



# Behaviour and Relationships Policy

Title	Behaviour Policy
Policy Number	MHS011.1
Date	March 2025
Supersedes	April 24
Purpose of the policy	Set out Behaviour policy and principles for Manchester Hospital School
Related policies and guidance	Safeguarding and Child protection Policy Anti - Bullying Policy Reasonable Force and Physical Intervention Policy Exclusions Policy
Review	March 2026
Author	Lisa Biggar
Date Consultation Completed	October 2024
Date adopted	FGB - 26th March 2025



Under the Public Sector Equality Duty, Manchester Hospital School has due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. Manchester Hospital School will take into account equality considerations when policies are being developed, adopted and implemented.

Manchester Hospital School serves the needs of a very large and diverse range of children, pupils and their families at times when they are extremely vulnerable. Our core purpose as a school is to uphold the child's right to Education and our policies and procedures are necessary to keep staff and children safe. We acknowledge that our pupils are often living with a range of very complex medical conditions including mental ill health and therefore we keep the needs of the pupil at the heart of all decisions. We will, therefore, work within the parameters of all statutory policies whilst seeking to understand and support the child's long term education and health needs.

All children have rights and we encourage our children to support the rights of others (UNCRC 1989). In our school we work together to promote the rights of everyone in our school. We strive to ensure that all behaviour in school from adults and children will demonstrate our approach to rights and being respectful to each other. This policy reflects our school mission statement, ethos and cultural fit.



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## 1. Introduction

Children and pupils who attend Manchester Hospital School have physical illness and/or mental ill-health. The majority of our pupils are taught as inpatients in hospitals across Manchester, some at our day school Leo Kelly School and some in their homes or in the community.

Manchester Hospital School is committed to providing consistent educational practices which support positive relational health while being committed to **Protect, Relate, Regulate and Reflect**. This policy outlines those practices.

We are proudly accredited as a unicef Rights Respecting School and the principles of respect can be seen throughout our school curriculum and school community.

**All behaviour is a form of communication.** We aim to support pupils to develop their emotional and communication skills to enable them to express themselves in a way that maintains a safe environment for themselves and others. We want to create a positive, safe environment for pupils and for staff.



This policy will support pupils in developing a positive view of themselves and develop positive relationships with others.

We recognise that being consistent is not about using the same behaviour management systems for every pupil, but in having consistently effective adaptive approaches.

We have a whole school approach to behaviour, across all sites, and our processes ensure that any incidents of bullying, discrimination, aggression or derogatory language are dealt with quickly and effectively.

## 2. Trauma and mental Health Informed Practices

Our behaviour policy is based on the foundations of the Trauma-informed practices:

- **Protect**
- **Relate**
- **Regulate**
- **Reflect**

### 2.1 Protect

Our priority for any child is safety. It is the foundation on which everything else depends. Our focus is not only on the physical environment, but the relational environment which creates this sense of safety. This can be achieved through:

- Increased 'safety cues' in all aspects of the school day e.g. meet and greet at the start of lessons.
- School staff trained in 'PACE' modes of interaction: being warm, empathetic, playful and curious which is proven to shift children out of flight, flight or freeze responses.
- School staff to ensure that all interactions with children demonstrate unconditional positive regard.
- The implementation of pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew.' This is key to enabling children to feel safe enough to want to talk about painful life experiences which are interfering with their ability to learn and have quality of life.
- All vulnerable children have daily access to at least one named emotionally available adult (EAA.) These children should know who and when they can access that adult. If the child does not want to connect with this adult, an alternative is found.
- School staff adjust their expectations around vulnerable children to correspond with their developmental capabilities and experiences of traumatic stress. This will include removing vulnerable and traumatised children in a kind and non-judgemental way from situations they are not managing well. For example a child who is triggered in the main playground will be given access to a separate calmer space such as the quiet room or sensory room.



- Provision for children to a clear, confidential and non-shaming system of self referral for help and talk time.
- The nurturing of school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagement and unconditional positive regard.

