Nether Green Junior School

Relationships & Behaviour Policy

Approved by:	Chair of Governors, Behaviour & Attitudes Governor and Headteacher
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CONTENTS

1. Our Vision & Values
2. Introduction & Rationale
3. Aims & Purpose
4. Our Relational Approach
5. The PACE Approach
6. WINE: Empathic Language in Practice
7. Roles & Responsibilities
8. Creating a Safe, Relational Environment
9. Preventative Strategies & Co-Regulation
10. Recognising & Celebrating Positive Behaviour
11. The Merit Award System
12. House System
13. Responding to Behaviour
14. De-escalation Strategies
15. Repair & Reflect: Restorative Conversations
16. Consequences & Graduated Response
17. Pupils with SEND
18. Recording, Monitoring & Review
19. Safeguarding
20. Positive Handling & Team Teach
21. Links with Other Policies
22. Anti-Bullying Policy

Appendix A Repair & Reflect: Staff Prompt Card
Appendix B Whole-Classroom Sensory & Movement Breaks
Appendix C Comic Strip Conversations
Appendix D Trauma-Informed Language at Nether Green

1. OUR VISION & VALUES

Our Vision

Nether Green Junior School provides a safe, stimulating and inclusive environment for learning that enables the best possible social, academic and cultural development for our children.

It is a happy, vibrant and productive workplace for children and staff alike, where children take part in a rich variety of experiences that enhance and support academic learning. We work hard to forge positive and enduring partnerships with parents/carers and the local and wider community.

Our values are at the core of everything we do and have been developed with the aim of preparing our pupils to be confident, happy and compassionate citizens.

Our Values

At Nether Green Junior School, our six values underpin every aspect of school life — including how we approach relationships and behaviour. Each value is actively taught, recognised and celebrated.

Effort & Resilience

- Have a growth mindset
- Learn from their mistakes
- Embrace challenges
- Strive to better themselves
- Take risks
- Try their best
- Never give up
- Show a positive attitude to learning

Independence

- Have high aspirations & expectations of themselves
- Have ownership of their school
- Think freely and be a critical thinker
- Be passionate & curious about their learning
- Use initiative and take responsibility
- Be an active learner
- Be creative

Pride

- Show pride in one another's achievements
- Have pride in their work & all aspects of learning
- Look after their school, resources & environment
- Take pride in their achievements

Empathy

- Make others feel welcome and included
- Embrace difference, diversity and other cultures
- Show kindness and care for others
- Be humble and considerate
- Take an interest in our school community, local area and wider world
- Understand and appreciate the values we share as a society

Teamwork

- Work & play together fairly & with respect
- Listen actively, collaborate & compromise
- Respect different ideas
- Support those who need it

Respect

- Be polite & well-mannered
- Be positive, friendly and caring
- Value themselves & other people
- Have mutual respect & tolerance for all
- Respect our school & its environment

Our values are brought to life through a relational approach informed by research and practice — including the work of **Mark Finnis** on Restorative Practice — which recognises that clear, consistent and respectfully held boundaries are essential for positive relationships to flourish. See Section 2 for our full rationale.

2. INTRODUCTION & RATIONALE

At Nether Green Junior School, we believe that positive relationships are the foundation of everything. Children cannot learn, grow or thrive unless they feel safe, connected and genuinely valued. This policy reflects the journey our school community has undertaken — from our early work in Trauma Informed Practice, through to the fully embedded Relational Approach that guides how every adult interacts with every child, every day.

We have moved away from a traditional behaviour management model — one focused primarily on reward and sanction — towards a relational, trauma-informed understanding of children's needs. We recognise that all behaviour is communication. When a child is struggling to behave in the way we would hope, our first question is always: 'What is this child trying to tell us?'

This policy reflects the understanding that children who have experienced adversity, difficult life circumstances or early trauma may have brains that respond to perceived threat in ways that look like challenging behaviour. Our role as a school community is to be a consistent, safe, regulated presence — and to use relationships as the primary vehicle for change.

This is not a policy about lowering expectations. We have high expectations for all of our children. Rather, it is about how we achieve those expectations — through empathy, curiosity, co-regulation and restorative practice, rather than through shame, punishment or fear.

Boundaries are central to this rationale. A restorative approach does not mean the absence of boundaries — quite the opposite: clear, consistent and respectfully maintained boundaries are a prerequisite for restorative practice to work. Without shared expectations, there is no common understanding of what has been harmed and no framework within which repair can take place. At Nether Green, our boundaries are not punitive structures designed to control — they are expressions of our values, held with warmth and consistency. It is precisely because we hold firm, fair and consistent expectations that our restorative conversations carry meaning: children know what our community stands for, and when they move away from it, we walk back towards it *with* them, not against them.

Legislation & Statutory Context

This policy is consistent with the school's duties and responsibilities under:

- The Education Act 2002 and Education and Inspections Act 2006
- Keeping Children Safe in Education (KCSIE) — current edition
- The Children Act 1989 and 2004
- The Equality Act 2010
- The Special Educational Needs and Disability (SEND) Code of Practice 2015
- DfE Behaviour in Schools: Advice for Headteachers and School Staff (2024)
- DfE Suspension and Permanent Exclusion Guidance (2024)

3. AIMS & PURPOSE

This policy aims to:

- Create a school culture grounded in safety, trust, empathy and mutual respect.
- Support all children to develop the social and emotional skills needed for learning and life.
- Ensure that every adult in school uses consistent, relational and trauma-informed approaches.
- Recognise and celebrate children's positive choices, attitudes and achievements.
- Respond to challenging behaviour with curiosity and empathy — understanding the 'why' before responding.
- Ensure that consequences are restorative and educational, not punitive.
- Work in genuine partnership with parents and carers.
- Protect all members of our school community from harm, including bullying and discrimination.
- Fulfil our legal responsibilities under relevant legislation.

This policy underpins all other school policies and should be read alongside our Safeguarding, SEND, Equality and Complaints policies.

4. OUR RELATIONAL APPROACH

Our Relational Approach has developed over a number of years, beginning with a commitment to Trauma Informed Practice and deepening into a whole-school culture where relationships are recognised as the most powerful tool we have. Our SENCO led staff training embedding this approach, and it is now central to how all staff think, feel and respond to children.

What Is a Relational Approach?

A Relational Approach means that every adult in school understands that:

- Behaviour is communication — children behave in the way they do for a reason, and our job is to understand that reason.
- All children deserve unconditional positive regard — we separate the child from their behaviour.
- Safety must come before learning — a child who does not feel safe cannot access learning.
- Adults must be regulated themselves before they can regulate a child — staff wellbeing matters.
- Relationships of trust, built consistently over time, are the greatest protective factor for vulnerable children.
- 'Fresh start' thinking — every day, every lesson and every interaction is a new opportunity.

