



EDUCATION CONSULTANCY & TRAINING PROVIDER



Developing and embedding Relational and Restorative practices with educational settings.

www.irisconsultancy.co.uk

Contents

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the school community

(Scottish Government Guidance, 2013)

Who We Are	2
The Foundations of the Relational Approach	3
Iris Consultancy Framework	4
Whole School Graduated Response	5
Iris Consultancy Whole School Impact	6
<u>PACKAGES</u>	
Relational School Package	7
Internal Alternative Provision Development Package	8
Training Offers	9
Testimonials	10
Mission & Vision: Director's Story	12

Who we are

Based on the Relational and Restorative Approaches to teaching and learning, Iris Consultancy services influence the whole school ethos and systems as well as everyday teaching practice and targeted support.

We seek to strategically support schools to develop Relational Behaviour Policies where behaviour is seen as the communication of a need and which take into account current research and theory from the fields of attachment and trauma and on effective support for personal development.

Our support is in response to well documented concerns regarding young people's mental health and well-being and long standing national trends which show the disproportionate exclusion of children from vulnerable groups. Establishing and maintaining systems and practice in line with Relational Policy will involve whole school approaches and ongoing commitment.

Who we serve

**ALTERNATIVE
PROVISIONS**
Registered/
Unregistered

**INTERNAL
ALTERNATIVE
PROVISIONS**
Mainstream
Schools

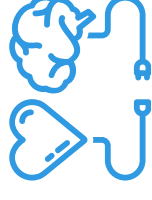
**PUPIL
REFERRAL UNITS**

The Foundations to the Relational Approach

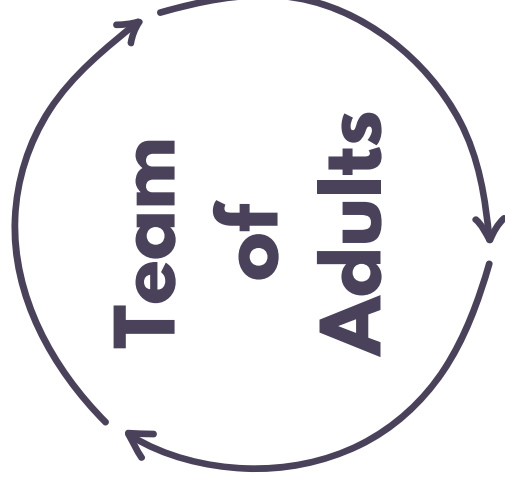
Building and supporting Relational and Restorative practices with educational settings.



Positive Relationships
Seeing behaviour as
communication



Regulate & Respond
Promoting safety in
the school environment



Repair & Restore
Repairing and restoring relationships
through social connections

Iris Relational Approach Framework

The Relational Approach seeks to support teaching and learning as a Whole School ethos where behaviour is seen as a communication of need. The approach takes into account the theory and research from the fields of attachment and trauma and how to effectively support personal development.

Positive Relationships



The adults build positive relationships through noticing, connecting and being attuned to the young person's needs. They see behaviour as communicating unmet needs. The young person feels physically, emotionally, and cognitively safe with predictable adults and routines through safe boundaries; everyone has a sense of belonging and they feel valued. Policies, teamwork and systems enable everyone to work collaboratively and consistently to the best interests of the children.

Regulate & Respond



The adults are emotionally regulated and in doing so can co-regulate to support the young person in developing their own emotional regulation. Connection always comes before correction. The adults are attuned to the behaviour signals and believe in early intervention to de-escalate the young person and to manage crisis. Emotion coaching scripts are developed and are consistent; developmentally appropriate language is promoted. Both verbal and non-verbal language is taken into consideration and used appropriately. Regulation skills are developed through the use of Zones of Regulation whereby the young person is supported to become independent in being able to manage and develop healthy coping skills to self-regulate.