## 2.2 Relate

This is the ability to form meaningful relationships with others. This can be achieved by:

- All school staff trained in active listening and in relating to children in terms of the four key relational needs for secure attachment: affect attunement, empathy, soothing, containment.
- A whole school commitment to enabling children to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger or self blame.
- Relational opportunities for vulnerable children with emotionally available adults at school to enable them to make the shift from blocked trust (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

## 2.3 Regulate

The implementation of interventions can be effective in supporting emotional regulation. These interventions can reduce cortisol (stress hormone) and adrenaline and can increase feelings of calm and safety:

- This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in the future.
- Evidence-based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating and playful, enriched adult-child interactions.
- The emotional well being and regulating of staff is treated as high priority in order to prevent burn-out, stress related illness, secondary trauma and/ or feeling undervalued, blamed or shamed.
- Designated staff-only spaces, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin)

## 2.4 Reflect

Conversations where pupils are given an opportunity to reflect can improve emotional and mental wellbeing. This can be achieved by:

- Staff educated in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions/ giving lectures).
- The provision of skills and resources to support parents and staff to have meaningful empathetic conversations with vulnerable children who want to talk



about their lives in order to empower children to better manage their home situations and life in general.

- Within the context of the established and trusted relationship with a member of staff, children are to be provided with the means to symbolise painful life experiences through images rather than everyday words. This is part of 'working through' and memory consolidation. Different modes of expression could include music, drama, art, play, sand-play, emotional cards or worksheets.
- PSHE is informed by current research on mental health, mental ill health, relationship health including family, parenting, intimate relationships and tools for how to do life well.
- Staff training to help children move from 'behaving' their trauma/ painful life experiences, to reflecting on those experiences through empathetic conversation in order to address negative self-referencing and help them to develop coherent narratives about their lives.
- A behaviour policy, which is based not on punishment, sanctions and isolation but one that models enquiry, resolution and interactive repair.

### 3. High Expectations

We recognise the complexities of our setting and the wide ranging needs of our pupils. With this in mind, we work to support pupils to achieve the following:

- Attend school regularly when well enough to do so.
- Work to the best of their ability and allow others to do the same when well enough to do so.
- Treat others with respect.
- Work cooperatively with staff
- To try to use appropriate language at all times.
- To apply learned strategies of self-regulation, wellbeing and learning.

This applies to all education opportunities including educational activities offsite.

### 4. The role of leaders

The governors of Manchester Hospital School are responsible for ensuring the behaviour policy does not cause any disadvantage to those with protected characteristics (Equality Act 2010) and to ensure staff use their 'best endeavours' to meet the needs of all pupils (Children and Families Act 2014).

The Head teacher and school leaders work to ensure that:



- Staff are appropriately trained to implement the policy by understanding the complex factors which influence pupils' behaviour
- There are clear processes for staff to follow if they are concerned about behaviour.
- Pupils and parents are fully aware of the school values and culture, and support the school to maintain this.
- The behaviour and relationship policy is implemented in a fair and consistent manner
- Successes are celebrated.

## 5. The role of Teachers and staff

Teachers and staff have an important role in establishing clear boundaries which are appropriate to the individual. Staff should teach and model expected behaviour and relationships so that pupils can see examples of good habits and are confident to ask for help when they need it. Staff should consider the needs of pupils, as detailed in their 'All About Me' and Pupil Risk Assessment documents. Adaptations for pupils should be implemented in a non-judgemental way to avoid shame and embarrassment.

## 6. The role of Parents/carers

We are keen for parents and carers to be involved, both in celebrating successes, and in working together to support the child's further development. We operate a policy of open communication with parents/carers and regularly contact parents to share successes and concerns. We work to co-construct plans and actions, ensuring that parents are part of the decision making process and are kept informed.

## 7. Praise process

At all sites, we ensure that pupils' successes are recognised through praise. This includes:

- Verbal praise to the pupil
- Praise communicated to parents either in person, by phone or postcard home
- Acknowledgement awards
- Certificates on the online platform Kloodle

## 8. Regulating behaviour

When a member of school staff has concerns about behaviour, they should respond calmly, promptly and assertively ensuring that pupils and staff are safe. This will, in-turn, ensure that the environment remains calm. Staff should act with kindness and compassion.



De-escalation techniques should be used and calm established quickly. These techniques include (some included in Appendices):

- PACE
- WINE
- Toolkit
- Availability of an emotionally available adult / Advocates
- Active listening
- Empathy

Some behaviours that may be interpreted as low-level disruption, such as shouting out, could be as a result of the pupil's SEND. Staff are trained in making adaptations and adjustments to support the pupils' needs. If other learners in the classroom are impacted by this, staff can use systems and supportive strategies (listed above) to improve relational health and the learning of all pupils moving forward.

We want all our pupils to develop skills to enable them to manage their own behaviour. We will invest time after an incident and discuss with the pupil how best to support their needs.

