

1	2	3	2	1	Antecedents
When things are going well - what are the praise opportunities? Use of PACE (Playfulness, Acceptance, Curiosity, Empathy) Be present Communication Positive relationships between staff and children Use of recognition rewards in school – stickers, certificates Recognition planned on an individual basis based on need. Verbal and non-verbal recognition Shared supported social time with peers and staff Reflective positive descriptive language Self-regulation encouraged-Monitored	When things are starting to get tricky - what can it look like? Avoidance behaviour Inability to engage with adults or peers Quiet or not quiet verbal refusal to cooperate Non-verbal refusal to co-operate Urge to flee the situation Exhibiting the need to control Oppositional behaviours Desire to flee the incident Blame seeking Discussion avoidance Fixed point of view Inflexible thoughts Low level violent behaviours Low level damage to school environment Targeting other children How do we need to respond? Use of PACE Be present Communicate verbal and non-verbal Co-regulate Reflect – if appropriate Reassure Comfort – individualised sensory offer Accept Step away Distract – revisit later Offer a supported safe	When a child is in crisis - what can it look like? All of Level 2 + Biting Violent throwing Running away – leaving the school site or the classroom Putting themselves at risk Indiscriminate violence toward adults or peers Self-injury Non-compliance Significant damage to school environment How do we need to respond? Use of PACE Be present Communicate verbal and non-verbal Reassure with boundaries Use of team teach strategies for positive intervention if needed Dynamic risk assessment needed Make child and environment safe Use of Safe Spaces	When the child is coming out of a crisis - what can it look like? Lessening of behaviours seen at Level 3 Body language changes – head down dragging feet slumped posture quiet demeanor Wanting to talk Feeling the need to isolate Feeling the need to self-punish Desire to return to previous activity Crying Giggling How do we need to respond? Use of PACE Be present Communicate verbal and non-verbal. Listen Reflect if appropriate Reassure Comfort Accept Step away Give time to co-regulate or self-regulate Monitor	Use of PACE (Playfulness, Acceptance, Curiosity, Empathy) P – remain playful and positive. A – show acceptance and understanding of their struggle and difficulties. C – be curious of their feelings, actions and triggers. E – empathise to their challenges and situation that they are/ were in. Each situation is different for each child, depending on their needs, so approach with caution and care. Use reflective language Work at the pace of the child Work toward natural consequences Monitor	When or in what situations are these behaviours likely to occur? School influences When demands, or perceived demands, are made of the child. Peer and adult relationships have become challenging for them. When learning is perceived to be challenging, or unwanted. When school is not how the children want it to be. When not school ready. When the child is ill, tired, hungry or un-medicated. External influences, home life Sibling

Willow Grove Primary School – Supporting Relationships strategy

Updated September 2026

	space-Monitored Change of face strategy-Monitored	adult directed and supported Give space if appropriate Monitor Sensory offer		Prioritise physical and psychological safety.	relationships Adult relationships outside school events.
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Willow Grove Primary School – Supporting Relationships strategy

Updated September 2026

Building positive relationships	Anxiety	Defensive	Crisis	Recovery & Depression	Repair and Restoration	Triggers
Are there any suspected medical conditions which should be considered?	Are there any known medical conditions which should be considered?	Admission information Engagement with Services Information. Regularly updated medical information. Pastoral Team to support to medical appointments.				
Use of PACE Reflective Language and Communication Recognise and record things that are going well on Pen Portraits. Collection and use of historic information about the child and family on admission information. Vulnerability Index. Collaboration with other agencies. Collaboratively formed school rules	Use of PACE Recognise and record information on the things that the child is finding tricky on daily record sheets Reflective Language and Communication Emotional Self-Regulation and Co-regulation Collection and use of historic information about the child and family. Record the de-escalation information on the CPOMs System. Collaboration with other agencies.	Use of PACE Group meetings in class. Cause for Concern. Positive Handling Sheets. Phone calls to families. Risk Assessments Individual Risk Assesements. Letter to Parents. Record of First Aid incidents Record of Safe Space usage Reports (from CPOMs) to other agencies as appropriate. De-escalation information. Violent incident forms. Racist incident forms. Serious incident logs on CPOMs. Internal/external exclusions records.	Positive Handling records sent home to parents/carers each day. Reports to Governors regularly. Data included on yearly reports to parents/carers. Families encouraged to engage and communicate with external agencies Pastoral team to offer with personalised family support Reflective conversations with children and families ADHD clinic attendance to be supported.			

My scale

Name:

Rating

3	
2	
1	