both independently and collaboratively
- Respect the agreed, shared expectations of the class charter
- Resolve disputes calmly
- Value and take responsibility of the school environment and their actions
- Be aware of their rights and responsibilities and those of others
- Understand the impact their actions have on others around them
- Give their best efforts

Promoting Positive Behaviours

At West Monkton, we work as a community to model positive behaviours. Staff and children should take every opportunity to celebrate individual and group success in all aspects of school life. Here at West Monkton, we encourage **intrinsic motivation** (the act of doing an activity for the fun and challenge of it and for inherent satisfaction) more so than on the reliance of extrinsic rewards (being driven to do something for an external reward such as certificate, sticker, prize etc).

We achieve this through:

Classroom approaches

- **'STAR'** - an approach to encourage positive behaviours and limit 'low-level' disruption
- Peer and staff positive encouragement and feedback of a job 'well done, specifically explaining why.
- Recognition of positive behaviours and contributions both inside and outside of the classroom environment (verbal, written, chosen pieces of work for Friday's Collective Worship)
- Highlighting 'best efforts' under class visualisers and on display boards
- Sharing achievements with other staff (this may be workbooks, art pieces, homework efforts, quiz scores etc.)
- Communicating positive efforts with parents/carers (face to face, over telephone, via email)

Discouraging Behaviours

At West Monkton, we wish to discourage the following types of behaviours:

- Low-level disruption (i.e., swinging on chairs, fidgeting with equipment, calling out, unnecessary chatting etc.)
- Refusal to follow instructions
- Swearing/rudeness to others
- Offense discriminatory language
- Physical assault on another child or adult
- Damaging others and school property
- Theft

Staff should respond to the above behaviours swiftly and in a consistent manner. Please refer to the 'Behaviour Interventions Flowcharts' for the various stages (Appendix 1)

Removal from classrooms - 'Re-assess':

A member of staff may need to remove a child from the classroom environment, for serious disciplinary reasons. Removal will be used to:

- maintain the safety of other children in class
- enable disruptive children to be taken to a place where the education can be continued and managed
- to allow the child to regain a state of calm in a safe space

The child will be required to spend a limited amount of time out of the classroom at the instruction of a member of staff. This will be known as a '**re-assess.**' This is different from a child being asked to step out of the classroom briefly for a conversation with a member of staff and asked to return following this. The removal should allow for the continuation of a child's education in a supervised setting although the activity may need to be adapted. Parents will be informed of the incident and the incident will be logged on CPOMS as a 're-assess.'

Use of Reasonable Force:

When all other methods fail and only as an absolute last resort, the legal provisions on school discipline also provide members of staff to use reasonable force to prevent children committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Please refer to our separate policy on 'Use of Reasonable Force.'

Exclusions:

All children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The headteacher can take the decision to exclude a child:

- 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 such as staff or pupils in the school.

For persistent breaches of the policy, exclusion will only occur where support and/or sanctions are not deterring the misbehaviour and therefore further action is needed to maintain the education and/or welfare of the children, and all the school community.

Headteachers will use their professional judgement when considering whether to suspend or permanently exclude a child. A child can be excluded from the school premises during lesson time, breaktime or during lunchtime periods. It is rare that the school resorts to exclusion.

Procedures:

Start of the school day

At the beginning of the school day, from 8:45, children enter their cloakroom to hang up coats and bags before entering the classroom. A member of staff will be in the classroom to welcome children, and they will direct children to complete a calming, morning activity whilst waiting for others to arrive. Doors to cloakroom areas will be open and visible.

Procedures for Playtimes

At the end of playtime, a bell is rung to signal it is the end. Staff and play leaders will encourage children to finish eating, drinking, and using the toilet. They will direct children to line up sensibly outside of their classroom door. A teacher or teaching assistant will then meet the children at the door and direct them into the classroom only when children are showing they are calm and ready for learning. At lunchtime, staff will remain on the playground to supervise children until their teachers arrive to collect.

Movement around the school

When moving around the school, the expectation is that all children and adults will move around the school in a calm manner. Calm corridor posters will be displayed to support this. At all times, adults are expected to promote calm corridors and remind children if/when needed.

