



**West Jesmond Primary School**  
**Positive Behaviour and Relationships Policy**  
**(Supporting Our WJPS Character & Personal Development Curriculum)**  
**Also see WJPS Anti-Bullying Policy**

| Record of latest Review |  |         |   |
|-------------------------|--|---------|---|
| Author                  | Revision Date  | Version | Status  |
| West Jesmond Primary    | 12/1/2012  | 1.0     | Agreed by governing Body                                    |
| WJPS                    | 1/9/2023   | 5       | Reviewed by Headteacher and shared with staff and governors |
| WJPS                    | 11/9/24  | 5.1     | Reviewed by Deputy Head                                     |
| WJPW                    | 9/9/25 <b>Addition of PACE</b><br><b>Removal of ARCH</b> | 5.1     | Reviewed by Head:<br>Shared with governors October 2025     |

### Developing Positive Behaviours

At West Jesmond Primary School, we consider good relationships to be at the heart of everything we do. We aim to provide a safe and positive environment in which to learn that allows our children to thrive in every area of school life. Teaching, modelling, supporting and nurturing positive relationships and behaviours are at the heart of our school's **Personal Development Curriculum**.

### Aims of the policy:

- To support the whole school community in maintaining high standards of behaviour and to follow a consistent approach throughout the school.
- To teach and support all children to make good choices and equip them with the skills and strategies to self-regulate.
- To create a caring culture of discussion, thought and reflection that supports kind and respectful relationships between all of our West Jesmond Family.
- To maintain a safe, calm, purposeful and happy atmosphere within the school.
- To value parental co-operation and involvement in ensuring positive behaviour in and out of school.
- To exemplify appropriate behaviour through role modelling and setting of high expectations.
- To take all reasonable steps to ensure that the individual needs of any child are considered in the application of this policy.
- To value each individual child and celebrate their achievements and uniqueness.

### What do our children say?

Being kind to each other is the most important behaviour in our school.

When we behave well towards each other our school is a happy school!

We make sure that no one feels left out when we play games.

We are proud when we try hard and do well with our work.

## A Whole School Approach to Teaching Positive Behaviours

All school staff have an equal responsibility for the welfare and discipline of children in school. Staff have agreed the school aims and strategies to encourage good behaviour and to discourage inappropriate behaviour and bullying. Our curriculum (including PSHE), assemblies and many activities in school help to teach our children about their own feelings, reactions and behaviours and to understand and empathise with those of others.

## Governors

School governors have agreed to the school policy with regard to behaviour and discipline and support the school staff in its implementation.

## The West Jesmond Way

Our whole school values are summarised in the 'West Jesmond Way':

The West Jesmond Way sets out those key characteristics and behaviours we expect from all of our West Jesmond community. It describes the school we all want to be a part of and the vision we have for how we want our children to be. It recognises that we are a school of no outsiders that welcomes in the greatest diversity of backgrounds and ideas and ensures we come together in our happy and inclusive West Jesmond Family. The Way is displayed in every classroom, in our halls and communal areas and on the playground. We talk with our children about our expectations and support them in the development of these five key features. Parents are encouraged to help at home by talking to children about the West Jesmond Way and to celebrate examples of when they have shown these behaviours in and out of school.



## Positive reinforcement and relationships

A positive environment built upon excellent relationships underpins our approach. We develop our relationships every day through our interactions including:

Enthusiasm for pupils' learning

A 'thank you' Honest, specific feedback

Showing we know and care for every child

Sharing children's success with peers

Positive comments specifically relating to effort or behaviour

Comments to parents

Acknowledgement of appropriate behaviour

A smile

Thumbs up

Listening

## Promoting Outstanding Behaviour For Learning

The key to good behaviour in the classroom is teaching and learning that is engaging and challenging at the appropriate level for all. It should motivate children, set clear expectations and offer the appropriate support to make those expectations attainable.

This is underpinned by consistent and well-managed classrooms, systems and procedures that make explicit what is expected and set children up to succeed rather than fail. We talk with our children about what makes a great learner. We want them to understand that on many occasions it is the mistakes we make and the resilience and effort we show that helps us to progress. We want children to understand that we all find things difficult at times, but it is when we push ourselves to work through these challenges that some of the most exciting learning happens.

