PROMOTING POSITIVE RELATIONSHIPS POLICY

August 2022

Contents

Appendices

1. Policy Statement

This policy is based upon aspects of the North Ayrshire Council Inclusion Policy, North Ayrshire Council Promoting Positive Relationships Policy and Education Scotland's Nurture and Restorative Approaches papers.

> *'Challenging behaviour is much less common where staff and learners enjoy positive relationships based on mutual respect and consideration. These strengths are supported and reinforced by a shared understanding and acceptance of the school values.'*

<div align="right">Learning Together: Promoting Positive Relationships</div>

North Ayrshire Council has set out, in its most recent Inclusion Policy that every community is built on the relationships within it, across it and its connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners and most importantly with the young people in their care.

Dykesmains Primary School's vision is to be a welcoming and motivational school that nurtures and develops life skills. We work as a community to support pupils to learn transferable skills for life learning to enable pupils to successfully meet the challenges of the future and to contribute effectively to society. Our core values are that of Friendly, Respectful, Encouraging, Approachable, Caring and Honest. Our Aims are:

- to create a safe, healthy and welcoming school
- to ensure our children feel happy and secure within our community
- to support children and families educationally, emotionally and socially
- to equip our children with the knowledge and skills to make healthy choices now and in the future

Thus, the way we promote positive relationships is vital in helping us fulfil our vision, values and aims.

Recent legislation has enshrined in law the duty to get it right for every child. The GIRFEC approach contained within the Children and Young People (Scotland) Act 2014 determines eight areas of wellbeing, which are the basic requirements for all children and young people. These are set within the context of the four capacities of Curriculum for Excellence. Every member of staff within Dykesmains Primary School must play their part in making sure that our pupils are safe, healthy, achieving, nurtured, active, respected, responsible and included. All who work with children and young people within Dykesmains Primary School and across North Ayrshire schools must demonstrate a professional and personal commitment to meeting the needs of all children and young people.

North Ayrshire Council is committed to the principles of restorative practices. This is a solution-focused approach to managing behaviour and resolving difficulties, promoting healthy relationships that enable better behaviour and better learning.

Restorative Approaches will be used within Dykesmains Primary School to deal with conflicts between pupils whenever possible. We believe that using Restorative Approaches is vital in helping our school community achieve its aim of becoming more nurturing. A restorative approach provides a framework that allows young people to develop their social and communication skills, and furthermore, it enables Dykesmains Primary to build upon its ethos of strong pupil/staff relationships.

The promotion of positive relationships is essential to continue Dykesmains Primary's journey to become more nurturing. Work within Dykesmains Primary continues through our nurturing approaches training. We will continue to facilitate on-going opportunities for staff to develop their skills around Nurturing and Restorative Approaches following whole school training, with the continued support from North Ayrshire Council.

2. Aim of the Policy

At Dykesmains Primary, relationships are at the heart of everything we do, based on mutual respect and equity, which are part of our whole school values. One of the fundamental aims of the school is to create a nurturing learning community where children feel safe and are confident. We will support all stakeholders by:
- providing staff with training opportunities and support in Nurturing Approaches
- providing staff and children with continual support in using Restorative Approaches

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- making staff, children and families aware of the United Nations Convention of the Rights of the Child and how this applies to them
- making families aware of Restorative and Nurturing Approaches
- upskilling staff in emotional coaching and de-escalation techniques
- supporting children and families through the fostering of growth mindset

3. Key Concepts

3a. Nurturing Approaches

The six underlying principles of nurture underpin North Ayrshire's approach to promoting positive relationships. These are:

- Children's learning is understood developmentally
- The learning environment offers a safe base
- The importance of nurture for the development of children's wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

See **Appendix 1** for Extended nurturing principles.
These principles are based on attachment theory and child development and aim to support a young person to develop self-regulation skills. Nurturing Approaches are particularly effective when used as a whole establishment approach which creates a nurturing and inclusive community.

