

The Willows School Academy Trust



Behaviour Policy

Reviewed: September 2024

Next Review: September 2025

Statement of Intent

The pupils attending The Willows School Academy Trust have demonstrated significant cause for concern in a mainstream setting and have been identified as requiring specialist provision for support with behavioural, emotional and social needs. We aim to help all pupils come to terms with their presenting difficulties and encourage them to acquire coping strategies and skills which will enable them to become self-disciplined and demonstrate acceptable standards of behaviour and where possible return to mainstream schools. This policy is designed to help and guide staff to work professionally and effectively in support of the pupils' needs and to inform parents of the school's standards regarding behaviour.

The behaviour policy is developed closely linked to our school mission statement and our core values:

At The Willows School Academy Trust, we are committed to helping our children by:

- Creating a positive and nurturing environment where our children can feel happy, safe, loved and respected.
- Challenging our children to achieve our best.
- Providing our children with opportunities and experiences that may enable them to access mainstream primary education.
- Giving our children the skills necessary to begin the journey towards becoming successful adults.

At the heart of our Mission Statement are the school's core values that are taught through SMSC and modelled by all staff in the school.

Core Values

Fairness

Compassion

Tolerance

Friendliness

Endeavour

'Learning, Achieving, Succeeding'

We believe that if we are successful in achieving the goals set out in our Mission Statement, built on the foundation of sound core values, the school's motto of '*Learning, Achieving, Succeeding*' stands strong.

Statement of Behaviour Principles

The Education and Inspections Act 2006 and DfE document Behaviour and discipline in schools: guide for governing bodies (September 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the headteacher in determining measures to promote good behaviour.

These principles reflect our school values, our commitment to the United Nations Convention on the Rights of the Child and our work as a UNICEF Rights Respecting School and relevant Articles

Key Principles






- At The Willows we strive to ensure that every child understands that they have the right to learn, and that no child has the right to disrupt the learning of others.
- All children, staff and visitors have the right to feel and be safe at all times in school, to be listened to, to feel valued and respected.
- All pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010 - everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to rewarding good behaviour and mutual respect.
- It is expected that all adults (staff and volunteers) will provide excellent models of behaviour in all aspects of school life.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- We will communicate expectations of behaviour clearly.
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support and intervention will be issued at the earliest opportunity;
- Strategies will be recorded where there is a high level of concern on CPOMS behaviour log and/or the Individual behaviour Plan.
- We will seek advice and support from appropriate outside agencies.
- We will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. It will be a high priority to disseminate such ideas across all the staff.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.

The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards the school's staff, will not be tolerated.



Aims

This policy aims to:



-  Provide a consistent approach to behaviour management
-  Define what we consider to be unacceptable behaviour, including bullying, racism and homophobic behaviours.
-  Outline how pupils are expected to behave.
-  Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
-  Outline our system of rewards and sanctions

Legislation and Statutory Requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

-  Behaviour in schools: advice for headteachers and school staff – February 2024
-  Behaviour and discipline in schools: guidance for governing bodies – September 2015
-  Searching, screening and confiscation: advice for schools - September 2024
-  The Equality Act 2010
-  Keeping Children Safe in Education - September 2024
-  Working Together to Safeguard Children – December 2023
-  The Independent School Standards – April 2019
-  Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – August 2024
-  Use of reasonable force in schools - July 2013
-  Supporting students with medical conditions at school - August 2017

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

-  Section 175 of the Education Act 2002, which outlines a schools duty to safeguard and promote the welfare of its pupils
-  Sections 88-89 of the Education and Inspections Act 2006 which require schools to regulate pupils behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils property

Roles and Responsibilities

The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles.

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for implementation.

Leadership

The school leadership team alongside the Behaviour Lead should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders ensure all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. The Willows ensured that staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

The Staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. All staff practice the common language (appendix 3) and all behaviours are recorded on CPOMS (appendix 1). Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff will receive clear guidance about school expectations of their own conduct at school.

