



International School

# **Behaviour and Relationship Guidelines**

**Can we be Ready, Safe and  
Respectful?**

## Introduction

At Park Lane International school we are very clear that everyone has the right to feel safe, feel special and have their needs met. We want to create a caring and supportive culture in which all members of the Park Lane Community feel **ready, respected** and **safe**.

These guidelines outline the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Park Lane. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the school community.

## At Park Lane we aim to:

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

## Our aims, we believe, are achieved when:

- ❖ We create a positive school culture and climate which is consistent, safe and caring that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers.
- ❖ We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.
- ❖ Staff understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support to self-regulate pupils can be helped to behave in more appropriate ways. Relationships are key and there is "connection before correction".
- ❖ Pupils are provided with excellent role models each and every day at school.
- ❖ Staff use PACE (Playfulness, Acceptance, Curiosity, Empathy) and attachment-friendly restorative approaches in their interactions with pupils taking a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability.
- ❖ Staff have high expectations and maintain boundaries at all times to ensure pupil needs for consistency, predictability and security are met. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

At Park Lane we have **3 simple expectations:**

<b>Ready</b>	<b>Respectful</b>	<b>Safe</b>
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## Ready

- Children are physically and mentally prepared for lessons, both organisationally and ensuring children are equipped and in a position to demonstrate effective learning behaviours. This is enabled by children being nurtured in a safe and secure environment.
- Staff support children in being ready through delivering clear and concise instructions, allowing children time to explore and develop the skills for effective learning behaviours.

## Respectful

- Children model respectful behaviour by using calm voices when communicating with children and adults. It is expected that children use manners and that the language and behaviours displayed are polite and courteous.
- Staff deliver consistent respect to all children no matter what the circumstance and act as consistent models of emotional control.
- Staff use and demonstrate consistent and respectful language, tone of voice and responses to children and this is reflected in all conversations with children about behaviour.

## Safe

- Children understand that boundaries are put in place and instructions given to keep children safe. School provides a safe space where children are not at risk of physical or emotional harm. Children use words or signs to help them express and regulate their emotions and are taught strategies to enable them to control their actions when feeling particularly strong emotions to ensure all children and staff are safe and prevented from being hurt.
- Staff invest time in building trusting relationships with children to develop a culture and climate across the school where children feel security. Staff act to support children in regulating their emotions when necessary and teach and model strategies to help with this.

<b>Park Lane's Values - 5 R's</b> <i>(Preparing the young people of today for the unknown occupations of tomorrow)</i>				
<b>Responsible</b>	<b>Respectful</b>	<b>Resourceful</b>	<b>Resilient</b>	<b>Risk-taker</b>

Children learn best for being surrounded by good role models. We know that 'children can't be what they can't see,' therefore all adults at school speak respectfully to each other, to children about children. We walk in the school building, listen to children when they talk to us and take time to teach children positive ways to behave, always linking this to our rules/expectations. We model to the children, often through talk, how we are feeling, how it is ok to have a wide range of feelings, and we show by example how being honest and talking through our experiences is a positive strategy.

When children display the school rules/expectations or our values they are noticed for doing so and staff respond using the following **relationship sentence stems**:

**Thank you for...** showing kindness to Tom and helping when he needed a friend.

**I noticed...** Emma showing respect by looking this way with her lips closed when I asked children to stop and listen.

**Fantastic effort for...** showing resilience with that tricky part of your learning when it would have been easier to give up.

**I'm pleased you were...** honest about hurting Ben and then apologised for making the wrong choice.

**I liked the way...** you put up your hand when you were ready to speak.

**Very well done...** you demonstrate responsible behaviour by completing your homework each week.

## Supporting and Encouraging Positive Relationships and Behaviour

By being aware of every child's individual needs, whether academic or social/emotional, staff provide the necessary support to ensure that children are supported in overcoming their barriers to success. Park Lane is an inclusive school and as such, everyone in our community must work together to ensure that we meet the needs of all our learners. Often relationships struggle where activities and learning do not meet the needs of learners or when they don't match their current skillset (resulting in unmet expectations and, quite often, challenging behaviours). Some children have particular challenges through the complexity of their needs; learning, emotional, behavioural or attendance. Through acknowledging these needs, proactively planning for them and responsively adapting provision we facilitate a better relationship.