Children will be accompanied to and from Collective Worship by an adult. Children will be encouraged to use the toilet during playtimes. They will be allowed to use toilets during lesson times with permission of the adult teaching and avoiding key points of learning for example, when a teacher is delivering or modelling the explicit skill for that lesson. Children will have drinks available from their own personal drinks bottle or cup and will be encouraged to drink throughout the day. Every child can access water during lunch from the lunch hall.

Playground incidents

Some playground incidents can be prevented by early intervention as soon as children's body language indicates a conflict may be developing. Incidents that do occur and give cause for concern should be reported to the child's Class Teacher, Phase Leader and if necessary, to the Headteacher.

Lunchtime staff will follow the behavioural intervention flowchart marked 'playtimes/lunchtimes.' A lunchtime supervisor is to inform the Class Teacher when appropriate, i.e. when incidents are not resolved or may impact on classroom environment.

Lunchtime supervisors can report back to class teachers on positive behaviours witnessed throughout lunchtime.

Before and After school care

Adults supervising and supporting the children during these times will follow the 'classroom' flowchart as needed to manage behaviours.

Outdoor Learning

Adults supporting outdoor learning opportunities will follow the 'breaktimes/lunchtimes' flowchart as needed to manage behaviours.

Dress Code

We expect children to be always dressed in school uniform unless there is an agreed reason which requires them not to do so. All staff should encourage children to take pride in their appearance and should positively enforce children to appear smart during lesson times i.e. shirts tucked in, appropriate footwear etc. Children are allowed to wear one charity band around the wrist and a wristwatch. A pair of small, stud earrings may be worn but should be encouraged to be removed on P.E days. No other items of jewellery should be worn. Make up, including nail varnish and temporary tattoos, should not be worn. Please refer to our 'Uniform Policy.' It is the class teacher's responsibility to challenge this with parents if not upheld.

Reporting and Monitoring

All forms of internalised and externalised behaviours that are a cause for concern should be recorded on CPOMs as a 'behaviour incident.' Staff should alert the following when raising logs: Class Teacher (if not the person recording the log), Phase Lead and if appropriate, SENCo (Special Educational Needs Co Ordinator) and DSL (Designated safeguarding leads).

What to record?

All reports made should include follow the STARR format:

S – Setting (Where did the incident occur? Who was involved? When? Prior context?)

T – Trigger (What happened before the behaviour was triggered? This could be immediately before or sometime before, linked to context)

A – Action (What behaviour did the child display specifically?)

R – Response (What was the child’s immediate response? How did others respond?)

R – Reason (What does the behaviour tell us about the child?) (Function)

As well as the ‘**next steps/action taken**’ by the person recording the log.

Roles and Responsibilities

The Headteacher will:

- Implement the school behaviour policy throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy
- Report to Governors, when requested, on the effectiveness of the policy. Ensure the health, safety, and welfare of all children in the school
- Report to/meet with parents/carers when necessary
- Have the responsibility for giving fixed-term exclusions to individual children for serious behavioural incidents. The Headteacher may permanently exclude a child for repeated, or profoundly serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

All Staff will:

- Model high expectations of behaviour to children and staff. The use of ‘STAR’ is an approach adopted by teaching staff to discourage ‘low-level’ disruption.
- Secure an acceptable standard of behaviour in children.
- Create a calm, nurturing, and safe environment for children.
- Set clear boundaries and make consequences for unacceptable behaviours clear.
- Respectfully challenge children who are not meeting the school’s behaviour expectations.
- Give opportunities to develop interpersonal and social skills.
- Offer alternative provisions where necessary to enable all children to experience success.
- Provide positive feedback and recognise positive behaviour.
- Communicate with parents about their child’s welfare and behaviour and, where necessary, work along-side parents.
- Log behaviour incidents accordingly.
- Communicate behavioural concerns to the child’s class teacher and phase leader.
- Communicate concerns to SENCO (Special Educational Needs Co-ordinator), via Class Teacher and when necessary, as part of the graduated response.

The Governing Body will:

- Support the school in the implementation of the policy.

- Support the Headteacher when necessary, regarding making decisions about serious behavioural incidents.
- Review the effectiveness of the policy as required.