The Pupils

All pupils should know and understand the school rules and expectations

All should be aware that they need to follow the rules, show respect for themselves and others and in so doing will receive the linked rewards; or sanctions if they do not

Parents and Carers

We place great importance on sharing equal and joint responsibility with parents/carers for their child's education and behaviour. We believe that it is essential that parents/carers are involved in helping their child. We are committed to working in partnership with parents/carers and acknowledge the valuable contribution they can make in support of their child. We welcome the support and involvement we get from our parents/carers and seek to build on this to best meet the needs of the children.

Home-School Partnership

Parents and carers are consulted about the strategies used in school to manage the child's behaviour. School staff, parents and carers collaborate in the use of simple sanctions, where this is thought to be desirable. School staff offer suggestions to parents and carers about management of their child's behaviour at home.

Ethos




Our priority is to create a supportive environment in which pupils feel safe, secure and happy. The emphasis is on a positive approach of encouragement and praise. We consider it is essential to maintain firm, consistent discipline free from unnecessary restrictions yet with clear boundaries concerning unacceptable behaviour.

Individual Behaviour Programmes

Each pupil has a termly Individual Education Plan which identifies behaviour targets. These focus on the major behavioural concerns, which are prioritised into weekly targets. Targets are continuously reviewed and changed in light of progress and/or concerns. A consistent approach to pupils' behaviour is ensured by daily class team meetings, weekly whole school meetings and senior management team/class team meetings where strategies for supporting behaviour are discussed.

School Rules

School Rules are kept simple and to a minimum. They are:




-  *We follow instructions*
-  *We keep hands and feet and objects to ourselves*
-  *We are kind, polite and respectful to everyone*

Behaviour management

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour with the classroom.

They will:

-  Create and maintain a stimulating environment that encourages pupils to be engaged.
-  Display the school rules
-  Develop positive relationships with pupils, which may include:
 - Greeting pupils in the morning/ at the start of lessons
 - Establishing clear routines and spaces for children to work at
 - Using every available opportunity to communicate expectations of behaviour
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Teaching Opportunities to reinforce good behaviour

Staff are committed to reinforcing good behaviour by daily use of praise, rewards and positive behaviour management strategies. This is reinforced across the curriculum e.g. through a strong emphasis on the importance of self-management in the community. Classroom strategies will be part of lesson planning and may include separate seating plans, use of structured one to one teaching, multi-sensory approaches and pupil centred rewards.

Staff use of the common language (appendix 3) and use of de-escalation strategies (appendix 4) forms an important part of the school behaviour management strategy

Rewards and Sanctions

List of targets, rewards and sanctions

At the Willows Academy Trust we use a Behaviour Target System in order to provide a framework of positive reinforcement. This is based on a simple system reinforcing achieved targets on a session by session, day by day basis. Each pupil is set targets relating to their behaviour for learning and work each lesson.

Pupils may earn up to 15 points each day (five points each learning sessions) for:

- Good sitting
- Good Listening
- Good looking
- Hands up
- Amazing work

Pupils review their targets with the teacher or learning support assistant at the end of each learning block. These targets are reviewed weekly and the points they earn for the week translate into both certificates and accumulated credit for spending at the school shop. Certificates are issued every Monday at the school's morning assembly. Children who have earned a Head Teacher award have a restaurant lunch at the end of the following week as a reward.

Rewards
Specific praise and stickers
Class based reward, including praise notes home
Show work to your special person
Show work to the Deputy
Show work to the Head Teacher
Good news phone call home
Dip in the box
SLT special dip
Head teachers special lunch

Points earned are:

Head Teacher award: 75 points

Gold award: 61-74 points

Silver awards: 31 -60 points

Bronze award: 0-30 points

School Shop

The school shop is open every Monday. Children are able to spend their points if they wish. There are four 'prices'.

75 points

150 points

225 points

300 points

Dip in the box

This provides immediate positive reinforcement for desired behaviour in the classroom. Children who receive the dip in the box are rewarded with it straight away for positive behaviours, and after they are selected, the dip goes into the cupboard at the end of the day.

Special Dips

Children can receive a special dip for any desired behaviours above the expected that were noticed during the course of the school day. They collect these at the end of the school day of Friday. We use every opportunity to acknowledge and praise each pupil's achievements and successes. We believe that praise is better than negative criticism.