We positively encourage a culture where all children and young people feel included, listened to, respected, safe and secure. Furthermore, children's efforts, attitude, achievements and contributions are valued and celebrated. In order to create this environment for effective learning and teaching, there is a shared understanding of well-being, underpinned by children's rights and a focus on positive relationships across the whole school community.

### **How do we follow a relational approach when responding to behaviour?**

At all times we greet every child with a smile and use positive body language to reassure children that we are happy to see them and that they are valued. All our lessons are prepared in advance, and adapted responsively as needed, so that children can engage in learning quickly and successfully. We use a calm, positive and professional manner at all times so that we can role model expected behaviour. We use relevant consequences which teach positive behaviour. We know that sanctions are a poor motivator and do not change behaviour in the long term and that children need to be taught how to change their behaviour with relevant consequences. We use 'logical consequences' - only imposing a consequence that's related to the behaviour we want to discourage. For example:

- Being silly and spills her drink, she must wipe it up.
- Not completing work – has to complete it at break time/at home
- Fighting over a toy - the toy is put away for 10 minutes
- Messing around in the toilets – has to be escorted
- Messing in the line - has to walk at front of the line

We do not use shame based approaches as we recognise that this can negatively affect children's self-esteem and relationships, which can in turn increase poor behaviours. We always ensure that consequences teach better behaviour rather than punish it, preserve the dignity of all the parties and are applied in a fair and consistent way.

This means that any relevant consequences are proportional to the nature and seriousness of the behaviour, take account of the cultural background of the child and are sensitive to the particular circumstances of vulnerable individuals.

Consequences are used as an opportunity to teach a child a skill they may need to develop further, for example if a child is shouting out during lessons do they need additional support to take turns, focus or self-regulate and how can this be facilitated by the teacher. Where possible consequences are also relational, so will involve a trusted adult (and where appropriate other children) to help the child learn and develop. We also take into account that a child's developmental stage may not be in line with their chronological age, for a number of reasons, and ensure that any consequences are developmentally appropriate for the individual child and their needs.

We are consistent in our rules/expectations and routines so that all children fully understand all behavioural boundaries and expectations. We remind children of these routines and boundaries throughout the day and at the beginning of a new half term, ensuring the children's knowledge of them is reinforced. We reward and praise often and acknowledge effort as well as achievement, as we appreciate that all children progress and learn at different ability levels. We always keep parents and carers fully informed of children's progress, recognising that parents/carers are children's first educators and have a vital role to play in child development and success.

### **Consistency of approach**

In implementing these Relationship and Behaviour guidelines, Park Lane acknowledges the need for consistency.

- Consistent **language** and consistent **response**: simple and clear expectations reflected in

all conversations about behaviour

- Consistent **follow up**: ensuring 'certainty' at the classroom and senior management level. Teachers handling behaviour challenges directly, allowing for more immediate and tailored responses. Rather than delegating seeking support when needed.
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating
- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent **expectations**: referencing and promoting appropriate behaviour
- Consistent **respect from the adults**: even in the face of disrespectful learners
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently **reinforced rituals and routines** for behaviour around the site: in classrooms, around the school site

## Growth

At Park Lane we promote our value of growth by providing a diverse range of learning opportunities and developing the skills and knowledge of all learners, whilst also tending to their social, emotional (rather than behavioural) and developmental needs. It is these opportunities that enhance capacity for lifelong learning; emotional, social and academic.

We have ambitious and high expectations for all our learners and value growth through learning from mistakes. This means that all children are supported and encouraged to take appropriate risks in their learning, think creatively and problem solve. All children are provided with well-planned challenges that are appropriate to their developmental stage and takes account of their prior learning, knowledge and experience. We provide all children with opportunities to experience success, in a range of areas, through appropriate support and challenge.

We help children to learn by having a timetable which is clear and consistent and shared with all staff and children. This enables children to feel secure and less anxious about what is coming next. We use a multi- sensory approach to help children access learning, including visuals and 'hands on' experiential learning, in order to cater for each child's individual learning needs. By using simple, easy to understand language, including gestures and visuals, we aim to ensure that children understand what is being asked of them. This is particularly important at Park Lane as we recognise that a large percentage of our children speak English as an additional language.