3b. Restorative Approaches

Pupils seek fairness from adults who are dealing with behavioural issues. Whether they are a perpetrator or a victim, their focus is not on winning or losing, but on trusting in a fair process. Restorative Approaches help teachers ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.
There are two ways in which Restorative Approaches can be used. Firstly, as a preventative measure to help promote positive relationships within the whole school community. Secondly, as a responsive measure, it can be used to repair relationships when a difficulty or a conflict has arisen. Trained members of staff would be expected to be facilitating a planned restorative meeting. A restorative meeting can be held to resolve a relationship issue between a pupil and a pupil. It can also be used to resolve an issue between a pupil and a teacher. It is important to note that a restorative meeting will only take place if all parties are in agreement. See Appendix 2 for Restorative Approaches and the use of consequences to support learning.

3c. Rights
In Dykesmains Primary we believe relationships should be characterised by respect, kindness and consideration. As a Rights Respecting School all adults and young people have a responsibility to help each other to develop positive attitudes and behaviour, to prevent bullying and allow everyone to learn. Everyone has the right to feel valued and respected, to develop self-esteem, a sense of belonging, and a feeling of being safe. We are a Gold Rights Respecting School and our work continues in maintaining this status.

Our responsibilities are set out in the United Nations Convention on the Rights of the Child (UNCRC):

Article 28 guarantees that every child has the right to an education.

Article 19 states:

> *'Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.'*

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As a Rights Respecting School, our staff play an important part in helping our children to develop mature and happy relationships, which is an important part of the curriculum and central to their present and future success in life. Dykesmains Primary is a place where children can learn and practise the skills of positive interpersonal relationships.

4. Whole System Approaches

All stakeholders within Dykesmains Primary are expected to display behaviours that uphold our value of mutual respect. People are greeted in a friendly manner, be they adult or child. Interactions between staff-staff, staff-child, child-child are conducted in a civil manner. We refuse to shout and give first attention to the behaviour we want to see. Stakeholders are required to move around the building in a manner which ensures safety for everyone, e.g. walking. When disagreements occur, children are supported to reach a conclusion using restorative approaches. In more serious incidents this is usually undertaken by the PT or DHT. Disagreements between staff members are also supported in the same way. Parent concerns are listened to, valued and a solution is always sought that is agreeable to all parties.

5. Teaching and Learning

> *'No significant learning occurs without a significant relationship.'*   Dr James Comer

As part of a team around the child, classroom teachers and support staff in Dykesmains Primary play a vital role in promoting positive behaviour through building and maintaining strong relationships with our children, as well as supporting high quality and varied lessons. There is an array of teaching and learning techniques incorporated into lessons across the curriculum, which are designed to elicit positive responses from pupils and ascertain a positive learning environment. For Practical Applications of Nurture in the Classroom, see Appendix 3.

The Learning Environment
A positive classroom ethos is essential in promoting excellent learning and teaching, therefore at every opportunity, staff should take the time to reinforce positive behaviour with pupils by making encouraging comments and giving supportive, constructive feedback to them. Staff should also be fully aware of the learning needs of all of their pupils, and plan and prepare lessons, units of work and assessments appropriately, while differentiating accordingly.

For pupils to maintain a positive classroom environment, and to achieve and attain their full potential, they should come to class fully prepared to learn, and organise themselves and their resources at the beginning of each lesson in a calm and timely manner. Pupils should also ensure they take responsibility for their learning by requesting support from their class teacher if and when they require it.

Teaching and Learning Strategies
A broad range of active learning strategies are widely employed across curricular areas to help develop positive relationships between pupils and staff, and also help to enhance the learning experience of pupils. Active learning in Dykesmains Primary is done through engaging learners in dialogue; asking questions; setting stimulating tasks; problem solving; encouraging investigations; use of ICT; outdoor learning; self and peer assessment approaches and through focused and general questioning approaches.

Pupils are also given many opportunities in class to respond to questions. Staff questioning is skilled and children's responses are always listened to and used to enhance their learning. By being regularly asked open questions, pupils get time to think and reflect before responding and they all expect to be invited to do so. Their answers lead to further questioning and dialogue which form coherent lines of enquiry. All pupils understand that their individual responses will be valued.