Consequences / Sanctions

Sanctions
Rule reminder
1,3,5 minutes of quiet time in class (reflection)
Minutes off break
Session out of class (internal exclusions)
Parents contacted
Suspensions
Reflection Club
Permanent Exclusion

Any serious misbehaviour is recorded on the school CPOMS system

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Types of Bullying	Definition
Emotional	Being unfriendly. Excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

We do not tolerate incidents of abuse, prejudice based bullying, discriminatory bullying or harassment in any form. Pupils are encouraged to report all incidents to a member of staff immediately. Action will be taken whether the incidents happen on school transport, in the classroom or in the playground.

All incidents are recorded on CPOMS with the Behaviour Lead and members of SLT notified.

Positive Handling

Definitions of Positive Handling

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Risk assessment identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

1. *Physical Contact*

Situations in which proper physical contact occurs between staff and pupils. e.g. in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact, as long as this is within public view, sensitively carried out and age/person-appropriate.



2. *Physical Intervention*

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant. This technique cannot be emphasised enough and in the hands of a skilful practitioner, many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to 'defuse' a situation by a timely intervention.

3. *Physical control/Restraint/Restrictive Physical Intervention*

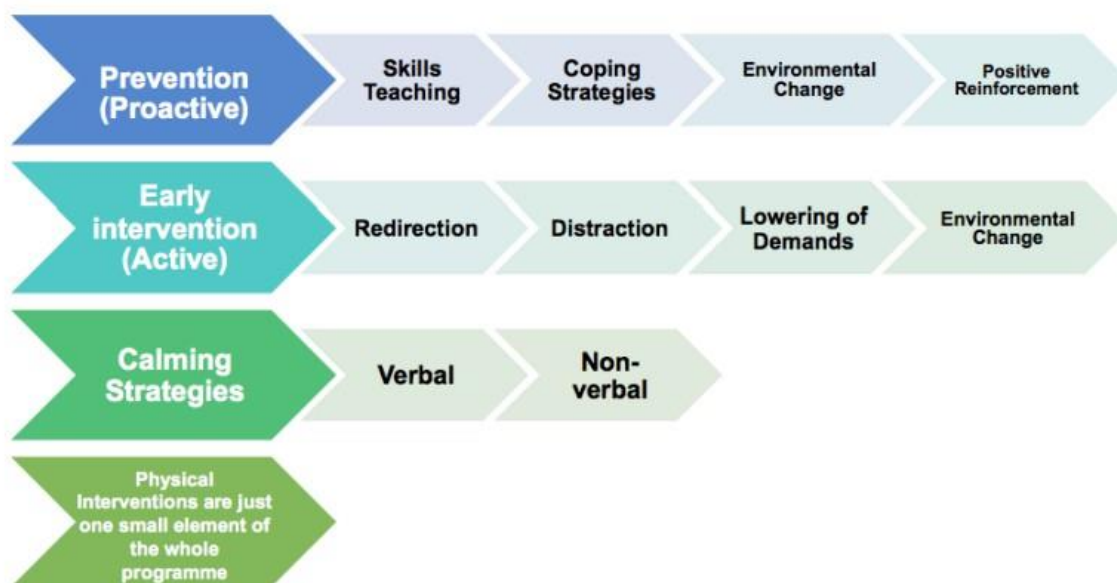
This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded on CPOMS parents must be informed as soon as is practicably possible. If anyone is injured an accident/incident report must also be completed. Positive Handling is completed online with all adults having a personalised login (in the event of a supply staff being involved they are to have their statement recorded and named on another member of staffs CPOMS) and accident/incidents reports at the main school office. Records of incidents will be sent via CPOMS to the Headteacher/Deputy Head Teacher/DSL as soon as possible, and by the end of the school day at the latest. The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint. Restraint is defined by Team Teach as the positive application of force by Positive Handling.

No legal definition of reasonable force exists, however, for the purpose of this policy and the implementation of it in The Willows School Academy Trust:

-  Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.
-  The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

- 🏠 Staff would be expected to follow the pupil's IBP (see appendix 2) in the first instance to manage an incident/challenging behaviour.
- 🏠 If this was unsuccessful and the situation continues to escalate, staff would then be expected to request support from a colleague who has received training in the last 3 years.
- 🏠 Only if all of the above have been tried and are unsuccessful, should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.
- 🏠 All the techniques used take account of the young person's
 - Age
 - Gender
 - Level of physical, emotional and intellectual development
 - Special needs
 - Social context.