Parents, Carers and Families will be encouraged to:

- Become familiar with the school behaviour policy.
- Uphold the Parent Code of Conduct Policy.
- Promote positive behaviours at home to have continuity between home and school.
- Maintain a positive relationship with school.
- Book an appointment with the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional wellbeing. If concerns remain, arrange an appointment with the Phase Leader (Head of a Key Stage) or finally, the Deputy Headteacher/Headteacher.
- Support the school with their approach to behaviour as outlined in the policy.

Associated Policies:

- Anti-bullying policy
- Exclusions Policy
- Use of Reasonable Force
- Uniform Policy
- Parent Code of Conduct
- Staff Code of Conduct

Behaviour interventions (Classroom)

The '4 R's.'

Refocus

This will be a non-verbal reminder i.e. look, STC sign that reminds children to address behaviour.



Remind

A gentle approach & quiet, private word with the individual (no more than 30 seconds). Make it clear which behaviours are impacting on learning/class rules and state clearly what you want the child to do instead.



Reflect

Moved to 'quiet/reflective space' within room. Child returns to seat after 10 mins. Adult reflects on situation.



Re-assess

Child will go to a partner class for 20 minutes. Parents informed & incident logged on CPOMs.

If child has more than 6 of these in a half term, the teacher arranges a meeting with child (where appropriate), parents, SENCO (Special Educational Needs Co Ordinator) & phase leader to put a pastoral plan in place. Review date to be arranged & agreed.

Behaviour interventions (Break-times and lunchtimes)

The '3 R's.'

Remind



Child is verbally reminded of expectations.



Reflect

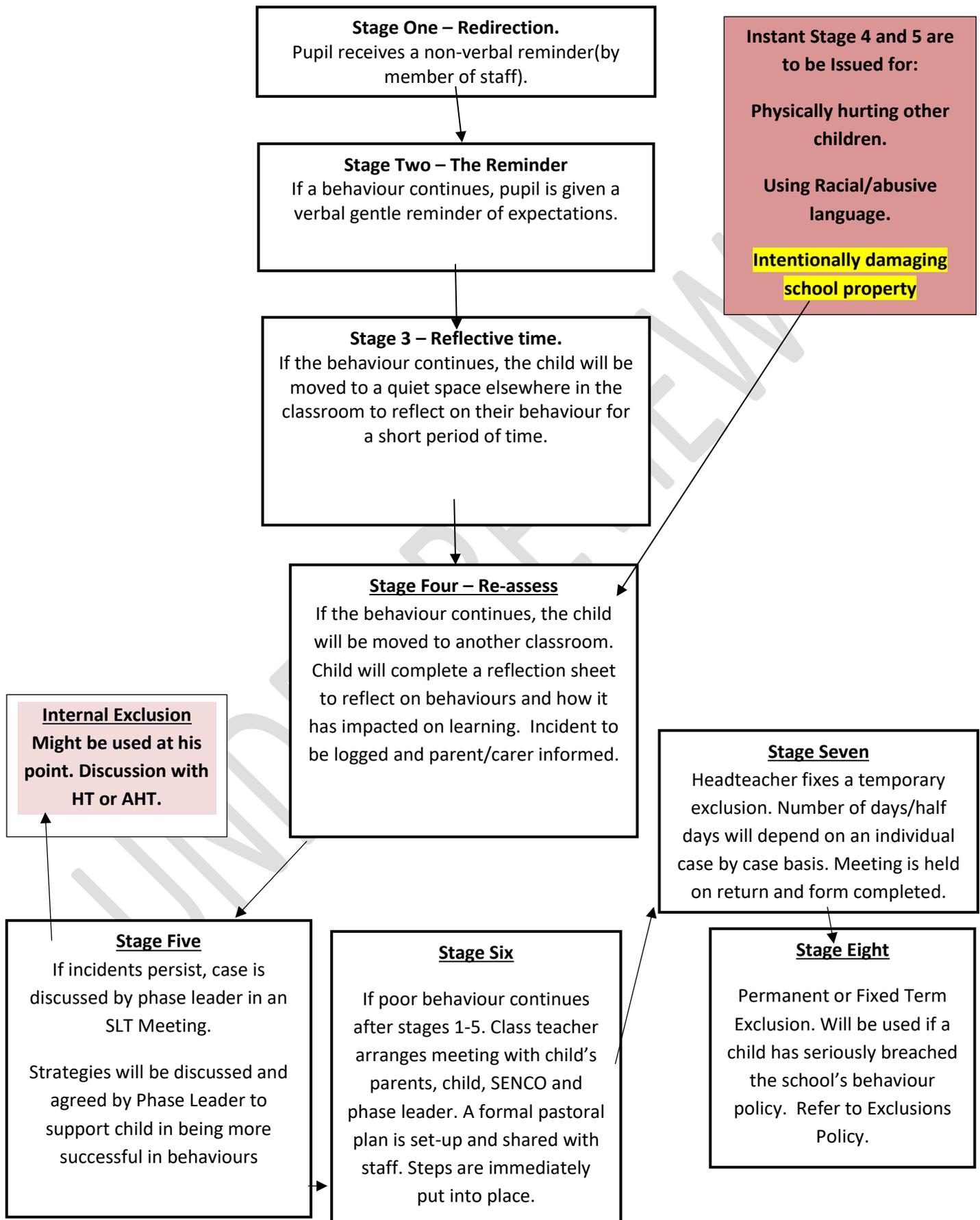
Child stays beside an adult for 10 minutes to reflect on their choices. Child may return to play after 10 minutes.