6. Playground

Article 31 – every child has the right to rest and leisure, to engage in play… (UNCRC)

Relationships are vital in the playground and supervising adults are key to the success of children's experiences within the playground at Dykesmains Primary School. Children are encouraged to play with their peers as appropriate and are supported by adults in order for them to do so, recognising that 'fallouts' are normal and age and stage appropriate and are dealt with by adults taking into account restorative approaches and the rights of the child. Adults are timetabled to either the lower or upper ends of the playground and will be responsible for:

- keeping the children safe through supervision
- building relationships adult-child and child-child
- organising and supervising playground games
- arranging for children to tidy away games
- restorative approaches in the playground
- supervising classes to enter school for lunch

As in Appendix 3, mistakes and misdemeanours will be corrected in 'private'. Adults will seek out and go to children where they require to intervene, calmly and quietly. Same ethos applies in the playground as inside school, adults refuse to shout. A key factor is prevention through observing playground behaviour and interactions. Distraction techniques will work well.

Where children are involved in behaviour that is physically threatening and support staff feel they require help, they should seek out the DHT or HT as appropriate. All members of staff in the playground should carry a radio.

7. Staff Wellbeing

Staff wellbeing is a key factor in ensuring a nurturing, positive school environment. The Senior Management Team have an open-door policy and staff know they can come with any concerns and that their concerns will be validated and a solution sought. Concerns are not confined to school issues and confidentiality is upheld. Staff are encouraged to support each other when it comes to curriculum planning, assessment and tackling bureaucracy. Team-building opportunities are planned in staff collegiate time. In school, recognition is given to the importance of the link between work-life balance and positive mental health. Senior Management are aware of the potential burden of bureaucracy and make efforts to maintain an appropriate work-life balance for staff. The role of Health and Wellbeing Co-ordinator has a remit for staff as well as pupils. Various other supports are available to staff and these can be accessed in North Ayrshire Council's Promoting Positive Relationships Policy Appendix 11.
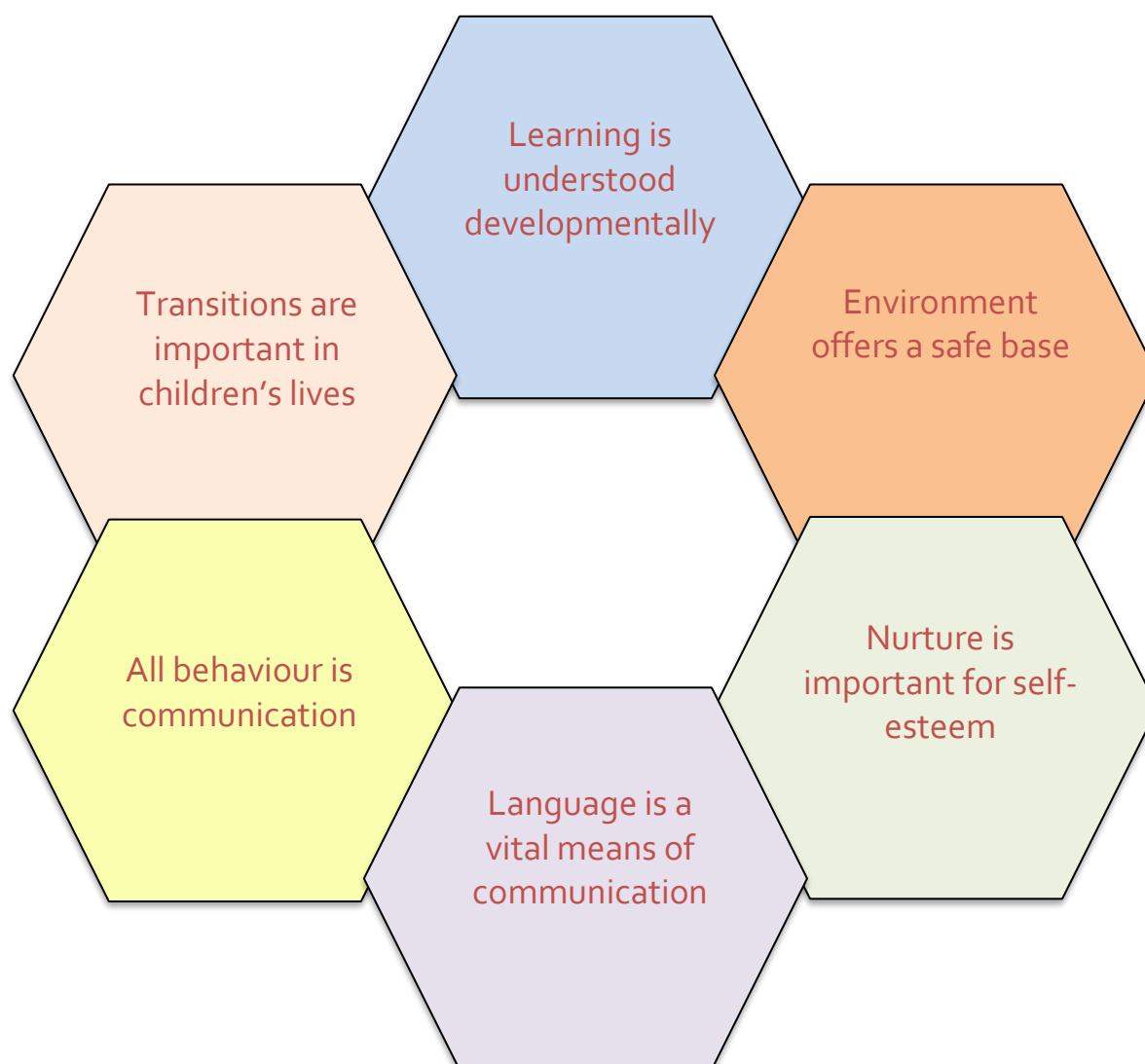
8. Implementation and Quality Assurance

