

	Proactive Actions	Reactive Actions	Strengths in your current practice	Areas for further development
Repair	The message to the child or young person is that the relationship is stronger than the behavioural incident. Reaching out to the child or young person in a relational way i.e. initiating a PACEful interaction at an appropriate time after an incident.	Use of Mediation from Restorative Approaches to work with those affected to agree a way forward that meets everyone’s needs and repairs relationships. The adult takes the lead in repairing the relationship. Consequences, at their best, help the child to make amends and restore the relationship.		
Reflect	Use of regular, brief 1:1 catch ups/check ins. Listening first with gentle curiosity to understand. Use of metaphor (e.g. stories) to explore choices and consequences.	Use of the Collaborative Problem Solving Approach (Empathy Step, Define the Problem Step and Invitation Step) with the child or young person. Providing structure and boundaries for the child to be successful (correction with understanding of intention of the adult for everyone to be safe and to learn).		
Relate	Use of the PACE (Playfulness, Acceptance, Curiosity and Empathy) Approach to overcome blocked-trust. <i>‘Every interaction is an intervention.’</i>	Empathy/Listening step of Collaborative Problem Solving Approach. We all need a good listening to. ‘Time in’ with a trusted / key adult.		
Regulate	Building a trusting relationship to become a Key Adult for the young person (see relate section above). Extra focus on security, provisions, safe base, exit plan, preparation for change, structure, familiarity, predictability and child knowing he/she is being kept in mind. Regular, repetitive regulating experiences such as sensory breaks and breathing exercises (7:11) with a trusted adult (co-regulation) to learn to self-regulate.	Being a gentle, regulated and empathic presence to provide co-regulation. Agreed approach from risk assessment to de-escalate and safely manage dysregulated behaviour. Knowledge of the ‘assault cycle’ and planned approaches (both what and how) for each stage. LIFE (Listen, I statements, Forking and Everyone to win) and pACE (especially A&E and the non-verbal elements as an ‘Amygdala Whisperer’). Keeping ourselves in a regulated (open and engaged) state.		