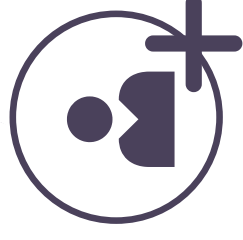
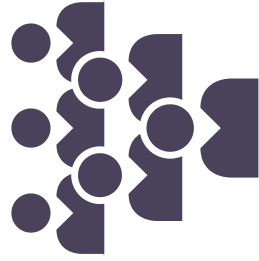
Repair & Restore



Even with strong relationships, clear boundaries and co-regulation, there will still be times where conflict emerges. The adults use Restorative Practice as a framework to resolve conflict by integrating the young person's right-hand side and left-hand side of their brain to understand and validate emotions. A strong restorative ethos supports the adults to be able to manage conflict. The adults do not take the young person's behaviour personally but see it as a learning opportunity for everyone. Relationships are repaired and restored so that the young person knows the relationship is unconditional and they will be supported by the adult through change.

Iris Whole School Relational Approach

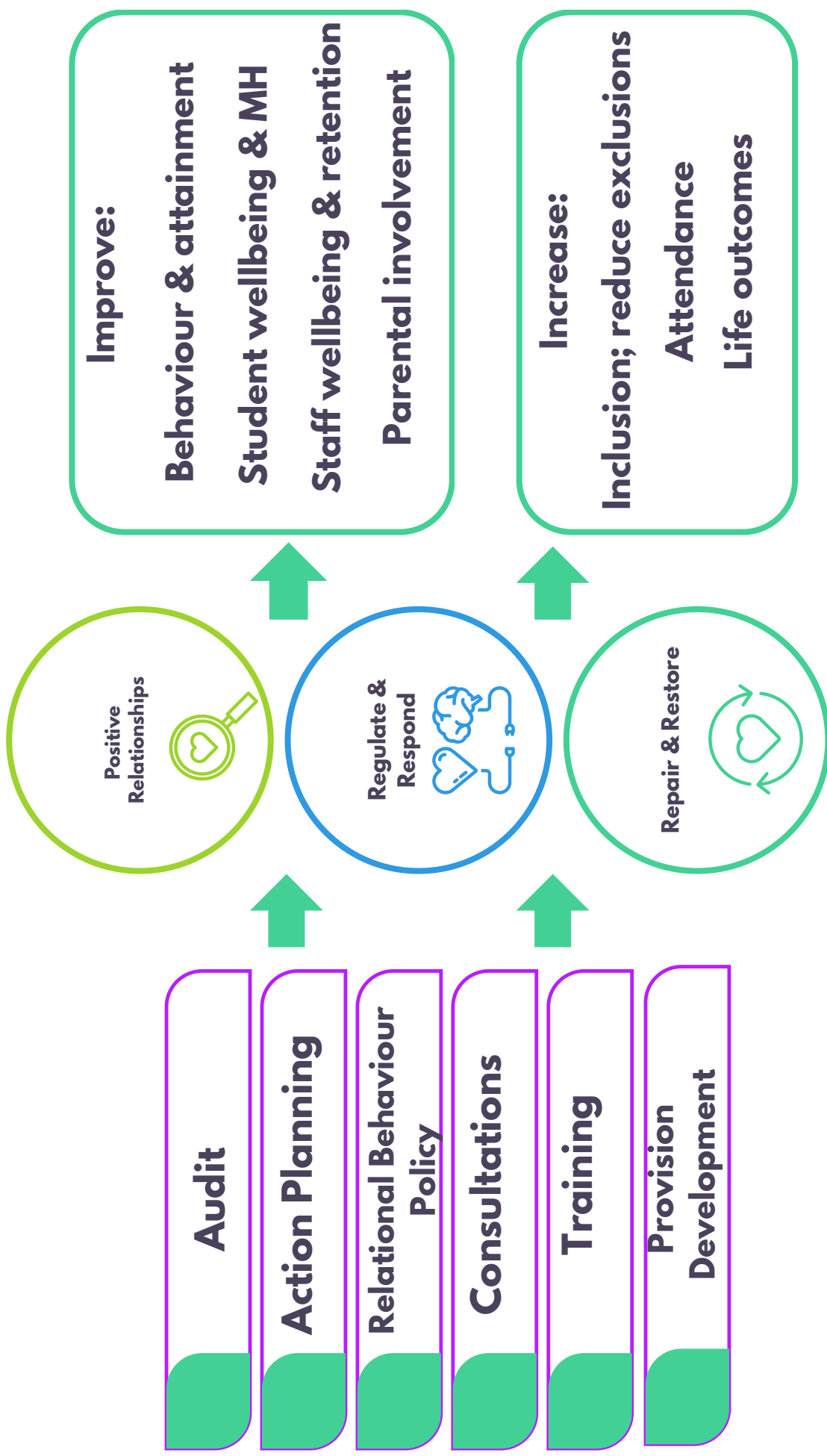
Changing Culture, Meeting Need



Positive Relationships // Regulate & Respond // Repair & Restore

Iris Relational Approach Whole School Impact

Building and supporting Relational and Restorative practices with educational settings.