Staff follow a staged approach to re-engagement and support for dysregulation which can be found here: [☰ Steps of re-engagement / support for dysregulation](#)

Staff have an infographic to support their application of the staged approach which can be found here: [☰ Steps of re-engagement / support for dysregulation](#)

## 9. Behaviour outside of school

We will not tolerate bullying on or off our premises including sexual harassment, cyberbullying, biphobia, homophobia, transphobia, racism and misogyny. We will follow our anti bullying, and our child on child abuse policy, if it is reported to us that bullying has occurred off the premises or online. Pupils are made aware of how to report bullying in PSHE lessons, assemblies and on admission to Manchester Hospital School. 'Outside of school' includes travelling to and from school or any activity organised by the school. If necessary, we will work with the police and other agencies as appropriate.

## 10. Behaviour incidents online

We are proactive in dealing with any incidents taking place between pupils online and intervene as early as possible, working with parents to keep pupils safe. We would want all





pupils to treat each other with respect and to be kind at all times. If this does not happen, we will talk with the pupils involved and support pupils to develop their relational health.

## 11. Searches

Under the Education Act 2011, the headteacher, and any member of staff authorised to do so by the headteacher, can search pupils and confiscate mobile phones, computers or other devices / items that the authorised staff member has reasonable grounds for suspecting **may pose:**

- a risk to staff or pupils,  
  
and/or may suggest:
- There is evidence in relation to an offence

This includes, but is not limited to:

- Pornography
- Abusive messages, images or videos
- Indecent images of children
- Evidence of suspected criminal behaviour (such as threats of violence or assault)
- Dangerous items / weapons

Before a search, if the authorised staff member is satisfied that they have reasonable grounds for suspecting any of the above, they will also:

Make an assessment of how urgent the search is, and consider the risk to other pupils and staff. If the search is not urgent, they will seek advice from the whole school safeguarding lead.

The authorised staff member will explain to the pupil why they are being searched, and how and where the search will happen, and give them the opportunity to ask questions about it. ***As part of this explanation, the staff member will seek co-operation and agreement from the pupil.***

***It is imperative that the authorised staff member leading the search seeks the pupil's co-operation before embarking upon the search.***

The authorised staff member should:

Inform the DSL and headteacher of any searching incidents where they had reasonable grounds to suspect a pupil was in possession of a banned item.



Involve the DSL without delay if they believe that a search has revealed a safeguarding risk

For more information on searches, see the [w Acceptable ICT and Internet Policy.docx](#)

## 12. Managing Sexualised Behaviours

Our child on child abuse policy details the steps we will take in these circumstances to safeguard our pupils.

[Child-on-child abuse policy](#)

## 13. Monitoring and evaluating school behaviour

The Assistant Headteacher for behaviour regularly reports behaviour data to senior leaders and the governing board. School leaders regularly review individual pupil data and share with all relevant stakeholders including parents /carers. Behaviour data is used to inform policy decisions moving forward.

## 14. Exclusions and Suspensions

Exclusion at our school is used as an absolute last resort and after all other strategies have been unsuccessful. We will use exclusion in response to serious incidents or consistent poor behaviour which has not improved despite interventions and support. We will always consider the pupil's SEND needs during this process. Please refer to our Exclusion Policy for more information on this. If the behaviour is likely to cause harm to another pupil, we will follow the Child on Child abuse policy and involve the DSL as appropriate.

We have used the guidance from the DfE (August 2024) on suspensions and permanent exclusions to inform our escalation procedure:

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

When we need to escalate to exclusion, we follow the procedure outlined below:

- The following will be informed in writing of the exclusion:
  - Parents/carer
  - support workers
  - Governing board
  - local authority

This letter will clearly state the reasons for the exclusion / suspension, the period of a suspension, parents/carers' right to make representation to the governing body,



parents/carers' rights to make a request to hold the meeting remotely and how any representations should be made.

- Parents/carers should be provided with up to date links to sources of impartial advice from the site lead.
- It is important that during a suspension, pupils still receive their education. Therefore, work packs should be given to pupils to complete during their suspensions / exclusion.
- School will support pupils to reintegrate successfully back to school following a suspension / exclusion. A reintegration meeting will take place before the pupil returns to school and an action plan will be created. Parents/carers should be present at this meeting. Schools should work with relevant staff and multi-agency organisations such as teachers, advocates, educational psychologists to implement the reintegration action plan. This should be shared with relevant staff and recorded on CPOMS.

Examples of actions on the reintegration action plan could include;

- Daily contact with a designated member of staff.
- Use of a report card with personalised targets.
- Mentoring / reflection sessions
- Restorative conversations
- Regular reviews with parents.
- Informing the pupil, parents/carers and staff of potential external support.