Re-assess

Child goes to the reflective space where they are supervised for 20 minutes or until the end of play (if time does not allow). Behaviour logged on whole school system by person on duty in reflection space.

Appendix 1: Behavioural Chart



Appendix 2: PACE

PACE: Playfulness, Acceptance, Curiosity, Empathy

A trauma-informed approach to supporting children and young people

PACE is a way of thinking, feeling, communicating and behaving that aims to make children and young people feel safe. It is particularly effective in meeting the needs of children and young people who have experienced trauma. Developed by clinical psychologist, Dan Hughes, the approach focuses on building trusting relationships, emotional connections, containment and a sense of security. Given the current situation, it will be important for us to consider the PACE approach in our practice when children and young people return to school. This summary has been compiled from a range of sources and aims to provide you with some background information about PACE and practical examples of how it can be successfully used in practice.

What is PACE?

PACE was developed by Dan Hughes more than 20 years ago as a central part of attachment-focused family therapy, with the aim of supporting adults to build safe, trusting and meaningful relationships with children and young people who have experienced trauma. It is based on the way that caregivers interact with very young infants. It describes a way of relating to others or 'a way of being'. It pays attention to *how* we deliver messages to children and young people through our communication. The principles offer a useful framework from which we can develop attunement and strengthen our relationships with the children and young people we work with. **PACE** stands for **Playfulness, Acceptance, Curiosity** and **Empathy**.

Using **PACE** helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments it allows us to stay emotionally regulated and guide the child through their heightened emotions, thoughts and behaviours. In turn, **PACE** helps children and young people to feel more connected to, and understood by, important adults in their life and ultimately, to slow down their own responses.

Why is PACE important?

PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with adults and reflect upon themselves, their thoughts, feelings and behaviour, building the skills **that** are necessary for maintaining a successful and satisfying life. The child discovers that they are doing the best that they can and avoids labelling themselves negatively.

When children experience adults doing the best they can to understand them and trying to work out together more effective ways for the child to understand, make sense of and manage their emotions, thoughts and behaviour they start to believe that adults really will keep on trying until things get better for all of them.

For adults, using **PACE** most of the time, we can reduce the level of conflict, defensiveness and withdrawal that tends to be ever present in the lives of some children. Using **PACE** enables the adult to see the strengths and positive features that lie underneath more negative and challenging behaviour.

Why is PACE even more important now?

As a result of the current Coronavirus Pandemic, many children (and adults) will be experiencing a degree of trauma, stress and anxiety.

Lockdown, school closures and the absence of normal life is putting unprecedented pressure on relationships of all kinds. Families who are used to spending hours apart each day are now suddenly expected to be with each other every minute of every day. At the same time, extended family, friends and colleagues are now more distanced than ever.

In addition to this, we are all experiencing our own additional stress and worries. This might include worries about keeping ourselves and family members safe from the virus, financial stress, the trauma of losing a job or keeping a business afloat, trying to get to grips with homeschooling and meeting your kids needs and being disconnected from loved ones. Some families will also be suffering the loss of a loved one to Coronavirus.

