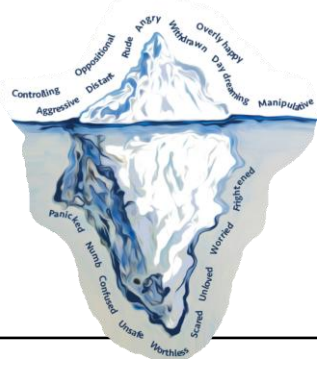


Presenting Behaviour	What behaviour may be communicating (underlying need)	Helpful Adult Response
<b>Difficulty completing tasks without constant checking-in</b>	Belief they must manage adults to stay safe → need for <i>clear adult leadership and boundaries</i>	Offer help quietly; phrase as choice (“I’m here if you want me”); check in gently without pressure
<b>Dismisses adults (“I don’t care”)</b>	Attempt to manage overwhelming internal states → need for <i>safe coping strategies and emotional support</i>	Respond with calm curiosity; avoid taking detachment personally
<b>Controlling or caretaking behaviour</b>	Worry that only one adult can meet their needs → need for <i>wider secure relationships</i>	Offer grounding tools; validate feelings; involve trauma-informed specialists
<b>Seeks help when needed</b>	Fear of rejection; learned that adults may not respond reliably → need for <i>safe, non-intrusive support</i>	Teach emotional vocabulary through modelling; provide predictable regulation strategies
<b>Over-dependence on one specific adult</b>	Low internal confidence and fear of “getting it wrong” → need for <i>scaffolded independence</i>	Reassure: “The adults are in charge of keeping everyone safe.”
<b>Avoids seeking help (even when struggling)</b>	Masking vulnerability; expecting rejection → need for <i>unconditional acceptance</i>	Break tasks into clear steps; check in at predictable intervals so they don’t have to ask
<b>Risk-taking or self-harming behaviours</b>	Bottling emotions until overwhelmed → need for <i>safe outlets for expression</i>	Praise help-seeking; scaffold independence while staying available
<b>Sudden outbursts after long periods of calm</b>	Confidence that support will be given → need for <i>safe autonomy with backup</i>	Introduce a small, consistent team; share roles; create a key-adult “handover” routine

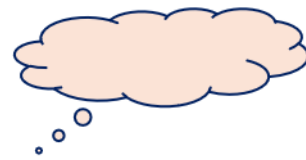


## Answers / matched set

Presenting Behaviour	What behaviour may be communicating (underlying need)	Helpful Adult Response
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<b>Sudden outbursts after long periods of calm</b>	Bottling emotions until overwhelmed → need for <i>safe outlets for expression</i>	Teach emotional vocabulary through modelling; provide predictable regulation strategies

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# Relational Practice



## Building Trust and Respect

- Consistent Routines: Establish and maintain consistent routines to create a sense of security.
- Fairness: Treat all students fairly and consistently, ensuring that rules and expectations are clear and applied equally.

## Providing Emotional Support

- Active Listening: Show genuine interest in students' thoughts and feelings by actively listening and responding empathetically.
- Safe Spaces: Create a classroom environment where students feel safe to share their ideas and emotions without fear of judgment.

## Encouraging Collaboration

- Group Work: Design activities that require students to work together, promoting teamwork and mutual support.
- Peer Teaching: Encourage students to teach and learn from each other, fostering a collaborative learning environment.

## Promoting Open Communication

- Regular Check-Ins: Have regular one-on-one or small group check-ins to discuss students' progress, concerns, and goals.
- Feedback: Provide constructive feedback that is specific, actionable, and supportive, helping students understand their strengths and areas for improvement.

## Fostering Empathy

- Perspective-Taking Activities: Use activities that encourage students to see things from others' perspectives, such as role-playing or discussing diverse viewpoints.
- Modelling Empathy: Demonstrate empathy in your interactions with students, showing understanding and compassion for their experiences.

## Creating a Sense of Belonging

- Inclusive Practices: Ensure that all students feel included and valued by celebrating diversity and promoting an inclusive classroom culture.
- Community Building: Organise activities that build a sense of community, such as class meetings, team-building exercises, and collaborative projects.

<b>Relational Practice</b>	What does this look like in our setting? What could we be doing more of / less of?
<b>Building Trust and Respect</b>	
<b>Providing Emotional Support</b>	
<b>Encouraging Collaboration</b>	
<b>Promoting Open Communication</b>	
<b>Fostering Empathy</b>	
<b>Creating a Sense of Belonging</b>	