Relational School Package

Transform your school: Comprehensive strategic support for schools and teachers through the Relational Approach



What we offer:

Based on theory, research and evidence, collaborated and created through Iris Consultancy to influence whole school systems as well as embed everyday teaching practice and targeted support. Relational Schools Package seeks to support schools to implement and embed Relational Behaviour policies and systems which incorporate the whole school community; from pupils and parents/carers to staff and governors.

It aims to:

- Establish consistent thinking, understanding and beliefs and values across all school staff, parents/ carers and partner agencies.
- Whole staff training, continual professional development and induction for new staff in relational theory and practice. Ongoing staff support through regular meetings and individual supervision and coaching to support the development and maintenance of skills.
- The consistent implementation of relational practice by all staff which is supported through clear systems and processes as well as active support and modelling by line managers and senior leaders.
- Systems and provision to support a clear graduated response to supporting children's needs which is child centred and involves parents and external agencies.

What is included:

- Iris Relational Approach Audit
- Action Planning
- Tailored and bespoke consultancy to close the gaps
- Relational Behaviour Policy
- Relational Teacher Framework
- Targeted pupil support
- Relational & Restorative Approach Training
- Online or in-person training (see training offer)

*Packages can be built by schools e.g. number of consultancy visits, training packages. Average number of visits is 3.

IAP Development Package

The Aim of an Internalised Alternative Provision



The aim of an IAP is intended to be a supportive, proactive, planned approach to inclusion, which seeks to maintain pupils' relationships with the mainstream school and to deliver a high quality curriculum alongside support for the social and emotional aspects of learning.

IAPs address the social, emotional and learning needs of individual pupils by providing the necessary help to remove the barriers to learning. There is great emphasis on emotional literacy, language development and communication. Pupils are immersed in an accepting warm environment that helps replace missing or underdeveloped early attachment experiences and helps pupils to develop positive relationships with both teachers and peers.

What we do:

- Whole School IAP Development Training - Theory & Practice
- Iris IAP Audit & Framework
- Iris IAP Action Plan
- Assessments
- Ongoing consultancy - strategies, resources and advice
- Tailored plans
- Intervention Training
- Option to add on Whole School training (See Training offer)

*Packages can be built by schools e.g. number of consultancy visits, training packages.
Average number of visits is 3.

Training Offers

Online or In-Person Training Courses

We offer online or in-person training courses which can be part of the Relational Schools Package, IAP Development Package or obtained individually.



Courses can be bought individually or part or a sequence to develop whole school CPD.



Whole School Relational Approach Training



IAP Development Training: Theory & Practice



Positive Relationships: Attachment, Trauma and Neuroscience



Regulate & Respond: Calming the Stress Response



Repair & Restore: Restorative Practice



Emotion Coaching

“A really purposeful session which has increased our staff's knowledge and understanding and strategies to use in school to manage behaviour.

Thank you so much”

Head teacher, East Yorkshire

*Our selection of courses is growing all of the time in response to the needs of the sector. To discuss training or intervention training needs, get in touch.

Testimonials



Having the opportunity to work with Helen at our school has been transformational to the offer we have been able to provide for our children.

With her expertise on attachment, nurture principles and provision and her positivity, we have been guided through a ground up process to develop our own nurture classroom. Helen has scaffolded staff understanding, offered encouragement and support to enable us to far better meet the needs of our children. We are hugely grateful for her guidance and the impact she has helped us to have. Helen would be an asset to any school considering the development of this type of provision or indeed for staff development on trauma informed approaches to supporting young people.

Thank you, Helen!