## Rewards To Promote Positive Behaviour

Our whole school Dojo reward scheme focuses on promoting behaviours across school. **All members of staff can award Dojo Points to acknowledge positive behaviour.** After a child has received 100 or 250 dojos they visit the Head Teacher or Deputy Head Teacher to receive recognition for consistent behaviour and attitude to work. A special **500 Dojo award** is given to recognise exceptional acts that reflect the West Jesmond Way in and out of school.

## The Fantastic Five:

Within class, Dojo points are used for encouraging learning behaviours that will benefit children during their time in school and beyond, as life-long learners. Dojo Points are awarded when children display one or more of the 'Fantastic Five': five qualities of an effective learner. Each of the 'five' has an associated Dojo character to act as a visual prompt for children. The 'Fantastic Five' may also be included in 'success criteria' for different lessons, where the class teacher feels it is appropriate.



Staff may also wish to individually reward and celebrate outstanding effort, work and behaviour and showing behaviours that follow our **West Jesmond Way**. The following bullet points give examples of rewards a member of staff may wish to use, in addition to the 'Fantastic Five':

- Direct verbal praise to the child and recognition of their effort including for behaving in the West Jesmond Way.
- Written comments in work books and a note made in Home School Reading Records
- The use of stickers to reward specific behaviour or success in a task which can be attached to work or worn by the child
- Certificates which can be sent home to alert and communicate to parents the child's success
- Sharing of good work with the Assistant Head Teachers, Deputy Teacher and Head Teacher
- Recognition in the weekly newsletter.

All of the above can be celebrated by allocating additional Dojo Points. It is crucial that strategies used in individual classrooms are communicated by the class teacher to the linked member of the PPA team, so that there is maximum continuity for pupils during the school week. Regular communication in PPA sessions by Year group teachers will help to ensure a high degree of consistency across parallel classes.

### **How we help Every Child to Develop the very highest levels of behaviour:**

As well as our positive affirmation approach we also recognise the need to talk with our children about behaviour and to explore why some children need additional support.

Staff at West Jesmond have high expectations of all children. At the beginning of each school year class teachers and the children create a set of **Class Expectations** reflecting whole school values. Class Expectations and routines are revisited and reviewed as a part of normal classroom routines and teaching staff regularly refer to them when addressing behaviour concerns.

**We talk about and describe the behaviours children may show, but we never label the child with that behaviour. We understand there are many factors that can affect behaviours at different times. It is our job to know every child and to work hard to understand these behaviours and to give our children strategies, where necessary, to change them and to recognise and manage their emotions and behaviours.**

### **PACE Playfulness, Acceptance, Curiosity, Empathy A trauma-informed approach to supporting children and young people**

We use PACE approaches to help develop our relationships with our children. See appendix 1

### **Strategies for Responding to low-level disruption:**

Low-level disruption, at any point during a lesson, can have a detrimental impact on learning for individuals or the whole class group. As a result, members of staff will move quickly to address any 'low level disruption' or 'off task behaviour'. The following are examples of how staff may address and challenge 'low level disruption' or 'off task behaviours':

- Proximity praise (praising a child nearby who is behaving appropriately, verbally or by using Dojo Points as an incentive)
- Tactical ignoring
- Waiting and scanning
- Pause in talk
- Avoiding disturbing others or drawing attention to a child by moving towards the child or group while talking, using non-threatening body language
- Restatement of request followed by repetition of class rule
- Use of individual's name within sentence, to remind them of the behaviour you want to see
- Repetition using 'name...pause...direction'
- The use of privately understood signals
- The use of a signal, familiar to the whole class or group
- Quietly and calmly reminding the child of the consequences, if they continue to show inappropriate behaviour, and the opportunity they have to make a different choice
- 'When...then...' instructions

- The use of humour (but never sarcasm) to defuse or deflect challenges.

### Responding to repeated disruption:

Should low level disruption persist or be repeated, during the course of a lesson, the following strategies may be used by staff:

- Speaking quietly, calmly and assertively (use thank you rather than please to demonstrate an expectation of compliance with a request)
- Refocusing on the task, asking if the child needs any help
- Continuing to use the language of choice-being clear with the children that they are able to make choices in managing their behaviour
- Giving a face-saving choice when possible
- Allowing take-up time – moving away in the expectation that the child will do as expected
- Describing the behaviour, not the child as the problem
- Using 'I' messages, not 'you' messages
- Removing the child, where possible, from being the centre of attention
- Giving the child time to calm down, before following up the incident with discussion
- Staff discussing the child's difficulties with year group colleagues.