## 15. Use or Reasonable Force

Our Reasonable force and Physical Intervention Policy details the steps we take to ensure that any use of reasonable force or physical intervention is a last resort. This policy can be found [here](#)



## Appendices

### Appendix A - Behaviour Regulation Toolkit

Types of Behaviour	What could this look like?	Potential reasons	Strategies	Support	Scripted responses (Rights)
<b>Withdrawal</b>	<ul style="list-style-type: none"> <li>● Head on desk</li> <li>● Walking out of lesson</li> <li>● Refusal to cooperate</li> <li>● Vacant</li> <li>● Doodling</li> <li>● Hands over ears.</li> </ul>	<ul style="list-style-type: none"> <li>● Mental health</li> <li>● Friendships</li> <li>● Parental confrontation</li> <li>● Ability - lesson content not accessible</li> <li>● Trauma</li> <li>● Medication</li> </ul>	<ul style="list-style-type: none"> <li>● Time out of class / exit card</li> <li>● Planned use of proximity</li> <li>● 1:1 TA</li> <li>● Fidget toys / sensory items</li> <li>● Checking in</li> <li>● Headphones</li> <li>● Tell me I'm safe</li> <li>● Offer reassurance</li> <li>● Pace</li> <li>● Wine</li> </ul>	<ul style="list-style-type: none"> <li>● Class teacher</li> <li>● Teaching assistant</li> <li>● Form / key teacher</li> <li>● MHLP</li> <li>● Site lead</li> <li>● SLT</li> <li>● Safeguarding team</li> </ul>	<ul style="list-style-type: none"> <li>● “How can I help?”</li> <li>● “Do you need someone to talk to?”</li> <li>● “Just checking in, let me know if you need anything”</li> <li>● “What I would like to try is that we’ll look again together at what you need to do so that you feel really confident. I will start you off and then I will check back in with you, how does that feel to you?”</li> </ul>
<b>Confrontational</b>	<ul style="list-style-type: none"> <li>● Use of bad language</li> <li>● Aggressive</li> <li>● Refusal to put phone away</li> </ul>	<ul style="list-style-type: none"> <li>● Frustration</li> <li>● Anger</li> <li>● Upset</li> </ul>	<ul style="list-style-type: none"> <li>● Take to a quiet space</li> <li>● Remove other children from the quiet room so no distractions</li> <li>● Restorative conversation</li> <li>● Other staff member to intervene / change</li> </ul>	<ul style="list-style-type: none"> <li>● Class teacher</li> <li>● Teaching assistant</li> <li>● Form / key teacher</li> <li>● MHLP</li> <li>● Site lead</li> <li>● SLT</li> <li>● Safeguarding team</li> </ul>	<ul style="list-style-type: none"> <li>● “I can see that you are upset and need some time so can you go with... and I will come and see you at the end of the lesson”</li> <li>● Staying quiet and not engaging in conversation could be the script here.</li> </ul>



			<ul style="list-style-type: none"> <li>of face.</li> <li>Following a pupil can be seen as counter-productive</li> <li>Take a step away.</li> <li>Pace</li> <li>Wine</li> </ul>		
<b>Defiance</b>	<ul style="list-style-type: none"> <li>Inappropriate dress</li> <li>Use of phone</li> <li>Refusing to go into lessons</li> <li>Disengaged from learning</li> <li>Not participating in discussions</li> </ul>	<ul style="list-style-type: none"> <li>Control</li> <li>Authority</li> <li>Ability</li> <li>Does not want to be singled out</li> </ul>	<ul style="list-style-type: none"> <li>Time out / exit card</li> <li>Scaffolding / sentence starters</li> <li>Praise</li> <li>Thank them for following smaller requests</li> <li>Give specific task for a set amount of time</li> <li>TA 1:!! For short period</li> <li>Remove phone when entering the classroom</li> <li>Pace</li> <li>Wine</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>Teaching assistant</li> <li>Form / key teacher</li> <li>MHLP</li> <li>Site lead</li> <li>SLT</li> <li>Safeguarding team</li> </ul>	<ul style="list-style-type: none"> <li>“In the school policy it states that..... This needs to be sorted by....”</li> <li>“Why don’t you try the first question only to begin with...”</li> </ul>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>Self harm</li> <li>Crying</li> <li>Angry</li> </ul>	<ul style="list-style-type: none"> <li>Separation anxiety</li> <li>Over</li> </ul>	<ul style="list-style-type: none"> <li>Visual aids</li> <li>Task board</li> <li>Fidget toys</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>Teaching assistant</li> </ul>	<ul style="list-style-type: none"> <li>“I will give you 5 minutes and then come and check in with you.”</li> <li>“I can see it is really difficult. I am</li> </ul>