Children are very sensitive to the reactions and moods of the adults around them. As well as experiencing their own anxieties, children will be picking up on the stresses of the adults around them too. Although our children's anxieties can seem 'small' (e.g. missing their friends, changes to routine, not getting to play football), we must be careful not to minimise or dismiss these, but acknowledge them and give the child space to express their fears and sadness.

With this in mind, it is important for us to think about how we can support children and their families on their return to school. Our pupils will need supportive, understanding and PACE-ful adults to help them manage and understand their experiences and support the transition back to 'normality'. It will be more important than ever for us to build meaningful connections and stronger relationships.

Playfulness

This is about creating a fun, light and playful atmosphere when communicating with the child. It means using a light tone of voice, like you might do when story-telling, rather than an irritated or lecturing tone. It is about having fun and expressing a sense of joy.

Relating with a playful attitude keeps the interaction light and upbeat. It can help diffuse a difficult or tense situation. Children are less likely to respond with anger and defensiveness when the adult has a touch of playfulness in their communication. Being playful could mean having fun with shared games or a shared activity that involves you both.

Having a playful stance isn't about being funny all the time or making jokes when a child is sad. It's about helping children be more open to and experience positive connection. While such a response may not be appropriate at the time of risky or distressed behaviours, when applied to low level behaviours, playfulness can help keep it all in perspective.

Acceptance

This is about accepting that whatever the child (or you) are feeling right now is ok. You are accepting their thoughts, feelings and perceptions without judgement. You may not agree with their interpretation, but you accept their feelings about it. It is *their* experience and this is important. Don't minimise or invalidate it. Show them it's ok to feel the way they do – actively communicate to the child that you accept their feelings and thoughts underneath the observable behaviour.

For example, a child may tell you *"I know you hate me"*. It is tempting to respond with *"that's not true"* or *"don't say that"* but this may leave the child feeling that you really don't understand what it's like for them. Instead, through using PACE we could respond with *"I'm sorry you think I hate you, that must feel awful, no wonder you're angry with me"* or *"I didn't realise that you feel like that, I'm sorry it feels that way to you"*.

Acceptance does not mean you have to accept the behaviour if this is harmful to themselves or to another person. You can limit the behaviour while at the same time understanding and accepting the motives for the behaviour. Convey your acceptance through your tone of voice - try using a 'story-telling' or gentle tone, showing your interest, showing your understanding and maintaining a non-judgemental stance. Acceptance is most clearly conveyed through non-verbal communication.

Curiosity

This is about approaching children with an air of curiosity. Seek to understand what it is that drives them. What is important in their life? How can you get to the core of who they are and bring out the best in them? Curiosity means you don't judge them so quickly. You can ask more questions of them, as you are curious to know more about them.

Curiosity involves a quiet, accepting tone: “What do you think that was about?” or “I wonder what...?” You say this without anticipating an answer or response from a child. This is different from asking the child, “Why did you do that?” with the expectation of a reply. Children often know that their behavior was not appropriate. They often do not know why they did it or are reluctant to tell adults why.

If an adult can stay curious about why their child is behaving as they are, the child and adult are less likely to feel cross or frustrated. With curiosity we are trying to show we simply wish to understand *why*. We hope to convey that our intentions are to truly understand and help the child, not to lecture.

Empathy

Empathy is about putting yourself in someone else's shoes and allowing yourself to feel what they must be feeling. It gives us a sense of compassion for the child and their feelings. This is essential in helping a child feel understood. When someone really understands you, it can make a big difference to how you cope. Being empathic is not about reassuring the child (which tries to make the problem go away) but about being with them in the moment, carrying and containing their big emotions. This lays the foundation for connection.

With empathy, when a child is sad or in distress we are feeling the sadness and distress with them and letting them know that. We demonstrate that we know how difficult an experience is for them. We are telling them that they will not have to deal with the distress alone. Together we will get through this. The adult will stay with the child emotionally, providing comfort and support, and will not abandon them when they need the adult the most.

Using PACE in Practice

Alex is refusing to engage in his tasks. He is crawling under tables, scribbling all over his worksheet and poking holes through it. He says that there is no point in doing it because he can't do it, he hates you, the work and the school. He says he doesn't care what you say or if he gets in trouble.