What This Looks Like at Nether Green

Drawing on our own staff survey and training, our Relational Approach looks like this in practice:

- Treating every child with respect, regardless of what has happened before.
- Listening to children before dealing with a situation.

- Responding calmly and consistently — 'every day is a new day; we do not hold grudges.'
- Using empathetic language and questioning statements rather than judgements.
- Adapting our response to meet individual needs and circumstances.
- Building genuine relationships — knowing what matters to each child, who matters to them, their hopes and dreams.
- Using compassionate language and a growth mindset in all interactions.
- Ensuring safe spaces and trusted, emotionally available adults are accessible to every child.
- Collaborating with families and outside agencies to ensure children's days are as stress-free as possible.

Our Relational Framework: Protect, Relate, Regulate, Reflect

Our relational practice is guided by the evidence-based model Protect, Relate, Regulate, Reflect (PRRR):

Protect — Creating psychological and environmental safety. Meet and greet at the classroom door. Warm, open-door culture. No shouting, shaming or put-downs. Safe spaces for children who are overwhelmed.

Relate — Building and repairing relationships. Every child has access to at least one named, trusted adult. We use emotional attunement to connect with children's inner experience.

Regulate — Helping children move from dysregulation to calm. Adults co-regulate first — staying calm, warm and present. Zones of Regulation, sensory breaks, calming strategies and WINE sentence stems are all part of our regulation toolkit.

Reflect — Once a child is calm, we support them to reflect on what happened, how it affected others and how they can make it right. This is the Repair & Reflect conversation — restorative practice in action.

5. THE PACE APPROACH

The PACE approach, developed by Dr Dan Hughes, is central to how all adults at Nether Green Junior School think about and respond to children. PACE is not a technique — it is a way of being with children, a relational mindset that adults use in every interaction, especially in moments of distress or difficulty.

PACE stands for Playfulness, Acceptance, Curiosity and Empathy. Together, these four elements help children feel safe, understood and connected — the essential conditions for behaviour change and learning.

P	**Playfulness** Creating a light, engaging atmosphere that reduces tension and shifts focus from shame to connection. Playfulness does not mean being silly — it means bringing warmth, humour and lightness into interactions to help a child feel at ease. A smile, a gentle joke at the right moment, or a shared laugh can shift everything.
A	**Acceptance** Unconditionally accepting the child's inner life — their feelings, thoughts, wishes and intentions — without judgement. We accept the child, even when we do not accept the

	behaviour. This means the child never has to earn our positive regard. They are valued simply for who they are.
C	**Curiosity** Seeking to understand the 'why' behind a child's behaviour with genuine interest, not interrogation. Curiosity means wondering aloud about what the child might be experiencing. It helps children make sense of their own reactions and feel that an adult is truly trying to understand them.
E	**Empathy** Showing the child that we understand how they are feeling, especially in moments of distress, and staying emotionally connected through the difficulty. Empathy is not agreement — it is compassionate acknowledgement. It communicates: 'I see you. What you are feeling makes sense to me.'

Using PACE does not mean there are no boundaries or consequences. It means that consequences, when needed, are given within a relationship — with warmth, not coldness; with empathy, not shame; and with a view to the child learning, not simply being punished.

6. WINE: EMPATHIC LANGUAGE IN PRACTICE

WINE is our framework for empathic, trauma-informed communication with children. WINE sentence stems give adults practical language to use in the moment — during co-regulation, during check-ins, and in the initial stages of a restorative conversation. WINE helps adults stay emotionally connected and non-judgmental, even when a child is distressed or dysregulated.

	Element	Example Language
W	**Wonder (Curiosity)**	*"I wonder if that felt really unfair when..."* *"I wonder if something happened at playtime that upset you..."* *"I wonder if it's hard to concentrate right now because..."*
I	**Imagine (Empathy / Perspective)**	*"I imagine it's hard to focus when..."* *"I imagine that must have been really worrying for you..."* *"I imagine you were feeling really scared..."*
N	**Notice (Observation)**	*"I notice your hands are clenched — shall we try our breathing?"* *"I notice you're walking around quite fast..."* *"I notice you're much quieter than usual today..."*
E	**Empathy (Validation)**	*"That sounds really tough — thank you for telling me."* *"I can understand why you were so scared."* *"I'm so sorry you feel that way. That makes a lot of sense."*

Key Principles of WINE

- Non-judgmental — focuses on the emotion behind the behaviour, not the behaviour itself.
- Emotionally available — adults act as a calm, regulated, attuned presence.
- Regulatory — helps children understand their thoughts, feelings and bodily sensations.
- Relational — used to reconnect and rebuild understanding after a difficult moment.

7. ROLES & RESPONSIBILITIES

All Staff Will:

- Embody the PACE approach in all interactions with children and families.
- Use WINE sentence stems and empathic language as a natural part of their communication.
- Meet and greet children warmly at the start of every session.
- Recognise that all behaviour is communication and seek to understand the unmet need.
- Model calm, regulated responses — especially in moments of difficulty.
- Apply this policy consistently and fairly, with individual responses to individual needs.
- Use de-escalation strategies before resorting to more formal responses.
- Follow up every incident — retain ownership and engage in reflective dialogue.
- Never walk past or ignore a child who is struggling or making a negative choice.
- Use 'change of face' and time to regulate when needed.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Keep a record of concerns and incidents on CPOMS (our online child protection and safeguarding recording system), and ensure the Safeguarding Team and parents/carers are informed promptly.
- Collaborate with the SEND team and external professionals to create personalised support plans.
- Participate in regular staff training, including annual de-escalation training and, for trained staff, Team Teach refresher training every two years.

Senior Leaders Will:

- Be a daily, visible presence throughout the school — in corridors, at gates, at lunch, on the playground.
- Stand alongside colleagues in supporting behaviour — not in isolation, but as a partner.
- Celebrate staff, leaders and children whose effort goes above and beyond.
- Regularly share good relational practice across the school.
- Use behaviour data to review, monitor and improve policy and provision.
- Regularly meet to review provision, discuss complex cases and monitor the effectiveness of support plans.
- Go into classrooms to support teachers and model relational strategies in practice.

All Parents & Carers Will Be Asked To:

- Support the approach set out in this policy.
- Attend meetings when requested to discuss their child's wellbeing and behaviour.