	<ul style="list-style-type: none"> <li>● Shaking</li> <li>● Rocking</li> <li>● Fidgeting</li> <li>● Head on desk</li> </ul>	<ul style="list-style-type: none"> <li>● stimulated</li> <li>● Mental health</li> <li>● Issues at home</li> <li>● Friendships</li> </ul>	<ul style="list-style-type: none"> <li>● Time out / exit card</li> <li>● Words of reassurance</li> <li>● Headphones</li> <li>● Offer reassurance.</li> <li>● Positive imagery.</li> <li>● Pace</li> <li>● Wine</li> </ul>	<ul style="list-style-type: none"> <li>● Form / key teacher</li> <li>● MHLP</li> <li>● Site lead</li> <li>● SLT</li> <li>● Safeguarding team</li> </ul>	<p>worried about you and I don't want you to feel alone with these feelings. I will just stay here if that is alright?"</p>
<b>Physical</b>	<ul style="list-style-type: none"> <li>● Pushing</li> <li>● Hitting head against wall / table</li> <li>● Self harm</li> <li>● Throwing objects</li> <li>● Slamming objects down</li> </ul>	<ul style="list-style-type: none"> <li>● Frustration</li> <li>● Anger</li> <li>● Upset</li> <li>● Work too difficult</li> </ul>	<ul style="list-style-type: none"> <li>● Remove others from the situation</li> <li>● Fidget toys</li> <li>● Calm voice</li> <li>● Time out / exit card</li> <li>● Guide the elbows towards safety</li> <li>● Make the environment safe</li> <li>● Pace</li> <li>● Wine</li> </ul>	<ul style="list-style-type: none"> <li>● Class teacher</li> <li>● Teaching assistant</li> <li>● Form / key teacher</li> <li>● MHLP</li> <li>● Site lead</li> <li>● SLT</li> <li>● Safeguarding team</li> </ul>	<ul style="list-style-type: none"> <li>● "Please can you stop..., I want to keep you safe." Repeat.</li> </ul>
<b>Passivity</b>	<ul style="list-style-type: none"> <li>● Disengaged from learning</li> <li>● Reluctant to self start tasks</li> <li>● Head on desk</li> </ul>	<ul style="list-style-type: none"> <li>● Mental health</li> <li>● Overwhelmed</li> <li>● Issues at home</li> </ul>	<ul style="list-style-type: none"> <li>● Visual aids</li> <li>● Fidget toys</li> <li>● White board</li> <li>● Time out / exit card</li> <li>● Short alternative task</li> <li>● Checking in</li> </ul>	<ul style="list-style-type: none"> <li>● Class teacher</li> <li>● Teaching assistant</li> <li>● Form / key teacher</li> <li>● MHLP</li> <li>● Site lead</li> <li>● SLT</li> </ul>	<ul style="list-style-type: none"> <li>● "I'm going to give you 2 minutes and then come back..."</li> <li>● You can do this.. Or this.."</li> <li>● "Just checking in, let me know if you need anything"</li> <li>● "I can see this feels too difficult to start right now, and it just feels too much...I will check in with you in 2</li> </ul>



			<ul style="list-style-type: none"> <li>• Pace</li> <li>• Wine</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding team</li> </ul>	minutes...”
<b>Diversion tactics</b>	<ul style="list-style-type: none"> <li>• Going off topic during a lesson</li> <li>• Laps of the corridor</li> <li>• Asking for a drink within lesson time</li> </ul>	<ul style="list-style-type: none"> <li>• Control</li> <li>• Ability</li> <li>• Regulation</li> <li>• Lack of confidence in subject</li> <li>• Ability</li> </ul>	<ul style="list-style-type: none"> <li>• Give clear expectations</li> <li>• White board with tasks</li> <li>• Redirection</li> <li>• Pace</li> <li>• Wine</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching assistant</li> <li>• Form / key teacher</li> </ul>	<ul style="list-style-type: none"> <li>• “ Just to remind you what the task is.....Do you need any more support with this.”</li> <li>• “I know that walking 2 laps of the corridor is a strategy for you. X will support you with this and make sure you are safe.”</li> <li>• “Can you wait until break or lunch time? If not, once you have completed X, I will arrange for you to get a drink.”</li> </ul>
<b>Undermined</b>	<ul style="list-style-type: none"> <li>• Asking the same question to different members of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Not getting the response they wanted to hear</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the child who they have already spoken to</li> <li>• Communicate with other staff</li> <li>• Pace</li> <li>• Wine</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching assistant</li> <li>• Form / key teacher</li> </ul>	<ul style="list-style-type: none"> <li>• “ Have you already asked someone this question? What did they say...?”</li> </ul>
<b>Work avoidance</b>	<ul style="list-style-type: none"> <li>• Changing conversation topic</li> <li>• Taking phone out</li> <li>• Asking to do another topic / subject</li> </ul>	<ul style="list-style-type: none"> <li>• Tiredness</li> <li>• Dislike of subject</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation with pupil</li> <li>• Offer reassurance</li> <li>• Pace</li> <li>• Wine</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching assistant</li> <li>• Parent</li> <li>• Form teacher</li> </ul>	<ul style="list-style-type: none"> <li>• “I’ve noticed you’ve not started your work yet.”</li> <li>• So, we need to find a way together for this to feel possible. Because I am worried about you and I am interested in your learning. “</li> </ul>