Typical responses might look like:

- “Alex. Come here. Stop that now. That's no way to treat your work. You'll just have to start again and that will waste your time. If you don't get it finished before break you'll have to stay in and do it.”
- “That's not true Alex. You're not rubbish. Your work is great.”
- “I don't think that's a very nice way to talk about yourself, me or the school Alex”
- “I know you're feeling angry. You know what you need to do to feel better.”

A PACEful response may be more appropriate and lead to better outcomes for you and the child. The examples below show how you can convey PACE in your response. Which response you use will depend on the context and the child. In many situations, you may wish you to use a combination of Playfulness, Acceptance, Curiosity and Empathy. When using PACE it is important to try and match the affect of the child. If they are angry, screaming and shouting, use a big voice and gesture (feel their feelings). Try to avoid using judgmental tones or statements and instead ‘wonder aloud’ with the child. Using a rhythmic, ‘story-telling’ voice will help keep your communication open and light and also allows you to diffuse some of the heightened emotion and bring the energy of the situation down.

Playful response: “Oh my goodness, look at that worksheet Alex, it looks like a little mouse has nibbled right through it. I hope he's not going to eat my secret sweetie stash too. Are you ok Alex? You look really sad and upset. Why don't you come over to the comfy corner and we'll see what we can do - we're a pretty good team when we work together.”

Accepting response: “Oh Alex, you're right, work can sometimes be really difficult and it's so rubbish when we feel like we can't do something. It's horrible when you feel rubbish at something. Sometimes I feel rubbish at things too and when I can't do something I get angry with everything and I just want to scream. It's a really awful feeling.”

Curious response: “You usually really enjoy your Maths work. I wonder what's different about today? I wonder what might be making things so tricky today? I know that your grandpa hasn't been well. Are you feeling upset or worried about other things as well as the Maths?”

Empathic response: “Oh Alex, look how really upset you are. You look really sad. Is that right? That must not feel very nice. I think we need to work together to have a think about how to make things better for you. I know things can feel really awful and tricky sometimes but if we work together we can find another way for you to let me know when you feel rubbish. What do you think?”

Mr Oliver has spent ages preparing an activity for Rachel. He has used her favourite book as a stimulus and has printed off pictures to help her. He puts it on the table, she takes one look at it and says “I'm not doing that, it looks crap!”

Typical responses:

- “Don't be so rude Rachel, I have spent ages making you that”
- “Why did you say that”
- “That's a really horrible thing to say”
- “But this is your favourite book”

PACEful response

- “Can you try to help me understand, you usually really enjoy this kind of activity...what's different today? I'm wondering if you're finding it hard to sit down and do your work...maybe you have something on your mind...is that right? I sometimes find it difficult to switch off from things too...it can be hard to focus on anything else when you're worried or upset or unsure about something.”

Jenny asks Mrs Alison if she can play on the trim-trail. Mrs Alison says she can't because it is still closed. Jenny gets very upset and angry she starts yelling “that's so unfair, I hate you, you're horrible!!!!”

Typical response

- “Jenny, don't be so rude. That is not a nice way to talk to me.”
- “I am not horrible and you don't hate me.”

PACEful response:

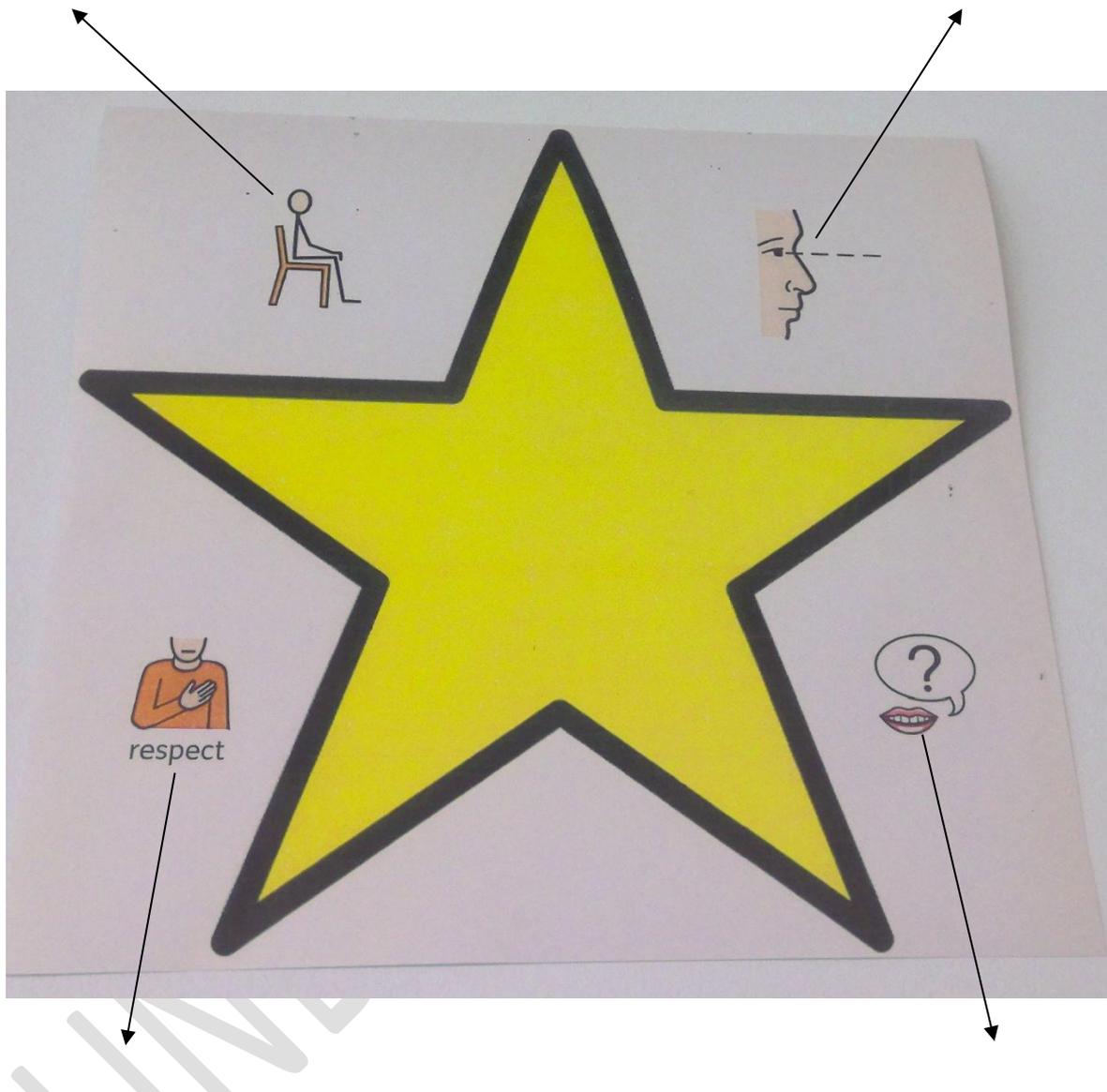
- “OH WOW YOU'RE FEELING REALLY ANGRY....you think I'm being mean by not letting you go on the trim trail when you really want to go...I'm saying no and you really want to go and that feels rubbish...it's so frustrating when someone says we can't do something that we want to do”
- “I'm really sorry you feel that I hate you Jenny, that must feel awful...no wonder you're so angry and upset if you think I hate you...I'd want to scream and shout too...but sometimes that makes things worse”
- “It's rubbish that we can't do the things we enjoy right now...I'm missing the trim trail too...I wonder if other people in the class are missing the trim trail...maybe we could all have a think about what other games we could play safely...you could help us to make a list”

As with anything, being **PACEful** in your responses to a child takes practice. It is a different, sometimes counter-intuitive way of responding to tricky situations and we won't get it right all the time. Whilst many situations will require spontaneous responses, it might be possible to think ahead and plan around particular 'pinch points'. Consider what tasks/activities might be tricky for a young person, how they are likely to react and how you can respond with **PACE**. When things don't go to plan take time to reflect on what happened, what was said and what you could do differently next time. In some situations, it might be appropriate to do this with the child present—acknowledging your mistakes together can be a powerful tool. Managing situations that require us to be **PACEful** can be stressful and challenging and we will need to rely on the support of our friends and colleagues at times. Think about your support network, be mindful of your own emotions and be kind to yourselves and one another.