- Share any factors that might affect their child's behaviour at school.
- Engage positively with the school — knowing that communication may be good news as well as concerns.

We expect all adults — staff, parents/carers and visitors — to treat everyone in our community with respect and dignity. Abusive or threatening behaviour towards staff will not be tolerated and may result in restricted access to the school premises.

Children Are Expected To:

- Try their best to demonstrate our six school values every day.
- Treat every adult and peer with respect and kindness.
- Take responsibility for their own behaviour and its impact on others.
- Tell a trusted adult if they are worried, upset or struggling.
- Engage with the Repair & Reflect process honestly and with a willingness to make things right.

8. CREATING A SAFE, RELATIONAL ENVIRONMENT

A safe environment is the foundation of our Relational Approach. Safety — both physical and psychological — must be present before children can learn. The following practices are embedded across our school:

At the Start of Each Day

- All staff meet and greet children warmly at the classroom door.
- Adults are available at the school gates to build informal, positive relationships with children and families.
- A small snack can be offered to an individual child who has come to school without having eaten, to help them settle and be ready to learn. This is targeted support for individual children, not a whole-school breakfast provision.

Throughout the Day

- Visual timetables are used in all classrooms so children know what to expect.
- Consistent, predictable routines are maintained — and changes are communicated in advance.
- Zones of Regulation displays are used to help children identify and communicate their emotional state.
- Children have access to a calm space or sensory area to self-regulate, whether within their own classroom or nearby.
- Regular check-ins with key children are built into the school day.
- TAs support at lunch and playtime, actively playing with children and building relationships.
- Vulnerable children have daily access to at least one named, emotionally available adult, and know where to find that person.
- Children are never removed from situations punitively — if a child needs space, they are supported warmly to access a calm space.

Pastoral Support & Bespoke Provision

Our learning mentors provide additional individual and small-group emotional and social support, and a dedicated Teaching Assistant supports children with social, emotional and mental health (SEMH) needs across the school. Children with high levels of need may have a bespoke timetable and planned time out built into their day, as required.

The Nest & The Den

The Nest and The Den are our dedicated nurture spaces — calm, welcoming environments where children can access additional relational support. Both are open at lunchtimes and break times to support children who need this, and are also used during the school day for planned, targeted interventions. They operate as places of safety, connection and reflection, and are staffed by trained adults. Time in The Nest or The Den is always purposeful and relationship-based, not a punishment or isolation measure.

Forest School & Learning Beyond the Classroom

Forest School and outdoor learning provide rich opportunities for relationship-building, self-regulation, resilience and teamwork. These experiences are an important part of our relational provision, giving children the chance to develop positive self-concepts through practical challenge and connection with the natural environment.

Whole-School Language

At Nether Green, we are committed to using language that is consistent with our Relational Approach. We avoid stigmatising, shaming or judgmental language when describing children's behaviour. All staff are provided with our Trauma-Informed Language guide (see Appendix D) and are expected to use it in all communications — verbal and written.

We do not say: 'That child is naughty / defiant / attention-seeking.' We do say: 'That child is struggling / communicating a need / finding this hard today.'

9. PREVENTATIVE STRATEGIES & CO-REGULATION

Prevention is always preferable to response. At Nether Green, we invest in the conditions that make positive behaviour possible — through great relationships, structured environments, adaptive teaching and timely co-regulation. The strategies below are used proactively, as part of everyday classroom practice.

Universal Classroom Strategies

- Clear visual timetable displayed and referred to throughout the day.
- Changes to routine communicated in advance to reduce anxiety.
- Scaffolded, adaptive teaching that meets individual learning needs.
- Regular whole-class sensory and movement breaks (see Appendix B for a full menu of ideas).
- Zones of Regulation — used as a shared language for emotional states across the school.
- Access to a calm space or sensory area for self-regulation.
- Target Time books to support children with self-directed, independent work, including working towards individual EHCP outcomes.
- Desk activities available for children who need low-demand, engaging work (colouring, dot to dot, wordsearch, mazes).
- Snacks and water — children are encouraged to stay hydrated and nourished.

- Meaningful classroom jobs, including 'heavy jobs' (carrying, moving equipment) that provide proprioceptive input and a sense of responsibility.
- Specific roles given in group work and PE to ensure all children feel included and purposeful.
- Whole-class mindfulness activities — breathing exercises, guided meditation, grounding activities.
- Alternative options provided for wet break to reduce unstructured, unmanaged time.
- Regular check-ins for key children — informal, warm, brief and consistent.

Whole-Classroom Sensory & Movement Breaks

Research shows that purposeful movement breaks increase engagement and improve information retention (Marzano, 2012). We build movement into every school day as a routine practice — not just for children who need it, but for all children.

Ideas used at Nether Green include:

- Jump Start Johnny, Go Noodle, Simon Says, Danny Go, Heads or Tails, Silent Ball.
- Switch (a follow-my-action sequencing game that builds working memory).
- Active Numbers (movement linked to maths — multiples, patterns and sequences).
- Concentration (a clapping, rhythm and memory game for paired or whole-class work).
- Finger breathing, Rainbow Breathing, Elevator Breathing, chair push-ups, wall push-ups.
- Guided meditation and mindfulness from our school mindfulness resource bank.

See Appendix B for the full classroom menu of sensory and movement break ideas.

Co-Regulation

Co-regulation is the process by which a regulated adult helps a dysregulated child to calm. It is not something done to a child — it is something done with a child, through warm, attuned presence. Adults at Nether Green co-regulate by:

- Building strong relationships with children and colleagues, so that individual strategies that work for each child are known and used consistently.
- Staying calm, quiet and regulated themselves — reducing language, tone and pace.
- Moving closer (when appropriate) to offer a calm, safe presence.
- Using WINE sentence stems to acknowledge the child's emotional state without interrogating it.
- Offering a choice to give the child a sense of agency.
- Giving time and space — waiting, without pressure.
- Using humour gently to lighten the moment, where this is right for that child.
- Validating feelings: 'It makes sense that you feel that way.'
- Using 'ignore and divert' — acknowledging secondary behaviours calmly and redirecting focus.

Co-Regulation vs Emotional Attunement

Co-regulation (using WINE): 'I wonder if...' / 'I imagine...' / 'I have noticed that...' / 'That must be so...' / 'Can I help you find a solution?'

Emotional attunement: 'No way!' / 'How awful!' / 'Ooh, that must have hurt!' / 'How sad.' — matching the emotional intensity (but not the tone) to show genuine connection.

Attunement is the sensitive, accurate perception of a child's emotional state. Co-regulation is the support provided through that attunement — helping the child move from distress to calm.