<p><b>Engagement</b></p>	<ul style="list-style-type: none"> <li>Smiling</li> <li>Laughing</li> <li>Actively participating</li> <li>Making choices</li> </ul>	<ul style="list-style-type: none"> <li>Enjoying the activity</li> <li>Motivated by the outcomes of the activity</li> <li>Feeling accomplished</li> </ul>	<ul style="list-style-type: none"> <li>Using interests of the pupils as motivation</li> <li>Pace</li> <li>Wine</li> </ul>	<ul style="list-style-type: none"> <li>Parents</li> <li>Form teachers</li> </ul>	<ul style="list-style-type: none"> <li>“I really admire the resilience you have shown in today's lesson...”</li> <li>“You have really made me smile today, thank you.”</li> <li>“Your contribution to the lesson today was very positive and I am really looking forward to the next lesson.”</li> </ul>
<p><b>Rudeness</b></p>	<ul style="list-style-type: none"> <li>Talking back to a staff member/pupil</li> <li>Not following instructions.</li> <li>Throwing objects</li> <li>Inappropriate language.</li> <li>Walking away from a staff member</li> </ul>	<ul style="list-style-type: none"> <li>Frustration</li> <li>Anger</li> <li>Upset</li> <li>Trauma</li> <li>Mental Health</li> <li>Work too difficult</li> </ul>	<ul style="list-style-type: none"> <li>Time out</li> <li>Sensory Circuit</li> <li>Fidget Toys</li> <li>Scaffold Work</li> <li>Conversation with pupil</li> <li>Parental phone call</li> <li>Pace</li> <li>Wine</li> </ul>	<ul style="list-style-type: none"> <li>Class Teacher</li> <li>Key Teacher</li> <li>Parental Support</li> <li>MHLP</li> <li>Site Lead</li> <li>SLT</li> <li>Safeguarding Team</li> </ul>	<ul style="list-style-type: none"> <li>‘I can see that you are currently dysregulated, I advise you go.... . We will then chat about what has happened then’.</li> <li>It is inappropriate to.... to a member of staff / another pupil.. Can we talk about why you are acting this way?’</li> </ul>
<p><b>Lack of Respect</b></p>	<ul style="list-style-type: none"> <li>Not following instructions.</li> <li>Using inappropriate language.</li> <li>Ignorance</li> <li>Vandalising school property.</li> </ul>	<ul style="list-style-type: none"> <li>Frustration</li> <li>Anger</li> <li>Upset</li> <li>Trauma</li> <li>Mental Health</li> <li>Work too difficult</li> </ul>	<ul style="list-style-type: none"> <li>Time out</li> <li>Sensory Circuit</li> <li>Fidget Toys</li> <li>Scaffold Work</li> <li>Conversation with pupil</li> <li>Parental phone call</li> <li>Pace</li> </ul>	<ul style="list-style-type: none"> <li>Class Teacher</li> <li>Key Teacher</li> <li>Parental Support</li> <li>MHLP</li> <li>Site Lead</li> <li>SLT</li> <li>Safeguarding Team</li> </ul>	<ul style="list-style-type: none"> <li>‘ I have repeatedly asked you to..... I will have to give you a sanction of..... (e.g. losing 5 mins from social time) if you do not follow instructions’.</li> <li>‘ I can see that you are not engaging with the tasks. Can we talk about why this might be?’.</li> </ul>