Our Promoting Positive Relationships Policy is shared with pupils at assemblies and shared with parents at in school events and through the school website. Our Pupil Council committee will discuss the updated policy with their peers following the launch at assembly and will feedback to the DHT at the next committee session. SMT will have professional dialogue during an Inset/ Collegiate night where staff will be able to voice their thoughts on the policy. It will be shared with the Parent Council. DHT will keep a record of Restorative conversations, parental meetings and concerns about bullying. The policy will be formally reviewed at the beginning of each session, taking into account all stakeholder views. Relationships will be a standing order at staff meetings.

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Appendix 1: A Nurturing approach and extended nurture principles

THE 6 PRINCIPLES OF NURTURE

Learning is understood developmentally

Transitions are important in children's lives

Environment offers a safe base

All behaviour is communication

Language is a vital means of communication

Nurture is important for self-esteem

Extended Nurturing Principles

Schools will understand and apply the nurturing principles in the following ways:

Nurturing Principle 1: Children's Learning is understood developmentally

Nurturing schools have a high level of staff awareness and training about attachment and brain development. The practice of staff will reflect the belief that nurturing relationships bring about meaningful change.

Nurturing schools understand where children and young people are developmentally, and offer differentiated opportunities for social and emotional learning of specific skills.

Nurturing relationships are modelled by staff and respectful, consistent and positive interactions are clearly identified as the appropriate communication style within the establishment.

Expectations are reviewed in the light of what we know about an individual's development and appropriately challenging targets are set for progress and shared with all staff who work with the child/ young person.

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Nurturing Principle 2: The classroom offers a safe base

There is a welcoming and safe environment for all, that is, parents/carers, pupils and staff, which encompasses all areas of the school, inside and out.

Boundaries are set and delivered clearly, fairly and with sensitivity (emotional warmth).

There will be consistent evidence of highly attuned de-escalation practice during high stress situations, including use of positive body language, minimal use of language, body space awareness and appropriate use of tone and volume, and avoiding escalation traps.

There is good provision of safe spaces, inside and out, to support emotional regulation and feelings of safety and security.

Based on individual needs of children and young people, additional structure and supervision is provided by staff across the school, including at key times and in key areas.

The establishment is sensitive in maintaining and promoting key nurturing relationships for the most vulnerable pupils across the establishment, for example by giving key time with a specific staff member.

Nurturing Principle 3: Nurture is important for the development of wellbeing

The overall approach balances the need to support self-esteem and provide challenge and develop resilience as appropriate.

Use of praise, reinforcement and feedback is consistent with a nurturing ethos; a high level of positive attention specifically rewards progress and effort, and is accessible to and suitably differentiated for all.

The establishment identifies and shares personal achievements of pupils, including explicitly celebrating social and emotional competences and progress.

The establishment devotes time and energy to identifying and celebrating broader achievements of pupils and builds opportunities for success.

