

MOVING FROM BEHAVIOURAL TO RELATIONAL RESPONSES

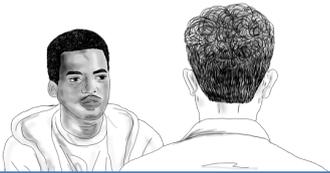
IN SCHOOL

Is it always the same students who receive sanctions, detentions and exclusions? Are the same pupils always in the 'sun' at the top of the behaviour chart and the same pupils always in the 'dark cloud'? What if we made the brave* decision to accept that often our behavioural approaches aren't working and in some cases, make it worse? What if we tried something different? What if we go to where the student is in their brain and body in that moment? What if we connect with the way the brain is sequenced and develops?



REGULATING THE BRAINSTEM

A regulated, safe adult checking in with a dysregulated student regularly through the day offers them co-regulation opportunities.



CREATE CONNECTION INSTEAD OF DISCONNECTION

Doing this every day may make a calmer classroom and at the very least offers a predictable daily quiet space/time



MEDITATE INSTEAD OF MEDIATE

Movement, sensory and play breaks for all (and one on one) are not just for younger students. Taking away break time may take away the movement the student needs to self-regulate



MOVEMENT, SENSORY AND PLAY BREAKS FOR ALL

RELATING WITH THE LIMBIC REGION

Imagine if you knew how a student was feeling at the start of the day, at lunch, at home time. Would you adapt your approach?



CONFIDENTIAL FEELINGS CHECK IN INSTEAD OF PUBLIC BEHAVIOUR CHARTS

Taking something away from our children intensifies loss. If their early lives were defined by loss the language you use needs to be respectful of this experience. Give them more of yourself, their behaviour is telling you they need it.



GIVING BACK INSTEAD OF TAKING AWAY

"What can I do to help you through the day?"



ASK INSTEAD OF ASSUME

If you looked in the mirror would you feel safe & relaxed with your reflection? All these non-verbal approaches are just as important as the language you use



tone, volume and body language

Curiosity & care, rather than judgement & punishment. Offering curiosity and compassion EVERY TIME something goes wrong creates a different path for the child to eventually take



tone, volume and body language

REASONING WITH THE CORTICAL REGION

What if we waited? What if we asked "How can this be repaired either today or the next day when we are all calmer?"



REPAIR INSTEAD OF REPROACH

Moving into the present and not holding on to what has passed. Holding a child in the past forces them to stay stuck in their behaviour and offers them no opportunity to step forward. Expecting that they will behave in a certain way will make it more likely that they will behave as you are predicting



A FLUID PRESENT INSTEAD OF STUCK PAST

Do you and your students know what their survival behaviours look like? Do you and your students know what helps to regulate their survival urges?



PROACTIVE INSTEAD OF REACTIVE

Important note: A student who has experienced multiple behavioural responses may take time to accept an attuned relational response as trustworthy. Multiple experiences of the new relational responses might be needed before the student is able to accept it as authentic.

*Moving from behavioural to relational is tough. It takes personal commitment, openness and can increase your own sense of vulnerability. By taking a relational approach, we are stepping into the risk that we ask our students to take – the risk of being hurt; and the risk of trusting and being trusted.