In order to ensure that all children are able to grow and learn, we follow a topic- based curriculum, this includes Hook Days to ensure that learning is fun and engaging and provides meaningful experiences. This means we have a curriculum which children are excited about and want to come to school for. Stay and Share sessions and Pupil-Led conferences develop a sense of pride in hard work as learning is celebrated, valued and shared in creative and meaningful ways.

We understand the importance of the learning environment as an aid to learning and so ensure classrooms are tidy, organised and free of clutter, so children can easily access all learning resources independently and children with sensory needs are not overwhelmed or distracted. We regularly update Working Walls/Learning Walls which help children to consolidate learning.

We celebrate children's achievements regularly and enthusiastically in a variety of ways. We make sure that praise is specific, meaningful and acknowledges effort and attitude alongside progress made – valuing the process of learning alongside outcomes achieved.

We recognise the importance and positive impact of pupil voice, pupil leadership and pupil's taking responsibility for wider areas of school life. For example, through School Council, Playground Buddies, House Captains, having designated 'jobs' within the classroom such as helping with giving out books or collecting in resources.

Most importantly, we use adaptive and responsive teaching to ensure that we know what children have learnt and any areas that they still need to develop. This enables us to assess where children are and build on their knowledge. We foster a love of learning and an enthusiasm to be the best they can be.

## Inclusion

We recognise that all behaviour is communication and that what can sometimes appear as a poor behaviour choice can often be a symptom of something far more complex and distressing to the child. We seek to understand and support the communication that is hidden beneath the behaviour. We adapt our teaching approaches to ensure that we help the child to meet their needs in a more positive way. We use specific strategies to support children with neurological or developmental conditions which may affect their ability to follow school rules/expectations.

All staff engage authentically in the restorative justice approach to deal with disagreements including any instances of bullying or discrimination, as this teaches children the impact their behaviour has on others. We use the restorative justice approach, so the child's experience of this allows them to develop their own skill to solve future disagreements. We ensure that this is used consistently and use a collaborative, multi-agency approach across the school.

### **Recognition and rewards - Promoting positive behaviour**

We recognise and reward learners who go 'over and above' our standards. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is key to developing positive relationships, including those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is 'over and above'. This may take the form of a ClassDojo message, a positive note home, a phone call or a face-to-face chat. Children who demonstrate the 5R's will be acknowledged with Class Dojo points. Other rewards and recognition of achievement include stickers, certificates.

### **Praise and positive reinforcement - 'catching children getting it right'**

- Positive praise - 'catching the children getting it right', for following our rules/expectations and showing our values.
- Positive facial expressions
- Thumbs up
- Displays recognising the effort children have put into learning
- Personalised strategies to prevent predictable behaviour
- Special mentions in the school newsletter
- Phone call home/dojo message/chat in the playground
- See another member of staff/class
- Personalised compliments
- VP/HoP/DHoP Praise Pad certificates and stickers for above and beyond work samples

### **Celebration Assembly**

Celebration assemblies take place on a Friday, where children from each class will be chosen for Star of the Week certificates related to our 5R's and PE. Shout out's/special mentions are also shared, celebrating the efforts and achievements of the children.

### **Positive Recognition Boards**

*"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does." Paul Dix*

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on. Examples could include 'One voice,' for classes who constantly talk over each other, 'speak politely' to emphasise manners or 'hands and feet to yourself', for those who give them to others too freely. The focus can also relate to the Park Lane 5R's or learning behaviours 'accurate peer feedback', 'persuasive language' or 'show working'.

When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort.

### **Nine ways to sharpen use of recognition boards – Paul Dix**

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not "simply something they can already do well."
2. Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.
3. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct.
4. Learners can nominate others to be put on the board. Try stopping an activity after 15mins and ask them to write up 2 names of others who have been consistently demonstrating the desired behaviour.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Refresh regularly; daily or weekly depending on age of children and context in which you are working.
7. Pupils are recognised for effort not achievement.
8. When everyone's name is on the board - Class Dojo/House points awarded to whole class.
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