There are excellent opportunities for social and emotional development over the four contexts of learning.

CYP are given support to challenge unhelpful and negative beliefs about themselves and build resilience.

Nurturing Principle 4: Language is understood as a vital means of communication

All staff, children and young people work from a model of nurturing relationships, which clearly identifies respectful, consistent and positive interactions as the appropriate communication style within the establishment.

Specific, positive, expected behaviours: listening, showing empathy, caring and having positive regard -are named and modelled explicitly by staff. Children and young people are given the appropriate level of support and challenge to develop these behaviours.

Children and young people are helped to understand and express their feelings and given the opportunity for extended conversations if needed.

The language used suits the developmental needs of the child.

The language used by adults in the establishment with children and young people and families is consistent with nurture, so that all are supported to feel:

- You belong here
- You are welcome here
- I like you
- You are safe here
- You can explore and learn
- Your feelings are okay with me

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•You can work with me on this problem that is getting in the way right now

•I will be thinking about you, and keeping you in mind.

There is effective awareness and use of non-verbal language in all interactions and this is consistent with a nurturing approach.

The establishment considers the application of this principle in all forms of communication with parents and children and young people, including meetings, written communication.

Nurturing Principle 5: All behaviour is communication

There is high staff awareness of the relevance of children and young people's non-verbal language, and staff are attentive in tuning in to it.

Staff are supported to show high level of awareness of their own emotions and how this links to their communication behaviour.

There is good understanding of the function of negative behaviour, generally, and good systems for exploring the function of more challenging behaviours, including high quality collaborative problem solving.

The overall approach should aim to be restorative "in essence".

Nurturing Principle 6: Transitions are significant in the lives of children

There is a high level of awareness of transitions and disruptions in the lives of children and young people, in planning and providing for the meeting of needs.

Transition points, internal and external, are well managed. Appropriate information is shared and, where necessary, there is high quality agency and family work.

There are clear welcome routines at transition points:

•At the start of classes/sessions

•At the start of the day

•At the start of term

Where appropriate, there are opportunities to touch base with key staff early in the day. Children and young people are consulted about changes to routines and are supported to cope with these.

Appendix 2 – Restorative Approaches and the use of consequences to support learning

Restorative Approaches

Restorative Practice is part of North Ayrshire's Nurturing North Ayrshire approach. It is well documented in other policies (see Guidance for the Delivery of Restorative Approaches in Schools North Ayrshire Educational Psychological Services 2018).
Restorative practice should be part of everyday interactions with children, young people and adults in line with the positive ethos and values promoted throughout the establishment. A restorative conversation can be conducted at any time using a simple set of questions such as 'What happened?' or 'How has this affected you and others?' and 'What do you need to happen now to be able to move forward?' This type of approach can often resolve any conflict by responding to the needs of both parties without necessitating the need for a more formal approach. Restorative approaches can also include more formalised, facilitated contact, which supports constructive dialogue between a person/s harmed and a person/s who caused harm (whether this be an adult, a child, a young person) following on from an incident. This type of contact allows the person harmed the chance to meet, or communicate with, the relevant

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people who have harmed them and to explain the impact their behaviour has had on their lives. This has the potential to help the person harmed by giving them a voice within a safe and supportive setting and giving them a sense of closure.

Restorative approaches should always be considered as an entirely voluntary process for both the person harmed and person who has harmed, which can be discontinued at any time.

More formal Restorative conversations and meetings can help when:

- it is the right time,
- participants have been prepared,
- a professional judgement has been made about the readiness and willingness of all parties to participate in the process.

The process should be flexible enough to adapt to individual needs. The outcomes will vary depending on the context. There are some aspects of the restorative approach that may be unmanageable for children still experiencing the impact of trauma, who may need an adapted approach.

A restorative meeting can be a helpful practice following an exclusion as a means of re-establishing relationships at a pre –return meeting, rather than seeking guarantees or writing a contract. Again, this should be a voluntary process and only used if those involved are ready and willing to participate.