K. Houlden, Deputy Head, Kellington Primary



Helen has provided invaluable support, training and guidance for myself as a new headteacher and for my staff and pupils. She is extremely knowledgeable and has a wealth of experience in schools which she shares and delivers as part of her training packages. The impact of her work in my school has been wonderful to see. Staff feel supported when working with children who struggle with behaviour and Helen's strategies and guidance have increased the techniques and ideas staff can use on a daily basis in the classroom to improve outcomes for our pupils. The action plans Helen has provided us with following her visits are detailed and full of practical ideas that really do have a huge positive impact on improving behaviour in school.

I would highly recommend Iris Consultancy and Helen to any school or educational setting.



Mrs Kay Kelly - Executive Headteacher

Boynnton Primary School and Wold Newton Foundation School

Training



"A really purposeful session which has increased our staff's knowledge and understanding and strategies to use in school to manage behaviour. Thank you so much"
Head teacher

"Helen was lovely and very approachable, very welcoming and was happy to answer questions."

"Very knowledgeable content, very interesting in which children behave and how these behaviours are shown."

"Very approachable trainer, who handled questions really well."



Training



Hi Helen

I wanted to email you to pass on the positive feedback on your training from staff.

"The training was genuinely interesting, engaging and thought provoking for all.

Helen has a lovely welcoming and genuinely interested approach to her interactions with us all."

**K Middleton, Head teacher,
Two Bridges School, Kent**



Testimonials



Helen has been an incredible support to our child and the family. She is the greatest advocate for any child or young person. Our child's school said that her support enabled them to see into the head of our child and gain a deeper understanding. Her involvement with the school has hugely supported our child and enabled their needs to be met.

We are so grateful that Helen has supported our child and would certainly recommend her to other families and schools.

Mum of son (Year 10) with ASC, Hull



Helen's support and guidance has been incredibly useful whilst working with a challenging Year 6 cohort. I have felt equipped with new strategies that have impacted my teaching and classroom practise. Helen's advice is supportive and encouraging and I have felt able to contact her directly when I have faced further challenges. All feedback is constructive and purposeful and reflects Helen's knowledge of the classroom environment and the challenges it can pose.

Year 6 Class teacher, Hull



I have worked with Helen for several years and greatly appreciated her support in our school. Her incredible insight into the needs of pupils with SEMH needs is outstanding.

She always understands the needs of the child but also balances this with the capacity of the school she is working with.

Helen works closely with staff to ensure the needs of the child is met. Her training is supportive and focuses on upskilling staff to manage more challenging behaviour and emotional needs presenting in schools today.

Helen demonstrates great empathy for families and supports collaborative working between home and school. She ensures everyone feels heard.

I would highly recommend Helen and certain that her wealth of knowledge and experience would prove to be an asset for any school.

**Mrs Atkinson, Headteacher
Bilton Primary School, Horizon Academy Trust**



I feel privileged to have worked with Helen over the past two years; she has made a positive impact on me personally and those in my schools. She has helped us on our journey to embed the Relational Approach and my headteacher colleagues and I look forward to working with Helen again in the future.

**Katherine Rawes, Executive Headteacher
Cowick and Pollington-on-Balne Rimary Schools**



Mission & Vision

Director & founder: Helen Hatton



Helen is an Education Consultant specialising in attachment, trauma and inclusion, from Iris Consultancy in Yorkshire, UK. She has been in education for over two decades as a class teacher, SENCo, Deputy Head and acting Head.

Prior to the launch of Iris Consultancy, Helen worked for a Local Authority as a Specialist SEMH / Behaviour Advisor for over 7 years developing inclusion for disadvantaged and marginalised groups in Primary and Secondary schools as well as Alternative Provisions. Helen's experience, skills and passion lie in developing Internal Alternative Provisions (IAPs).

Helen believes that all children have the right to learn and thrive in education and in life, regardless of their background.

Building an inclusive education model through Relational & Restorative Practices is her mission. This is driven through the services and expertise to embed in everyday teaching practice and as a whole school approach.

Helen is an advocate for disadvantaged children; she believes inclusion through relationships and a sense of belonging is vital so children feel seen, heard, valued and loved.

We strive everyday to make a difference.

Helen Hatton



contactme@irisconsultancy.o.uk

07480149734

www.irisconsultancy.co.uk