### Playtimes and Dinnertimes:

Staff on duty at playtimes and dinnertimes are expected to ensure the very highest standards of behaviour. A member of the SLT is on duty every day to support and promote positive behaviours.

Repeated examples of inappropriate behaviour or examples of offensive/violent behaviours should be referred to our Dinner time Lead who will make the decision when it is appropriate to refer it to the member of the SLT on duty. The classteacher should always be informed at the end of break if a child in their class has hurt another or is showing repeated behaviours that need to be addressed.

### Restorative Actions:

Where appropriate, staff will impose a sanction, as a consequence, to deter future poor behaviour. At all times we focus on making choices and improving behaviours. We are a learning school. When imposing a sanction staff should ensure:

- Relationships are maintained – making it clear that a sanction is to support the alteration of behaviour, rather than punishment.
- Behaviour expectations are reviewed and revisited with the child.
- The child is supported to reflect on the choices they have made.
- The child has clarity about the specific rules that are being broken; the impact of this and the consequence.

Wherever possible, consequences should occur immediately after the 'incident' and reinforce the desired behaviours. Whilst staff aim to be consistent, fair and transparent when implementing these sanctions, they also look at each incident carefully and respond to children as individuals; aware of their history within the school and the specific context in which each set of behaviours occurs.

The following are examples of possible sanctions:

- If a child is thoughtless, or careless with school property, or property belonging to a pupil, they may be asked to spend some of their time tidying or reorganising the items
- If a child damages school property, or property belonging to another pupil, parents may be asked to support the school, by making a contribution towards the cost of the damaged item - if damage to school property is sufficiently serious, a formal letter warning pupils about their future conduct, may be sent home to parents at the Headteacher's discretion.
- If a child hurts someone, they may be asked to write a letter of apology in their own time and give a verbal apology.
- If a child breaks playground rules they will have 'time out' from playtime and will walk with an adult on duty or remain under supervision inside the school building.
- If a child is repeatedly wasting learning time, they may be asked to make up that time at playtime or lunchtime, under the supervision of the teacher in question.

- A child may be asked to complete some work in another classroom or under supervision. (No child should ever be sent to sit or stand outside a classroom unattended).
- We judge playtimes as an important part of the school curriculum and learning environment. Keeping a child in should be an infrequent and time limited event with a clearly explained purpose. This sanction should very rarely be used with Reception and Key Stage 1 children.

### **Responding to continued inappropriate behaviour in or out of class, violence, offensive language, major disruption to lessons.**

#### **Assistant Heads:**

- A member of the SLT should be called for/informed.
- The member of the SLT removes the child from the situation and explore the causes of behaviours and set appropriate consequences.
- Behaviours are logged on CPOMS and where appropriate the parent/carer is contacted
- The member of the SLT follows up with the child and member of staff over the period of time to ensure the behaviours improve.
- Where bullying, violence or discriminatory/offensive behaviours occur the Deputy Head and Headteacher will be informed.

#### **Key Stage Leaders:**

Key Stage Leaders take a lead in their Key Stage in identifying children who need support to improve behaviours and in supporting the child and staff. Key Stage Leaders discuss names, actions and impact at fortnightly meetings with HT and DHT.

#### **HeadTeacher:**

The Headteacher has overall responsibility for promoting relationships across school. The Headteacher collects data on incidents occurring in school and meets with members of the Inclusion/Behaviour Team and SLT to discuss actions to be taken and their impact in supporting children to maintain positive relationships. The Headteacher reports each half term to the Governor Inclusion Committee.

### **Application to vulnerable pupils (including those with SEN): Making Reasonable Adjustments**

We have high expectations for every child in our school. However, we recognise that to be truly inclusive, reasonable adjustments need to be made in the application of this policy to some vulnerable pupils including those who are disabled, children with SEN, including social and emotional or behavioural issues, and children at risk. This may include specific training and support for staff, strategy meeting and, as appropriate, personalised behaviour and reward goals to support their progress. Additional support such as counselling, social groups or mentoring may also be provided. Children at risk or vulnerable children will be identified through our provision map and on our SEN register. Our SENCO will ensure good links with home and act as a reference point for staff.

