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| **Infants:**  Etsome Terrace,  Somerton, TA11 6LY  Tel: 01458 272537  office@somerton.somerset.sch.uk |  | **Juniors:**  School Lane, Kirkham St.,  Somerton, TA11 7NL  Tel: 01458 272587  office@monteclefe.somerset.sch.uk |

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JANUARY 2017

With immediate effect the following guidelines apply for all children and staff at King Ina Academy.

KING INA ACADEMY BEHAVIOUR GUIDELINES

Some children haven’t had the start to life that we would wish for them; some children don’t have settled home lives; some children are simply angry, anxious and difficult for reasons we have yet to learn. Often we don’t know any of this until that child starts behaving differently to the other children at school.

THE ONLY THING WE DO KNOW IS THAT WE NEED TO SUPPORT THEM.

If a child is angry, hitting out and causing a disturbance to the other children and cannot be quickly calmed and settled, firstly guide and encourage the child to move to a place of safety (for them & others) with their Class Teacher. This will be the Roost (the area outside of Robins Class). If they are becoming a danger to themselves or others they may have to be physically removed (Team Teach). One of our HLTA’s will cover the teacher’s class for however long this takes, and if at all possible another TA will stay with the Class Teacher as witness and support.

Once the child is safe in the Roost, please use the following formula for trying to calm/connect with the child.

PACE – PLAYFUL, ACCEPTANCE, CURIOSITY & EMPATHY

PACE is a way of thinking, feeling, communicating and behaving that aims to make the [child](https://ddpnetwork.org/glossary/child/) feel safe. It is based upon how [parents](https://ddpnetwork.org/glossary/parent/) connect with their very young infants. As with young toddlers, with safety the child can begin to explore.

With PACE, the troubled child can start to look at him/herself and let others start to *see* him/her, or get closer emotionally. They can start to trust.

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

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| PLAYFUL Can you tell the child something that might interest them, engage them in a completely different subject. Ask about things that they like? This is about creating an atmosphere of lightness and interest when you communicate. Playful moments reassure both that their conflicts and separations are temporary and will never harm the strength of their relationship. A playful stance can allow closeness but without the scary parts.  When children find it hard to regulate their feelings, anger can become rage, fear, terror, and sadness, despair. If this is the case, then children may also find it hard to regulate feelings of excitement, joy and love. Feeling these emotions can sometimes turns to anxiety. |
| ACCEPTING 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. It is about accepting, without judgment or evaluation, their inner life. The child’s inner life simply *is*; it is not *right* or *wrong*. Unconditional acceptance is at the core of the child’s sense of safety. Accepting the child’s intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. The adult may be very firm in limiting behaviour while at the same time accepting the motives for the behaviour. |
| CURIOUS 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 to their parents or therapist. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Children often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why. Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child: “What do you think was going on? 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.  Curiosity must be communicated without annoyance about the behaviour. Being curious can, for example, include an attitude of being sad rather than angry when the child makes a mistake. A light curious tone and stance can get through to a child in a way that anger cannot.  You might make guesses about what a child may be thinking and feeling, saying this aloud, and keeping it connected to the present. It can be about having a conversation, almost with yourself, with the child in the room, without anticipating a response. |
| 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 their hard times. The adult will stay with the child emotionally, providing comfort and support, and will not abandon her when she needs the adult the most.  The adult is also communicating strength, love and commitment, with confidence that sharing the child’s distress will not be too much. Together they will get through it. |