10. RECOGNISING & CELEBRATING POSITIVE BEHAVIOUR

We believe in creating intrinsically motivated children. Specific, sincere and timely praise — that connects a child's action to one of our school values — is the most powerful form of recognition we can offer. We want every child to experience that genuine feeling of pride and achievement that comes from doing the right thing.

At the same time, we also use a range of extrinsic recognition systems that celebrate effort, attitude, achievement and the demonstration of our values.

Everyday Informal Recognition

- Warm smiles, eye contact and encouraging gestures.
- Specific, targeted verbal praise — linked to values and effort, not just outcome.
- Positive phone calls or messages home to parents/carers.
- Written comments in books and on work.
- Good work shared with other members of staff or classes.
- Table points — earned collectively by tables demonstrating positive attitudes to learning.
- Class-based individual rewards — bespoke to each class community.

Formal Recognition

- Postcards home — sent to families to celebrate a child's attitude, achievement or demonstration of values.
- Special Mentions in Celebration Assembly — children nominated each week by staff.
- Headteacher and Deputy Headteacher Stickers — awarded personally to children who demonstrate our values or produce exceptional work.
- Headteacher Awards — presented each half-term to children whose attitude, effort or character stands out.
- Attendance & Punctuality Awards — class awards celebrated weekly.
- Golden Broom Award — the tidiest classroom each week.
- End of Year Awards — for sport, music, writing, maths, and one class Pupil of the Year per class (chosen by the pupils and teacher).

11. THE MERIT AWARD SYSTEM

Our Merit Award system is one of the most important ways we recognise and celebrate individual children's positive choices, achievements and demonstration of our school values. Every child in school has a merit card, and merits are awarded by any adult across the school — in class, in the playground, in the corridor, or at any time a child demonstrates our values.

Merits are cumulative. When a child reaches each milestone, they receive a certificate and award in Celebration Assembly — a genuine, whole-school moment of recognition and community pride.

Cumulative Merits	Award	Colour
10 Merits	**Bronze**	Bronze
20 Merits	**Silver**	Silver
30 Merits	**Gold**	Gold
50 Merits	**Emerald**	Green
70 Merits	**Sapphire**	Blue
90 Merits	**Ruby**	Red
120 Merits	**Diamond**	White/Rainbow

As well as their individual certificate, each merit milestone earns the child a house ball, which is added to their house total in Celebration Assembly. This means that individual achievement contributes directly to the collective success of the child's house — connecting personal effort to community pride.

12. THE HOUSE SYSTEM

Every child and adult at Nether Green Junior School belongs to one of four houses, each named after something that connects our community to the city of Sheffield and its heritage. The houses create a sense of belonging, friendly competition, and shared identity across year groups.

S	**Steel House** Sheffield was a world-famous producer of steel — the 'Steel City'. House colour: Silver/Grey.
P	**Peaks House** Sheffield is built upon seven hills and borders the Peak District — England's first national park. House colour: Green.
C	**Cutlers House** Sheffield was internationally renowned for its cutlery — used across the globe. House colour: Maroon.
O	**Originals House** Sheffield has been the birthplace of music, art and sport — from the Arctic Monkeys to the world's first football club. House colour: Purple.

House Points & Rewards

- Merit certificates each earn a house ball, added to the house total in Celebration Assembly.
- House point totals are tracked and displayed prominently in the main hall.
- House captains and vice-captains (Year 6) represent their house in assemblies and school events.
- At the end of each half-term, the winning house receives extra break time as a reward.

- At the end of the year, the house with the most points has their name recorded on the school house trophy — a permanent record of their achievement.

13. RESPONDING TO BEHAVIOUR

When behaviour falls short of our expectations, our response is always guided by our Relational Approach: we seek to understand before we react; we respond with empathy; and we aim for the child to learn something, not simply to be punished.

We recognise that children are at different points in their emotional development, and that some children — especially those who have experienced adversity — will need more support, more patience and more differentiated responses. Being 'fair' does not mean everyone gets the same — it means everyone gets what they need.

Types of Behaviour

Behaviour that falls below our expectations may include:

- Disruption that prevents others from learning.
- Unkindness, name-calling or exclusionary behaviour.
- Deliberate disobedience, dishonesty or theft.
- Rudeness to staff or other children, including swearing.
- Physical aggression — hitting, kicking, pushing, throwing.
- Threatening or intimidating behaviour.
- Damage to school property or others' belongings.
- Discrimination of any kind — based on race, gender, religion, disability, sexuality or any protected characteristic.
- Cyberbullying or misuse of technology.
- Accessing inappropriate online content, including extremist material.

Our Graduated Response

Every situation is treated as an individual case. The response will always be proportionate, relational and appropriate to the child and circumstances. The following is a guide to our graduated approach:

Level 1 Universal	In-the-moment, low-level response. Class teacher uses relational strategies: non-verbal cueing, tactical positioning, simple redirection, WINE language, partial agreement, tactical ignoring of secondary behaviour. Most issues are resolved here, without escalation.
Level 2 Targeted	If the child does not respond to Level 1, the teacher uses a private, calm conversation — asking a 'what' question, offering a choice, using WINE. The child may be offered time in a calm space. A brief check-in with a trusted adult may be arranged. Logged if necessary.
Level 3 Senior Support	If the behaviour continues or is more serious, a senior leader is involved — not to take over, but to stand alongside the class teacher. Parent/carer contact is

	made. Repair & Reflect conversation takes place once the child is regulated. Incident logged on CPOMS.
Level 4 Intensive Support	For persistent or serious behaviour, a Positive Behaviour Support Plan (PBSP) is developed in partnership with parents/carers, the child and relevant staff. Adjustments are made. Additional professional support may be sought. Exclusion is only ever a last resort.

14. DE-ESCALATION STRATEGIES

De-escalation is the skill of reducing tension before a situation becomes a crisis. All staff at Nether Green are trained in de-escalation strategies, with refresher training for all staff every two years. A number of staff are also trained in the positive handling element of Team Teach, refreshed on the same two-year cycle.

De-escalation should always be the first response to heightened behaviour. The strategies below move from least intrusive to most intrusive:

Preventative Strategies (Before Heightening)

- A playful, warm approach that builds connection and lowers tension before it builds.
- Clear visual timetable and predictable routines — communicated and reviewed daily.
- Advance notice of any changes to routine.
- Scaffolded, adaptive teaching that reduces frustration and disengagement.
- Rest breaks, brain breaks and whole-class sensory breaks (see Appendix B).
- Visuals to support learning — reducing cognitive load.
- Target Time books for independent, low-demand engagement.
- Desk activities available as a regulated option.
- Snacks, water and a calm, nourished state.
- Heavy jobs — providing proprioceptive input and a sense of purpose.
- Specific roles in group work and PE.
- Alternative provision for wet break.
- Whole-class mindfulness and Zones of Regulation.
- Access to a calm space or sensory station.
- Regular check-ins for identified children.