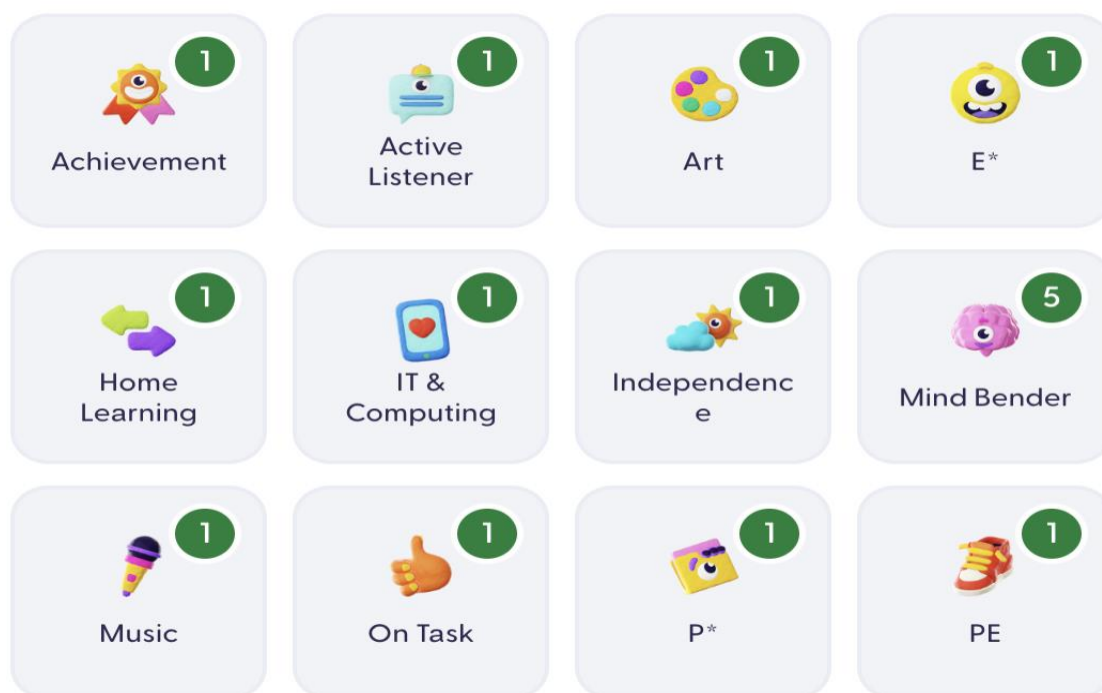
## Wonderful Work Whole School Display

Positive behaviour is reinforced through our 'Wonderful Work' displays. The boards have examples of when children have shown extra effort in lessons or out of school. They are updated weekly and all children appear on the display during the school year. At Park Lane we believe in 'catching the children doing something good'.

## House Dojo points

Children across all year groups are divided into 4 Houses: Air, Earth, Fire and Water. Each house is represented by their house captains (two elected Y5's). The house captains are responsible for leading their house in competitions and events, and representing the school community. House t-shirts are worn by the children during house events and competitions. Houses are essential as they create community spirit and give the children an opportunity to contribute to something bigger that involves children from all year groups. Siblings are placed in the same house.

The children earn Class Dojo points in a variety of ways, often linked to our 5R's. All staff throughout school will be able to award points to any child, not just their class teachers. The points are recorded on a child's profile, linked to the house they are in. The children also participate and compete in house competitions and events for points. Each Friday during the Celebration Assembly the house with the most dojo points is announced and at the end of each term the House with the most points receives the House trophy. Our weekly school newsletter also includes the number of points for each house.





### **How we support children displaying low level behaviours**

Our approach in dealing with children who are displaying low level behaviours will depend on the individual needs of the child and the specific context of each incident. When dealing with any behaviours we take into account our knowledge of the child and what their behaviour may be telling us. We also seek to identify any patterns, trends or triggers in relation to a child's behaviour and take positive action in response to these. We are proactive in anticipating potential challenges for a child and take steps to prevent an issue from arising.

We recognise that low level behaviours are often an avoidant technique, and so to reduce this we may;

- Employ the PACE (Playfulness, Acceptance, Curiosity, Empathy) approach and use 'Connection before Correction'
- Ensure that the child is able to access the work independently and there is an appropriate level of challenge/support
- Use distraction/humour to re-engage the child back into their learning
- Re-position the child to help re-focus if needed
- Give the child a sensory break if needed – e.g. send them on an errand, ask them to do a job
- Celebrate children making positive choices so that children can recognise and continue to make the right choices in future
- Use non-verbal gestures/visuals to re-engage the child without disrupting the rest of the class
- Use clear, concise instructions – not engaging in discussion which enables the child to continue avoiding engagement.
- Standing tactically - when giving an instruction or explanation, physically stand or move around the class

