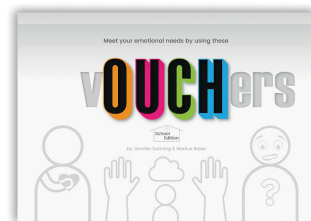


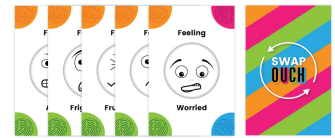
School & Class Posters



VOUCHers books



Laminated feelings pages



Pictorial Exchange Cards (PECs)

How to use VOUCHers

Dear _____

As a school we are developing our school's role in supporting the emotional well being of our children and staff. As such, we are using a package known as VOUCHers. We have chosen this for a number of reasons which can be found at www.OUCHer.net/schools

To continue to help embed it, we ask that you follow this flow diagram. We have written the staff member names who you need to advise when you have used a PEC so they are aware that they need to seek out the child to have a conversation about their emotions, prior to seeking resolution.

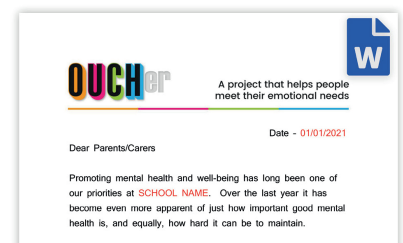
For additional support with VOUCHers please contact _____, who will assist you in supporting any child with their emotional needs.



Children's Assembly Presentation



Staff 'How-to' Presentation



Template letter for parents & carers

How to use **VOUCHERS**

Child displays or feels the emotion

Child acknowledges their emotions



Child either asks for, or takes a PEC from the display (depending on the class' agreed method) and places it in front of them on the desk.



Adult observes the child display the emotion



Adult provides the child with the PEC that they think is how they are feeling. Offering it with two hands



Child B observes Child A displaying the emotion



Child B either asks for, or takes, a PEC from the display (depending on the class' agreed method) and places it on the desk in front of Child A .



PEC is incorrect and is turned over by the child to indicate this. Alternative PECs are offered until feeling is close to the PEC



PEC is incorrect and is turned over by the child to indicate this. Alternative PECs are offered by staff member or child B until feeling is close to the PEC



When appropriate, child goes to the nominated adult with their PEC. Ideally this is handed over using two hands and accepted with two hands. Using the book, the faces are then shown and the child is asked if they are feeling any of those emotions, or would they like to draw their own. Time is offered for this activity, so that the pace is slowed.



Child is asked, "Have you felt like this for long?" Allow silence and space for an answer. Then repeat back their answer to them.



Child is then asked, "And how does that feel inside your body?" Again time and space is allowed and then the words repeated back to show that the adult is actively listening



The **VOUCHER** is then selected. The child should be given options, based on the **VOUCHERS** that the school has agreed to use at the child's age and stage. Specific **VOUCHERS**, linked to their feelings should be read out to them – so that they can hear the words. Over time, the child may be able to quickly identify which **VOUCHER** they would like to use.



Allow the child time to choose who they would like to give their **VOUCHER** to and if they would like to fold it in the origami way. If the receiver is a parent or carer, consider ringing home to forewarn and advise on how to support.