When a Child Is Becoming Heightened

When a child shows signs of distress or dysregulation, staff respond using the following approaches — always in order from least intrusive first:

- Non-verbal cueing — eye contact, a knowing smile, raised eyebrow, open-palm gesture.
- Tactical positioning — moving calmly towards the 'hotspot' without drawing attention.
- Simple direction — calm, brief, positive. 'Jack, finish the map you were working on, thanks.'
- Tactical ignoring of secondary behaviour — redirecting to the on-task behaviour.
- Describing what you can see, calmly and without judgement — naming the observable behaviour so the child knows it has been noticed.

- Ask a 'what' question — 'What should you be doing?' — never 'why', which invites defensiveness.
- Use an 'I' statement — 'Jack, I need you to look this way, thanks.'
- Tactical pausing — pausing mid-sentence, scanning the room, waiting for eye contact.
- Partial agreement / simple choice — 'Maybe — but right now I'd like you to work over here.'

When a Child Is Heightened

- Give a clear choice — framed positively and briefly.
- Give time and space — wait without pressure.
- Reduce language — fewer words, lower tone, slower pace.
- Use humour gently to lighten the moment, if appropriate to the child.
- Ignore and divert — acknowledge calmly and redirect.
- Validate feelings using WINE language — 'I notice you're finding this really hard right now.'
- Offer space, as needed and where it is safe to do so — a calm area, sensory station or a short break.
- Arrange 'change of face' — a different adult briefly takes responsibility for the child.

Understanding Behaviour States: Anxiety, Defensive Response and Crisis

Children do not move from calm to crisis instantly. There is always a sequence of escalating states, and the earlier we intervene, the more effective our response will be. Understanding what is happening neurologically at each stage helps staff respond with the right approach at the right time — and avoid responses that inadvertently escalate the situation.

State	What it looks like	What helps (and what doesn't)
Calm / Regulated	Engaged, focused, approachable. Able to listen, learn and respond. Open to connection.	This is when learning, Repair & Reflect conversations and relationship-building happen. Maintain through warm connection, clear routine and positive recognition.
Anxious / Unsettled	Fidgeting, restlessness, reduced concentration, quieter or more withdrawn than usual, stomach aches, reluctance to engage. Stress hormones beginning to rise.	Intervene early and gently. A quiet WINE check-in, a movement break, a seat change, a snack, a preferred task. Do not ignore. Reducing demands and increasing warmth at this stage prevents escalation.
Defensive / Fight-Flight-Freeze	The brain has perceived threat. The child may be argumentative, defiant, rude, running away, shutting down or physically agitated. The thinking, rational brain is offline. This is not a choice — it is a neurological response to perceived danger.	Reduce demands immediately. Do not argue, lecture, threaten or chase. Give time and space. Use de-escalation: reduce language, lower voice, validate feelings, offer a calm space. Consequences and Repair & Reflect come later — not now. Punitive responses at this stage escalate, not resolve.
Crisis / Acute Dysregulation	Completely overwhelmed. May be throwing, hitting, screaming, crying uncontrollably, trying to hurt themselves or others, or completely withdrawn. The rational brain is entirely offline.	Prioritise safety. Minimal language. Calm, safe presence. Remove other children if needed. Get senior support. Positive handling by trained staff only — absolute last resort when safety is

		at risk. Debrief and Repair & Reflect only once the child is fully calm.
Recovery	Calming down. Child may be tired, tearful, embarrassed or withdrawn. Returning to regulation but still fragile. They need support, not consequences.	Warm, quiet presence. A drink of water. No rush to return to normal. Allow time. Once genuinely calm — not just quiet — the Repair & Reflect conversation can begin.

Important: Regulated Adults First

Children can only co-regulate when the adult is regulated. Before approaching a heightened child, staff take a breath, lower their voice, soften their posture and check their own emotional state. We model the calm we want the child to feel.

15. REPAIR & REFLECT: RESTORATIVE CONVERSATIONS

At Nether Green Junior School, Repair & Reflect is our name for the restorative conversation that takes place after any significant behaviour incident. It is not an interrogation, not a lecture and not a punishment. It is a structured, calm, empathic dialogue — guided by our school values — that helps the child:

- Understand what happened and how it affected others.
- Take responsibility for their actions.
- Develop empathy and learn better ways to manage difficult feelings or situations.
- Reconnect with the person or people affected.
- Identify what they will do differently next time.

Repair & Reflect conversations only take place once the child is calm and regulated. To begin one when a child is still heightened is counterproductive — the brain cannot reflect when it is in a state of threat. Time to regulate always comes first.

The Repair & Reflect Questions

Question	Purpose
What happened?	Establishes the facts — both sides share their story.
What were you thinking at the time?	Understands what was going through the child's mind.
What do you think now?	Encourages reflection and perspective shift.
How did that make you feel?	Builds empathy and emotional awareness.
What school value did you not show?	Connects behaviour to the school's shared values.
Who has been affected?	Helps children think about the impact on others.

Question	Purpose
What has been the hardest thing for you?	Acknowledges and validates emotions.
What needs to happen to make it right?	Focuses on taking responsibility and repairing harm.

Supplementary Questions

Depending on the situation, the following prompts may also be used to support deeper reflection:

- What happened next? Tell me more about...
- What was happening just before? How were you feeling before?
- Was anyone else involved?
- Are you ok with what we've agreed? Do you agree that's fair?

Tips for a Good Repair & Reflect Conversation

- Stay calm and neutral — create space for both sides to speak.
- Use open questions. Avoid blame, lecture or leading statements.
- Help children come up with their own ideas for making things right.
- Praise honest reflection and small steps towards repair.
- You don't need to use every question — let the conversation flow naturally.
- Remember: we are not fixing for them — we are guiding them to fix it themselves.

Comic Strip Conversations

For children who find verbal reflection difficult — or for complex social situations that are hard to unpick — we use Comic Strip Conversations. This is a visual tool where the adult and child draw a sequence of events, including speech bubbles and thought bubbles, to represent what was said and what was thought. This makes the abstract concrete and helps children understand that what others think may be different from what was intended.