Appendix 3: STAR (low level disruption)

Sit nicely

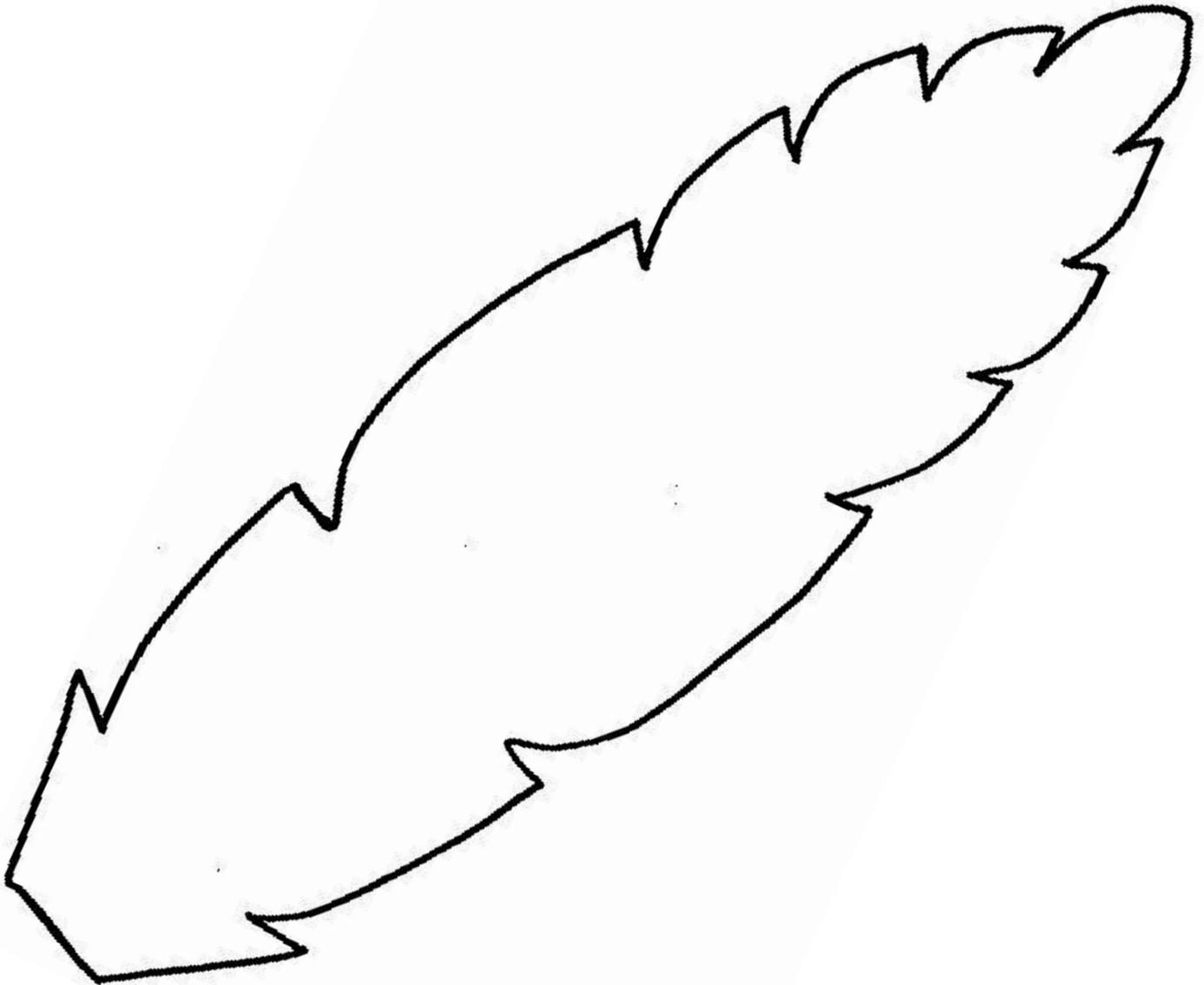
Track the speaker



Respect the room

Ask and **a**nswer
questions

Appendix 4: Feather recognition (handwritten by adults)



UNDER REVIEW