			<ul style="list-style-type: none"> <li>• Wine</li> </ul>		
<b>Inappropriate conversations</b>	<ul style="list-style-type: none"> <li>• Talking about other pupils/staff members</li> <li>• Discussing topics out of age-related content</li> <li>• Discussing social media out of age-related content.</li> <li>• Discussing events that have happened online.</li> <li>• Discussing topics that pupils have been specifically told not to discuss.</li> </ul>	<ul style="list-style-type: none"> <li>• Immaturity</li> <li>• Previous trauma</li> <li>• Lack of awareness of how the conversation is inappropriate</li> <li>• Bullying</li> <li>• Social media exposure</li> </ul>	<ul style="list-style-type: none"> <li>• Immediately shut down the conversation</li> <li>• Remove pupil from the lesson for a time out if does not stop the conversation</li> <li>• restorative conversation with both parties of the conversation.</li> <li>• Explanation to pupil(s) as to why the language is inappropriate.</li> <li>• Consistency with all staff. .</li> <li>• Senior staff member to intervene if required.</li> <li>• Pace</li> <li>• Wine</li> </ul>	<ul style="list-style-type: none"> <li>• Class Teacher</li> <li>• Key Teacher</li> <li>• Teaching assistant</li> <li>• Parental Support</li> <li>• MHLP</li> <li>• Site Lead</li> <li>• SLT</li> <li>• Safeguarding Team</li> </ul>	<ul style="list-style-type: none"> <li>• ‘The conversation is inappropriate. At the.....( e.g. end of the lesson) we will discuss why this is inappropriate but lets change the conversion to....’</li> </ul>
<b>Sexualised behaviours/ language</b>	<ul style="list-style-type: none"> <li>• wearing inappropriate clothing</li> </ul>	<ul style="list-style-type: none"> <li>• Immaturity</li> <li>• Previous trauma</li> </ul>	<ul style="list-style-type: none"> <li>• Immediately shut down the conversation/beha</li> </ul>	<ul style="list-style-type: none"> <li>• Class Teacher</li> <li>• Key Teacher</li> <li>• Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• ‘The conversation is inappropriate, please stop talking about this topic immediately. At the.....( e.g. end of</li> </ul>



	<ul style="list-style-type: none"> <li>• acting out sexual behaviours</li> <li>• discussing sexualised content</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of awareness of how the conversation /behaviours are inappropriate</li> <li>• Exposure of sexualised content from the internet / social media / films / games</li> </ul>	<ul style="list-style-type: none"> <li>• Remove pupil from the lesson for a time out if does not stop the conversation</li> <li>• restorative conversation with both parties of the conversation.</li> <li>• Senior staff member to intervene if required.</li> <li>• Pace</li> <li>• Wine</li> </ul>	<ul style="list-style-type: none"> <li>• assistant</li> <li>• Parental Support</li> <li>• MHLP</li> <li>• Site Lead</li> <li>• SLT</li> <li>• Safeguarding Team</li> <li>• External Agencies</li> </ul>	<p>the lesson) we will discuss why this is inappropriate’.</p> <ul style="list-style-type: none"> <li>• ‘The behaviour you have demonstrated is inappropriate, please stop.. At the.....( e.g. end of the lesson) we will discuss why this is inappropriate’.</li> </ul>
<b>Inappropriate language</b>	<ul style="list-style-type: none"> <li>• Swearing</li> <li>• Talking about other pupils / staff</li> <li>• Shouting at others</li> <li>• Mimicking other staff / pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Immaturity</li> <li>• Parental use of inappropriate language in the home.</li> <li>• Lack of awareness of the meaning of the words they are saying.</li> <li>• Exposure of inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Immediately shut down the inappropriate language.</li> <li>• Parental support.</li> <li>• Time out</li> <li>• Explanation to pupil(s) as to why the language is inappropriate.</li> <li>• Consistency with all staff.</li> <li>• Consequences for repeated poor</li> </ul>	<ul style="list-style-type: none"> <li>• Class Teacher</li> <li>• Key Teacher</li> <li>• Teaching assistant</li> <li>• Parental Support</li> <li>• MHLP</li> <li>• Site Lead</li> <li>• SLT</li> <li>• Safeguarding Team</li> </ul>	<ul style="list-style-type: none"> <li>• ‘The language you have just used is inappropriate within school. Do you understand why this language shouldn’t be used?’</li> <li>• ‘We can have a conversation..... as to why this word(s) is inappropriate....’.</li> </ul>