Comic Strip Conversations are particularly useful after peer conflict, misunderstandings or for children with social communication needs. See Appendix C for staff guidance.

The Restorative Conversation as Natural Consequence

At Nether Green, the Repair & Reflect conversation is the primary natural consequence of behaviour that has harmed another person or the community. It is not an add-on — it is the response. Children are expected to engage with it honestly and with a genuine desire to make things right. This is how they learn.

Where appropriate, additional logical consequences may follow the restorative conversation — such as helping to clean up, repairing or replacing something damaged, completing work missed, or spending time repairing a relationship. These consequences must be directly connected to the behaviour and must only be applied when the child is ready.

16. CONSEQUENCES & GRADUATED RESPONSE

Where behaviour is serious, persistent or places others at risk, additional consequences may be applied. All consequences at Nether Green are:

- Proportionate to the behaviour.
- Applied calmly and relationally — within the relationship, not as an attack on it.
- Connected logically to the behaviour wherever possible.
- Applied with empathy and explanation — the child always knows why.
- Followed by a Repair & Reflect conversation once the child is ready.

Possible Responses to Behaviour

- A calm, private conversation with the class teacher.
- A restorative conversation with the adult or child affected.
- Loss of a privilege (such as break time activity) — applied calmly and briefly.
- Time in a calm space or with a different trusted adult.
- Contact with parents/carers — this may be same day.
- A formal Repair & Reflect meeting with all parties, facilitated by a senior leader.
- A Positive Behaviour Support Plan (PBSP), developed collaboratively.
- Referral to external agencies for additional assessment or support.
- Temporary removal from the class environment — supervised and purposeful, not isolating. Parents/carers are informed on the same day.
- In exceptional circumstances, a request for parents/carers to collect a child early from school.

Serious Incidents

A serious incident is one in which the health and safety of the child themselves, other children, or a member of staff is at risk — for example, physical assault on a staff member, throwing furniture, or a child leaving the school site.

In such cases, the Headteacher will be involved immediately. The child may be removed from the classroom. Parents/carers will be contacted on the same day. The incident will be recorded on CPOMS and, where appropriate, the Designated Safeguarding Lead will be informed.

Suspension & Exclusion

Suspension and permanent exclusion are only ever used as a last resort, in response to a serious breach or persistent breaches of this policy, or where allowing a child to remain in school would seriously harm the education or welfare of others.

The decision to suspend or exclude is made solely by the Headteacher. The governing body retains its statutory responsibilities in relation to exclusion. All exclusion decisions are made in accordance with the DfE Suspension and Permanent Exclusion Guidance (2024) and the school's Exclusions Policy.

Even in cases of suspension, the school remains committed to a relational, restorative approach. A reintegration meeting will take place before the child returns, and a Repair & Reflect conversation will be central to that process.

Behaviour Beyond the School Gates

We expect children to represent the values of Nether Green Junior School in the wider community. Behaviour that occurs outside of school — including online or on social media — that affects the school community, or that is witnessed or reported to the school, will be addressed using this policy.

17. PUPILS WITH SEND

Nether Green Junior School recognises that many children who present with challenging behaviour may have unidentified or identified Special Educational Needs and Disabilities (SEND). We understand that behaviour is often a communication of an unmet need — and that for children with SEND, this is almost always the case.

When responding to behaviour from a child with SEND, we always consider:

- Was the child able to understand the rule or instruction?
- Was the child able to act differently at the time, given their SEND?
- Is the behaviour directly linked to the child's identified needs?

If the answer to any of these is yes, it may be inappropriate or unlawful to apply a standard sanction. The school will take its legal duties under the Equality Act 2010 and the Children and Families Act 2014 into account in all such decisions.

Anticipating & Preventing Triggers

In collaboration with the SENCO, class teachers and TAs, the school anticipates likely triggers for children with SEND and puts support in place to prevent crisis where possible. This may include:

- Individualised sensory or movement breaks.
- Adjusted seating arrangements to meet sensory or attention needs.
- Modified uniform requirements for children with sensory sensitivities.
- Access to a calm space or sensory station during times of overload.
- A named, key adult who checks in regularly throughout the day.
- Visual supports, task cards, or a personalised timetable.

Positive Behaviour Support Plans

Where a child's behaviour is persistent or complex, a Positive Behaviour Support Plan (PBSP) will be developed in partnership with the child, parents/carers and relevant professionals. The PBSP captures:

- The child's personal profile — their voice, what matters to them, their strengths.
- Identified triggers and early warning signs.
- Personalised de-escalation strategies.
- Agreed roles for adults and the child.
- Review dates and success indicators.

For children with an Education, Health and Care (EHC) Plan, all provisions in that plan will be secured. If a concern arises about a child's behaviour and they have an EHC Plan, the school will contact the local authority and, if appropriate, request an early Annual Review.

18. RECORDING, MONITORING & REVIEW

CPOMS

All significant behaviour incidents are recorded on CPOMS (Child Protection Online Monitoring System) — the school's confidential online recording system. CPOMS enables staff to track patterns, develop appropriate strategies and share information with appropriate colleagues. Records should be made promptly — ideally on the same day as an incident.

Monitoring

Behaviour data is reviewed regularly by the Senior Leadership Team and analysed by:

- Year group / class.
- Individual child.
- Time of day, week and term.
- Type of incident.
- Protected characteristics — to ensure no group is disproportionately affected.

The results of this analysis are used to review and improve policy, provision and support, and to ensure that the school is meeting its duties under the Equality Act 2010.

Policy Review

This policy is reviewed annually by the Headteacher and governing body — or more frequently if monitoring data indicates the need. It is approved by the Chair of Governors, Behaviour & Attitudes Governor and Headteacher.

19. SAFEGUARDING

The safety and welfare of all children at Nether Green Junior School is paramount. This policy is consistent with our Safeguarding & Child Protection Policy and should always be read alongside it.

Staff recognise that persistent challenging behaviour, or behaviour that suggests a child is distressed, may be an indicator of abuse, neglect or other safeguarding concern. Where this is suspected, staff will follow the school's safeguarding procedures and refer to the Designated Safeguarding Lead (DSL) immediately.

Severe or persistent bullying may also constitute a safeguarding concern under the Children Act 1989 and Keeping Children Safe in Education (KCSIE). In such cases, the DSL will be involved and safeguarding procedures will be followed.

20. POSITIVE HANDLING & TEAM TEACH

In rare circumstances, it may be necessary for a member of staff to physically intervene to prevent a child from harming themselves, others or property. This is always a last resort — used only when all de-escalation strategies have been exhausted, and only when it is reasonable, necessary and proportionate.