### **How to support children displaying high level behaviours**



We recognise that high level behaviours may be due to external factors that are beyond our control such as safeguarding concerns in the home or neurological and developmental difficulties. As well as employing all of the above, and specific strategies as set out in the appendices, we may also;

- Ensure that we prepare children of any upcoming changes which may dysregulate their well-being, these may include changes to routines and timetables, school visitors, parties, celebration days etc.
- If children do become dysregulated, we use de-escalation and grounding techniques to allow time for children’s cortisol levels to reduce and re-balance.
- *Understand that some children are unable to self-regulate their own emotions and so we **first co-regulate** and then discreetly teach these children self-regulation techniques through daily classroom teaching and specific intervention.*
- Recognise and ensure that other children understand that specific interventions are not a ‘reward or treat’ for poor behaviour but a way to explicitly teach children how to make the right choices.
- Use de-escalation techniques at all times and remain calm when dealing with any incidents.
- Following an incident, staff will record the incident on MyConcern. Look for patterns and trends, so appropriate support can be put in place. Inform parents/carers at the earliest opportunity.
- Following a serious incident, staff will de-brief with a member of SLT to identify circumstances or triggers that precede and influence behaviour and any changes to provision needed.

## Managing Behaviour

Engagement with learning is always our primary aim at Park Lane. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Children are held responsible for their behaviour. **Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that children should be kept at steps 1 and 2 for as long as possible.**

Steps	Actions
1. Redirection/ Reminder	Gentle encouragement, a ‘nudge’ in the right direction.  A reminder of the <b>3 expectations - Ready, Respectful, Safe</b> Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder. PACE may be used here.
2. Caution	A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Children will be reminded of their good previous conduct to prove that they can make good choices.  ‘stop think....make the right choice’ ‘think carefully about your next step’ PACE may be used here
3. Last Chance  (5 minutes after class for restorative time/10 minutes reflection time)	Speak to the child privately and give them a final opportunity to engage. <b>Use the 30 second scripted intervention</b> <ul style="list-style-type: none"> <li>• I have noticed that you are..... (having trouble getting started, wandering around etc) right now</li> <li>• At Park Lane, we (refer to school expectations - Ready, Respectful, Safe)</li> <li>• Because of that you need to....(refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• See me for 5 minutes after class/during break</li> <li>• Do you remember yesterday/last week when you... (refer to previous</li> </ul>

	<p>positive behaviour)?</p> <ul style="list-style-type: none"> <li>• That is who I need to see today...</li> <li>• Thank you for listening.</li> </ul> <p>If the warning is not heeded and the behaviour continues this must be recorded on MyConcern. At this point the child will be informed that they will have to miss time from the next lunch playtime in reflection time. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch playtime. PACE may be used here.</p>
4. Cool off	Cool Off might be a short time away from the classroom with another class/TP/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.

5. Repair Restorative Conversation	<p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul> <p><b>Imposition given if needed</b> (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)</p>
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### **Expectations on School Buses, School Visits and Out of School Activities**

Expectations for behaviour on school buses, school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out.

### **Procedures for Damage to Property**

Restorative approaches offer a positive solution where property has been damaged. This enables the young person to make amends for the damage in a positive way that encourages them to feel a sense of belonging to the school as a physical community that is there for their benefit. Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to complete a site task which enables the site person to fix the problem. This could be after school. If the damage to property persists the pupil will be expected to contribute towards the cost of the damage. When damage to property occurs, staff are to inform the business manager. After evaluation of the damage a decision will be made if a contribution will be requested in discussion with parents/carers. Decisions will be made on an individual basis.

### **Serious incidents**

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Using abusive/offensive language

- Physically striking adults.

## **Exclusions**

### **Fixed Term Suspension**

Park Lane believes that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

### **Permanent Exclusion**

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

### **Restorative Practice**

Park Lane uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way.

Restorative approaches are based on four key features:

RESPECT: for everyone by listening to other opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

The restorative questions are displayed in every classroom (Park Lane Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

## **Children with Social, Emotional and Mental Health Problems**

### **Structure and boundaries to help to create a safe harmonious community.**

Due to the differing needs of our pupils, they may not follow an instruction due to their differing levels of cognitive and emotional understanding of a situation, boundaries however are expected to be maintained and staff are expected to deal with them in a calm consistent manner, adopting the PACE approach.