Natural and logical consequences

Natural and logical consequences are those that relate to the context of the behaviour that has taken place. Punishments or consequences that have little connection to the child's behaviour can be meaningless, ineffective and can feel coercive, which can result in a long term negative impact. Consequences, however, can be useful, when used in the context of effective nurturing practice. Where possible, consequences should be relational and educational. When children and young people see the natural or logical consequence of their actions this can be help them to learn about the impact of their behaviours. Staff groups should where possible discuss appropriate logical consequences collectively and ensure there is a shared understanding of how they can be applied to support the age, stage and needs of children and young people.

Natural consequences are those that would tend to occur as a natural response to behaviour, e.g. other children stop playing with the child if they are not cooperative.

Logical consequences tend to be decided upon by adults and are characterised by being ***related, respectful, reasonable and helpful.***

- ***Related*** is understood as ensuring that the action following the incident is connected to the incident e.g. efforts to repair what is damaged, or tidy what has been messed up
- ***Respectful*** is shown by ensuring that the consequence does not shame or humiliate the child. The adults accept that the child already feels bad and doesn't focus on blame, e.g. the adult may allow the child to have some choice in the consequences used.
- ***Reasonable*** means that adults ensure that the action following the incident is appropriate to the child's age and stage, e.g. enhanced supervision is organised after behaviour that has failed to take into account the safety or regard of others
- ***Helpful*** is when the child has learned something about the impact of their behaviour – restorative approaches may be included within this.

Examples might include:

- Related – e.g. if you knock over a pencil tub you tidy it up.

- Respectful - e.g. asking the child/young person what they think should happen next

- Reasonable e.g. child has to stay with an adult at break-time because of unsafe behaviour

- Helpful, e.g. when a young person has a conflict with a peer – they are guided to mend the relationship with the peer and have learned about the impact of their behaviour.

Consequences can be linked back to core expectations of the school, class and wider society. It can be useful to remind children and young people about the rights of others in the community when discussing natural consequences.

Both restorative approaches and the use of natural and logical consequences can fit well within a relationship-based approach as they are about helping children and young people learn about the impact of their behaviour and are not

used purely for punitive purposes. Consequences that help young people to learn about the impact of their behaviour are more likely to reduce the likelihood of a reoccurrence of the behaviour.

Appendix 3 – Practical Applications of Nurture in the classroom

Practical Approaches – The Nurturing Classroom
The following ideas are included to support existing effective nurturing practices and to be used with professional judgement in establishments, depending on local approaches and with the age and stage of children and young people in mind.
Some specific strategies that align with nurturing approaches and support relationship-based practice in the classroom are:

- Children and young people are supported to feel they belong
- Clear welcome routines, e.g. **meeting and greeting all learners** with a smile and focusing on opportunities to build on relationships and connect with learners
- Expectations are clear, modelled and reinforced at the class level
- Ensure positive behaviour gets more attention than negative, through feedback and recognition,
- Boundaries are set and delivered clearly, fairly and with sensitivity (emotional warmth).
- Emotion coaching is used to support limit setting in a nurturing way
- Unwanted behaviour is corrected in private
- Staff know children well and seek to give praise, recognition and feedback in response to knowledge of individual circumstances
- Consequences are used rather than punishments (see previous appendix)
- Communication is authoritative and nurturing
- Ensure emphasis is placed on attuned de-escalation practice
- Overall, staff have a good familiarity with the nurture principles, and how to apply them (via extended nurturing principles)

An authoritative and nurturing teacher has:

- Established routines for children, e.g. how to gain attention, enter a class
- Is well prepared and has clear expectations of the lesson
- Gives clear instructions to the class group while moving towards students who are beginning to display distressed or unwanted behaviours
- Gives attention to individuals and small groups without having his/ her back to the rest of the class
- Scans the class frequently
- Has brief interactions with many students rather than lengthy ones with a few
- Changes the direction and pace of a lesson if students are becoming restless
- Prepares children and young people for transitions between activities, through a range of approaches
- Lets children know by their presence, eye contact or gesture that he/she is aware of any unwanted behaviour
- Pays minimal attention to minor disruptions, however, so as not to disrupt the flow of the lesson
- Informs children regularly how they are doing and gives positive feedback
- Keeps all children involved and active
- Encouraging demonstrations of engagement such as asking questions

(Roffey 2004)

Appendix 4 – De-escalation

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De-escalation is underpinned by a relationship-based approach. De-escalation techniques can go against our natural fight or flight reflexes. Remaining calm, professional and detached is not natural and is a skill that needs to be practised. Key considerations for de-escalation involve:

- An awareness of physical presence and body language
- Acknowledging emotions
- Modelling calm confidence
- Issuing directives
- Giving time and space

(Sue Roffey 2011)

Another useful resource is Dix (2017) Everything Changes When the Adults Change. Dix (2017), discusses a range of strategies including:

1.   **Avoid the power plays** – divert, avoid, redirect in a calm manner so that the situation does not escalate

2.   **Kill the celebrity culture** –try to avoid giving excessive attention to negative behaviours

3.   **Do everything you can to stop the churn** - Allow children time to build relationships with one adult

4.   **Be unshockable** – if you show alarm in your response it tells the children that you are anxious, cannot control your emotions, that you don't understand their lives.

5.   **Hide your anxiety and understand fear** – children pick up on nerves, lack of confidence and certainty.

6.   **Understand more about the amygdala response** – understanding the fight and flight response can help staff understand why certain events can trigger emotional responses that don't appear to make sense and thus change how an adult responds to this.

Further information on the above strategies can be found in Paul Dix, pg 143-151, Chapter 9, 'When the adults change, everything changes'.

When considering the use of such strategies, it is important to consider the needs of the individual and respond appropriately to the child's specific needs. Children who have experienced trauma may for example require time in rather than time out. Louise Bomber reminds us that troubled and vulnerable children 'need an adult nearby, who is emotionally regulated themselves (in other words in a calm, alert, stable state) in order for the adult to co-regulate the child's emotions.' (Bomber, 2017)

When working with children who have experienced trauma PACE provides a framework for adults' interaction:

- **Playfulness**
  Use fun and playfulness to engage pupils and develop relationships
- **Acceptance**
  Communicate acceptance of the child and take time and effort to get to know them as a person.
- **Curiosity**
  Be curious about a child and their behaviour and try and understand it rather than judging it.
- **Empathy**
  Being empathic helps children and young people build up trust and develop empathy themselves.

(Further information on PACE can be found in Bomber and Hughes 2017)

Friendly   Respected   Encouraging   Approachable   Honest

Appendix 5 - Emotion Coaching

Emotion coaching is a research based framework, which originated from John Gottman (1997) as a parenting strategy, to help support and value a child or young person's range of emotions.

> "Emotion coaching is helping children, and young people to understand the different emotions they experience, why they occur, and how to handle them"
> (John Gottman, 1997)

Emotion coaching is compatible with attachment and nurturing approaches as well as having a neuroscientific basis to de-escalation and regulation (Siegel, 2011). The Emotion Coaching framework consists of a five step approach to support adults in responding to a child's feelings. Research shows that an emotion coaching approach in schools results in:

- A significant decrease in school internal and external exclusions.
- Children/young people being able to engage more effectively in learning.
- Increased emotional resilience.
- Better physical health, fewer infectious illnesses.
- Better grades.
- Better peer interaction.
- Reduced emotional and behavioural challenges for children of all ages.
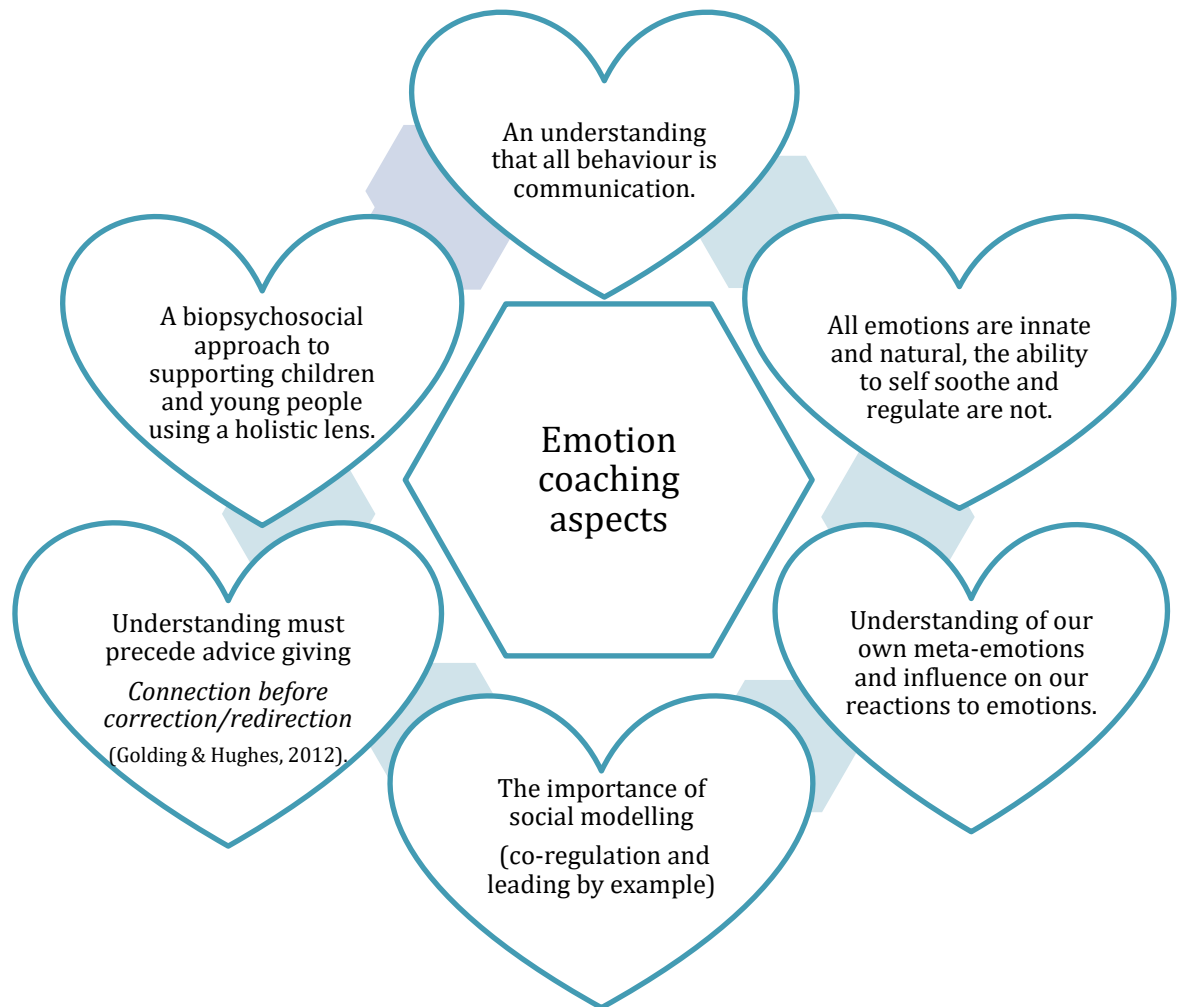- Overall more emotional stability.

(Gottman, 1997; Gus, Rose, and Gilbert, 2015)

> "Children who engage in challenging behaviours are seeking opportunity, from prospective caregivers, to have their emotional dysregulation soothed through this behavioural communication"
> (Avramidis and Norwich, 2002).

> "Much of today's popular advice ignores the world of emotions. Instead, it relies on child-rearing theories that address the children's behaviour, but disregard the feelings that underlie that behaviour"
> (Gottman, 1997)

Emotion coaching can support children and young people to learn about emotions in healthier ways and as a result, children and young people tend to do better in school, establish stronger friendships, and develop their emotional literacy.

Professional learning in emotion coaching can be requested through psychological services and includes follow up whole school coaching sessions. The emotion coaching training explores key aspects, which are at the heart of the approach (see below).

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Emotion coaching values

An understanding that all behaviour is communication.

A biopsychosocial approach to supporting children and young people using a holistic lens.

All emotions are innate and natural, the ability to self soothe and regulate are not.

Emotion coaching aspects

Understanding must precede advice giving

Connection before correction/redirection

(Golding & Hughes, 2012).

Understanding of our own meta-emotions and influence on our reactions to emotions.

The importance of social modelling

(co-regulation and leading by example)

What Emotion Coaching means in practice

1. Describe: Be aware of the child's emotions and recognise emotion as an opportunity for connection.
2. Name: Help the child verbally label emotions.
3. Acknowledge: Communicate empathy and understanding.
4. Limit: Set limits and problem solve together.
5. Redirect/regulate: Support what next for the child or young person.

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