Nether Green Junior School follows the Team Teach approach to positive handling. Twelve members of staff are trained in Team Teach, with refresher training every two years for all trained staff. All staff receive annual de-escalation training to ensure a consistent whole-school approach.

Any use of positive handling is:

- Recorded on CPOMS on the day it occurs.
- Reported to parents/carers on the same day.
- Reviewed by the Headteacher.
- Followed by a debrief with all involved adults and, when appropriate and when the child is calm, a Repair & Reflect conversation.

Positive handling is never used as a punishment, as a threat, or as a first response to behaviour.

Legal Framework: Use of Reasonable Force

The school's approach to positive handling is consistent with the DfE guidance Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (2013, reviewed 2015), which is incorporated into this policy rather than existing as a separate document. All staff should be aware of the following legal points:

- All school staff have a legal power to use reasonable force under Section 93 of the Education and Inspections Act 2006. This applies to all staff, including support staff, volunteers and those temporarily in charge of pupils.
- 'Reasonable force' means using no more force than is needed. Force may be used to control (e.g. guiding a pupil by the arm) or to restrain (e.g. holding a pupil to prevent them harming themselves or others). The decision to use force is always a matter of professional judgement based on the individual circumstances.
- Force may be used to: prevent a pupil hurting themselves or others; prevent damage to property; prevent a pupil from causing disorder; remove a pupil who refuses to leave when directed; stop a fight; or restrain a pupil at risk of harming themselves through physical outbursts.
- Force must never be used as a punishment. Using force as a punishment is unlawful and constitutes corporal punishment.
- The school does not operate a 'no contact' policy. Appropriate, caring physical contact — such as comforting a distressed child, guiding a child to safety, or holding a hand on the way to assembly — is proper and necessary.
- If a complaint is made about the use of force, the onus is on the person making the complaint to prove their allegations. Staff who have acted lawfully have a robust defence. Suspension must not be an automatic response — the school will follow the DfE guidance on dealing with allegations against staff.

Prohibited Techniques

The following restraint techniques have been identified as presenting an unacceptable risk when used on children and young people (Physical Control in Care Medical Panel, 2008) and must never be used at Nether Green Junior School:

- **The seated double embrace** — two members of staff force a person into a sitting position and lean them forward while a third monitors breathing.
- **The double basket-hold** — holding a person's arms across their chest.
- **The nose distraction technique** — a sharp upward jab under the nose.

21. LINKS WITH OTHER POLICIES

This policy should be read alongside the following school policies:

- Safeguarding & Child Protection Policy
- SEND Policy
- Equality Policy
- Online Safety Policy

- Exclusions Policy
- Complaints Policy
- Restrictive Interventions / Positive Handling Policy

22. ANTI-BULLYING POLICY

This section forms the school's Anti-Bullying Policy and should be read as an integral part of the Positive Relationships & Behaviour Policy.

Introduction

At Nether Green Junior School, we are committed to providing a safe, nurturing environment where all pupils can thrive academically, socially and personally. We believe every child has the right to learn in a supportive and caring environment, free from the fear of bullying.

Bullying of any kind is unacceptable in our school. All incidents will be dealt with firmly, fairly and promptly. We also recognise that severe or persistent bullying may be considered a safeguarding concern, in line with the Children Act 1989 and Keeping Children Safe in Education (KCSIE). In such cases, staff will follow safeguarding procedures and liaise with the Designated Safeguarding Lead (DSL).

Aims

- To create a culture where bullying is regarded as unacceptable.
- To ensure a safe, secure environment where all children can learn without anxiety.
- To provide a consistent school response to any bullying incidents.
- To raise awareness of bullying through curriculum work, assemblies and events (including Anti-Bullying Week).
- To empower pupils to speak out against bullying and know how to report concerns.

What Is Bullying?

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another person or group, physically or emotionally, and involves an imbalance of power.

Bullying is:

- Ongoing (repeated behaviour, not a one-off incident or equal conflict between peers).
- Deliberate and intentional.
- Unequal (there is a power difference between the person bullying and the person being bullied).

Examples include: name-calling, taunting, mocking, physical aggression, deliberate exclusion, gossiping, spreading rumours, offensive messages or images (including online/via social media).

Types of Bullying

- Racist bullying — based on race, ethnicity, culture, faith or nationality.
- Homophobic/biphobic/transphobic bullying — motivated by prejudice against LGBTQ+ people.
- Sexist or sexual bullying — including unwanted physical attention or inappropriate comments.
- Bullying related to disability or special educational needs.

- Bullying related to appearance or health conditions.
- Cyberbullying — using digital devices, social media, gaming or messaging to cause harm, including AI-generated content.
- Verbal bullying — name-calling, sarcasm, spreading rumours.
- Indirect bullying — deliberate social exclusion, manipulation of friendships.

Cyberbullying: School & Home

Where cyberbullying takes place using school devices or systems, or occurs between pupils during the school day, the school will always investigate and respond using this policy. Where cyberbullying takes place entirely outside school — for example, on personal devices or social media at home, during the evening or at weekends — this is primarily the responsibility of parents/carers to address. However, if it affects a child's wellbeing or safety at school, or involves pupils from our school community, we will still work with families to support the child and, where appropriate, respond using this policy.

Vulnerable Groups

We recognise that some pupils may be more vulnerable to bullying, including: Looked After Children, young carers, pupils with SEND, pupils from minority ethnic groups, those with English as an Additional Language, pupils entitled to Free School Meals, and those with health or mental health needs. Additional vigilance and proactive support will be offered to these groups.

Recognising the Signs

Staff and parents/carers should be alert to possible indicators of bullying:

- Physical — unexplained bruises, scratches, damaged belongings, frequent headaches or stomach aches.
- Emotional — withdrawal, tearfulness, loss of confidence, mood changes.
- Behavioural — reluctance to come to school, changes in friendships, decline in attainment, asking for extra money, changing routines to avoid certain places or people.

Prevention

We aim to prevent bullying through:

- Actively promoting our school values and a culture of kindness and respect.
- Regular discussions in PSHE lessons and assemblies.
- Annual Anti-Bullying Week activities.
- Teaching and embedding Online Safety across the curriculum.
- Encouraging peer support and bystander intervention.
- Maintaining vigilance in less supervised areas — toilets, cloakrooms, playgrounds.
- Ensuring our Relational Approach creates the conditions in which children feel safe to speak.

Responsibilities

Who	Responsibility
Governors	Monitor and review the policy, ensure incidents are recorded, respond to parental concerns.