We know that there are many reasons why certain behaviours can take place and we always aim to support children in helping them to behave in a positive way. Where there is a continued concern about a child's behaviour or wellbeing, following internal monitoring, the school will contact parents or carers to discuss this.

### **Individual behaviour Support**

Some children will need additional support and teaching to enable them to develop positive behaviours and relationships.

- The School inclusion Lead/SENCO will be asked to carry out observations of the child in class/on the playground, to identify possible causes for inappropriate behaviour
- Where needed specialist support will be sought such as Educational Psychologist support or individual strategies, such as Social Groups deployed.
- If appropriate, an Individual Behaviour Plan (IBP) with the child and their parents stating clear short term targets, which will be revised daily with the child, and weekly with the parents
- The time scale for implementation should be limited (approximately 2-3 weeks)

- Staff will reflect, with a member of the SLT, on child's progress with IBP targets and effectiveness of additional / amended provision or support.

If the IBP has been in place for the agreed timescale and the inappropriate behaviours continue, resulting in the continued disruption of lessons or break times, inhibiting the learning or play of the other children in the class, the child may be removed from class, with the agreement of the Head Teacher, Deputy Headteacher or one of the Assistant Head Teachers, for a set period. Following a child's removal from class, parents will be informed at the end of the day, by telephone or meeting after school, and a plan will be agreed for the following day. A record of these events will be recorded on CPOMS.

#### **Recording behaviour on CPOMS (online monitoring system):**

When documenting on CPOMS the Senior Leadership Team need to be alerted to all instances relating to behaviour. This will ensure a clear and accurate picture is gathered about behaviour across school and to ensure consistency in the ways in which issues with behaviour are addressed.

Incidents recorded on CPOMS need to be concise, objective and factual. Staff are encouraged to write incidents in clear bullet points using the format of incident, actions and outcomes. This format will ensure all actions are followed up and the outcomes of discussions which take place are also recorded.

#### **Dealing with violent or offensive behaviour:**

If a child is violent or offensive (homophobic, racist or discriminatory language/behaviour) towards another child or a member of staff, the Head Teacher, Deputy Head or one of the Assistant Head Teachers will remove the child from the classroom or the situation. This 'internal exclusion' will give the child time to calm down and reflect on his/her behaviour. Furthermore, appropriate actions will be discussed and apologies made to the injured parties.

West Jesmond Primary school acknowledges that, in exceptional circumstances, staff may be required to physically intervene to remove a child from a situation, prevent pupils from threatening the safety of others, putting themselves at risk or causing damage to property. Staff will do this in accordance with the guidelines set out in the West Jesmond Primary School Care and Control of Pupils Policy.

If a child continues to be violent towards his/her peers or a member of staff, a meeting will be held with parents, the class teacher and a senior member of staff in order to agree on an action plan to support the child, involving agencies such as:

- School Nurse
- Parent Support Officer
- Behaviour Support Services
- Educational Psychologist
- Community Paediatrician
- Social Services
- Children and Young People's Service (CYPS)

A record of the events will be documented on CPOMS. As well as recording the incident, parents will be informed, either via telephone or when the child is collected at the end of the school day. If necessary a further meeting will be arranged between parents, the class teacher and the senior member of staff. The outcome of this meeting should be a clear plan of action to support the child to improve their behaviour in school.

#### **External Exclusion:**

A decision to exclude a child permanently is a decision which school takes extremely seriously. It will be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child's behaviour and it will be used only as an absolute last resort.

A decision to exclude a pupil for a fixed period will be taken only in response to serious breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate.



Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for a pupil to reintegrate into the school afterwards. The maximum number of days for a fixed term exclusion is 45.

For any fixed term exclusion, the school will:

- Inform the parent/carer of their responsibility to ensure that their child is not present in a public place in school hours during the first days of any exclusion.
- Provide full-time education (either off the school site or in a shared provision with other schools) from the sixth day of any fixed period exclusion.
- Inform the local authority immediately of any permanent exclusion of a child

## Appendix 1 PACE: (From FIFE Education)

# 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.

## 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 reponse

- "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.