		language from the internet / social media / films / games / peers	language - eg 5 mins break social time. <ul style="list-style-type: none"> <li>• Pace</li> <li>• Wine</li> </ul>		
<b>Homophobic comments/ actions</b>	<ul style="list-style-type: none"> <li>• Discussing pupils/teacher sexuality</li> <li>• Discussing pupils/teacher's gender</li> <li>• Mimicking other staff/pupil</li> <li>• Making homophobic comments/ remarks</li> </ul>	<ul style="list-style-type: none"> <li>• Immaturity</li> <li>• Home / parental culture regarding LGBT+ community.</li> <li>• Lack of awareness of the meaning of the words they are saying.</li> <li>• Exposure of inappropriate actions / language from the internet / social media / films / games / peers</li> </ul>	<ul style="list-style-type: none"> <li>• Immediately shut down the conversation/behaviours/ comments</li> <li>• Restorative conversation with both parties.</li> <li>• Senior staff member to intervene if required.</li> <li>• Explanation to the pupil as to why the comment was inappropriate if required.</li> <li>• Consistency with all staff.</li> <li>• Pace</li> <li>• Wine</li> </ul>	<ul style="list-style-type: none"> <li>• Class Teacher</li> <li>• Key Teacher</li> <li>• Teaching assistant</li> <li>• Parental Support</li> <li>• MHLP</li> <li>• Site Lead</li> <li>• SLT</li> <li>• Safeguarding Team</li> <li>• External Agency (The Proud Trust)</li> </ul>	<ul style="list-style-type: none"> <li>• 'The language you have just used is inappropriate. Please do not use this word(s) again. 'We can have a conversation..... as to why this word(s) is inappropriate....'.</li> <li>• 'The conversation is inappropriate, please stop talking about this topic immediately. At the.....( e.g. end of the lesson) we will discuss why this is inappropriate'.</li> <li>• 'The behaviour you have demonstrated is inappropriate, please stop this immediately. At the.....( e.g. end of the lesson) we will discuss why this is inappropriate'.</li> </ul>






## WINE (I wonder, I imagine, I notice, empathy)

- **I wonder if...** (e.g. it felt like no one understood you).
- **I imagine...** (e.g. that was horrible when that happened).
- **I notice...** (e.g. how you perked up when you said you felt close to your brother).
- **I felt moved when you said...** (e.g. for years you thought you were to blame for the abuse. But now you realise you were not to blame and you feel freed from a terrible burden).
- **That sounds...** (e.g. painful because you were all on your own). [empathy]
- **This is my drawing about what you said** (show drawing).
- **I respect you for...** (e.g. your courage).
- **Will you help me understand x?...** (e.g. what it was like for you when your mum went to hospital?).

After voicing your curiosity, e.g. 'Will you help me understand' always follow up with **empathy** e.g. 'So when you Mum went to hospital your say you felt terribly lost and alone. I can understand that. So painful, as I know how close you are and how much you feel supported by her.' (This should not be simply a parroting of what they said but showing that you have understood the main emotional themes in their response).



**PACE: A way of communicating and being with teenagers that helps them to stay open and engaged with you**

	<b>Play</b> <b>P</b>	<p>A playful, warm and spontaneous way of interacting with the teenager to support them to feel safe with you and to promote trust.</p> <p>When you connect with teenagers in this way, they are freer to open up, reflect, laugh, play, share their true feelings with you. Use of a warm light tone of voice is key (storytelling voice).</p>
	<b>Acceptance</b> <b>A</b>	<p>At all times accepting the teenager's intentions, thoughts, feelings and inner life, without any judgment or criticism. As a result, the teenager builds trust that you will never be shaming or critical.</p> <p>Accepting and acknowledging the feelings fuelling the teenager's presenting behaviour. (You can be firm on behaviour while at the same time truly accepting the feelings that triggered the behaviour).</p>
	<b>Curiosity</b> <b>C</b>	<p>Active interest, totally non-judgemental, in how the teenager is experiencing an emotionally charged event (past or present). 'Will you help me understand...?' 'I wonder if...?'</p> <p>Curiosity lets the teenager know that you really want to understand <i>their</i> meaning of an important life event and then help them with their understanding.</p> <p>Curiosity helps the teenager to become aware of their inner life, to start to reflect and come to understand themselves.</p>
	<b>Empathy</b> <b>E</b>	<p>Feeling into the emotional pain of the teenager (without getting lost in it) not just experiencing their pain cognitively or defending against it in other ways. Finding the words to convey your empathy.</p> <p>Having understanding of and compassion for your own traumatised inner child or teenager, so that you can be with the teenager's pain in a profoundly connecting way, resulting in the teenager truly 'feeling felt by you' (Dan Siegel). Empathy conveys to the teenager that s/he is no longer alone with their painful feelings and stories of distress.</p>