Headteacher	Implement the strategy, ensure staff are trained and that a positive school climate is maintained.
All Staff	Take all reports seriously, intervene immediately, support victims and apply school procedures.
Parents/Carers	Report concerns promptly and support the school's approach to tackling bullying.
Pupils	Tell an adult if they are being bullied or witness bullying, and act as positive role models.

Responding to Bullying — Our Procedure

All reports of bullying are taken seriously and responded to promptly. The following procedure is followed:

Stage	Responsibility	Action	Timing
Immediate	Class Teacher / Teaching Assistants / MDS (Midday Supervisor)	Speak with all parties; ensure the situation is fully understood. Record on CPOMS the same day. Inform SLT.	Same day
Follow-up	Class Teacher / SLT	Contact parents/carers of all parties. Restorative conversation held with children. Appropriate consequence agreed.	Same day or next morning
Review	SLT	Check in with both parties that the restorative process has been completed and that the child feels safe.	5–7 days later
Further review	SLT / Class Teacher	If concern continues, a further review with parents/carers. CPOMS updated. Additional support considered.	14 days if serious

Supporting Children

For children who have been bullied: reassurance, empathy, ongoing support and regular check-ins. They are told clearly that it is not their fault and that they did the right thing by telling.

For children who have bullied: a clear, calm explanation of why the behaviour is unacceptable; involvement of parents/carers; a Repair & Reflect conversation; and ongoing support to change the behaviour. We separate the child from the behaviour — but we are clear that the behaviour must stop.

For bystanders: encouragement to speak out, and reassurance that telling is not 'telling tales' — it is the right and courageous thing to do.

Complaints Procedure

Parents/carers who are unhappy with how a bullying concern has been addressed should first speak with the class teacher. If concerns remain unresolved, they should contact the Headteacher or Deputy Headteacher. Further unresolved concerns will be addressed through the school's Complaints Procedure.

Monitoring & Review of Anti-Bullying Measures

- All bullying incidents are logged on CPOMS.
- Termly reviews of patterns and actions are carried out by the SLT and reported to governors.
- This policy is reviewed annually, in line with the school's Safeguarding and Behaviour policies.

APPENDIX A: REPAIR & REFLECT — STAFF PROMPT CARD

Keep this card with you. You do not need to use every question — let the conversation flow naturally. The goal is reflection, empathy and repair — not interrogation.

Repair & Reflect: Core Questions

- What happened?
- What were you thinking at the time?
- What do you think now?
- How did that make you feel?
- What school value did you not show?
- Who has been affected?
- What has been the hardest thing for you?
- What needs to happen to make it right?

Supplementary Questions

- What happened next? / Tell me more about...
- What was happening before? / How were you feeling before?
- Was anyone else involved?
- Are you ok with what we've agreed?

Remember

- Only have this conversation when the child is calm and regulated.
- Stay neutral — use open questions, no blame or lecturing.
- Help children come up with their own ideas.
- Praise honest reflection and small steps.
- We are guiding them to fix it — not fixing it for them.

APPENDIX B: WHOLE-CLASSROOM SENSORY & MOVEMENT BREAKS

Research shows that purposeful movement breaks increase engagement in learning and improve information retention (Marzano, 2012). The following activities are all used at Nether Green and can be incorporated into the normal school day.

Physical Movement

- Jump Start Johnny — energetic, physical routines available online (jumpstartjonny.co.uk).
- Go Noodle — physical activities, dances, call and response (gonoodle.com).
- Simon Says, Heads or Tails, Danny Go (YouTube).
- Silent Ball — silent, collaborative passing game. Builds community and nonverbal communication.
- Switch — follow-my-action sequencing game. The class is always one action behind the leader.
- Active Numbers — counting with movement (e.g. hop on multiples of five, star jump on square numbers).

Calming Activities

- Finger breathing, Rainbow Breathing, Elevator Breathing.
- Heavy work — chair push-ups, wall push-ups.
- Guided meditation — using our school mindfulness resource bank.
- Grounding activities (e.g. 5-4-3-2-1 senses).

Paired Activities

- Hand Jives — rhythmic pair games.
- Concentration (clap, clap, clap) — rhythm and memory category game.

A full resource bank of sensory and movement break ideas is available on the school shared drive and from the SENCO.

APPENDIX C: COMIC STRIP CONVERSATIONS

What Is It?

A Comic Strip Conversation is a visual representation of a conversation or incident that shows what people were thinking and feeling, as well as what they said. It makes the abstract concrete — helping children understand that others may have different thoughts and feelings to their own.

Why Use It?

Comic Strip Conversations are used to problem-solve social situations after an incident, or to help a child develop their understanding of social interactions. They are particularly useful for children with social communication needs, or where a conversation alone is not sufficient to support reflection.

How To Use It

- Divide a whiteboard into six equal boxes.

- Use your own situation the first time to model the process.
- Draw stick people, a little background detail and what people said in speech bubbles.
- Revisit each box and add thought bubbles — first your own, then invite the child to think about what others may have been thinking.
- Reassure the child that 'sensible guesses' are fine — there is no single correct answer.
- Use spare boxes to show how changing thoughts, speech or actions can lead to different outcomes.

Top Tips

- Start with speech and thoughts — then move to deeper emotional awareness if appropriate.
- Reduce the completeness of your drawing over time — allow the child to correct and extend.
- Only use one pen between the adult and child to pace the conversation.
- Begin in the second box — something always happened before the situation.
- Keep a record of progress by underlining the child's contributions and photographing the board.

APPENDIX D: TRAUMA-INFORMED LANGUAGE AT NETHER GREEN

At Nether Green Junior School, we are committed to using language that reflects our Relational Approach and supports every child's dignity and sense of self. Below are the WINE empathic language stems used by all staff:

WINE — Empathic Language Stems

- I'm wondering if...
- I imagine that...
- I notice...
- I'm so sorry you feel...
- That must have been...
- Will you help me understand?
- What would help you with this?
- Shall we try...?

All staff are provided with a laminated WINE and Repair & Reflect prompt card. The Trauma-Informed Language guide is available in full on the school shared drive and forms part of all new staff induction.

We Say... / We Don't Say...

Instead of...	We say...
'That child is naughty.'	'That child is finding this hard / communicating a need.'

'They're just attention-seeking.'	'This child needs connection right now.'
'They should know better.'	'This child is doing their best with what they have right now.'
'That's defiant behaviour.'	'This child is struggling to comply — let's find out why.'
'They're being manipulative.'	'This child has learned this response as a way to stay safe.'
'They just need firmer boundaries.'	'This child needs relationship before rules.'

End of Policy