The below diagram illustrates the key principles of effective physical interventions, and the factors to consider and skills required in order to effect these.

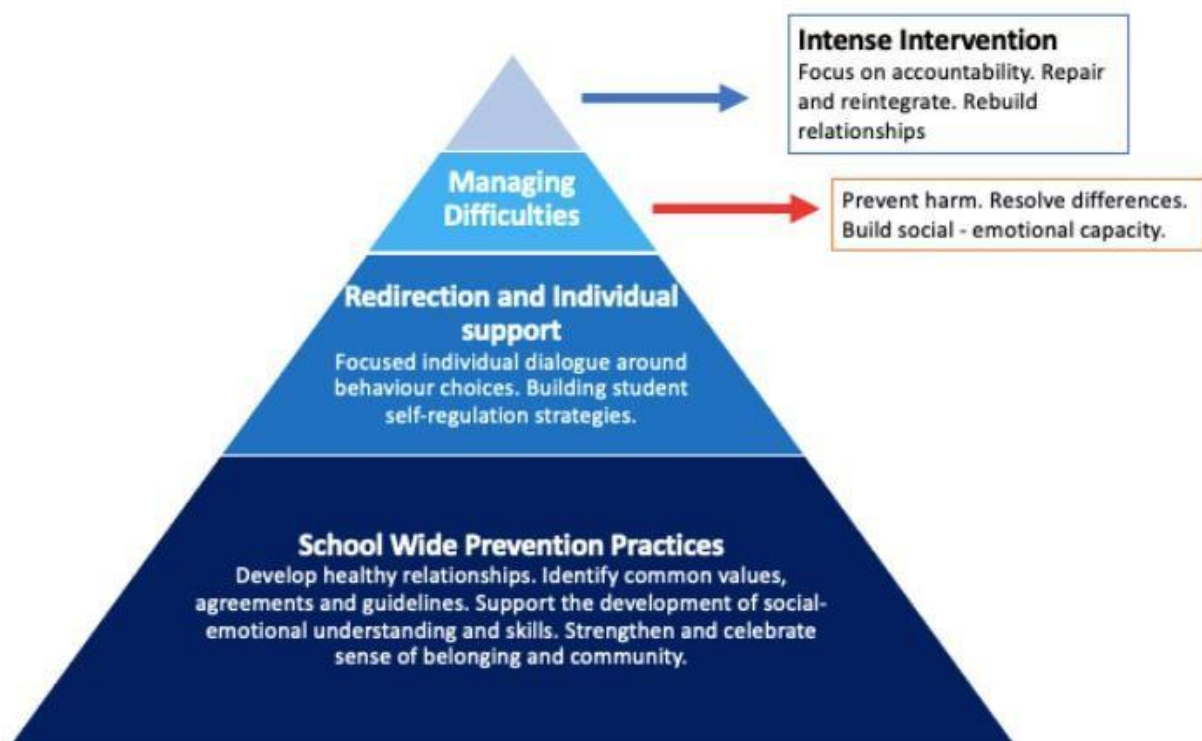


Minimising the Need to Use Force

At The Willows School Academy Trust we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with persistent challenging behaviour are provided with appropriate support as appropriate to their individual needs.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force.

The systems and procedures of the school are intended to bring about a positive change in pupils' behaviour while enabling staff to manage situations, constructively and confidently when behaviour is unacceptable or inappropriate. Consistency in application of these systems is essential to the growth and development of the pupils.



Harmful sexual behaviour

All staff are aware that harmful sexual behaviours can and do occur in the community and potentially in the school. A whole school approach is in place to address these issues. Sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable. Children are educated about healthy relationships through our PSHE curriculum.

A member of staff who becomes aware of any such incident will take immediate action to ensure the safety of all involved following the schools procedures. All staff are aware of the need to add with sensitivity and confidentiality respecting both the victim/s and perpetrator/s. The issue is then reported in a timely manner via CPOMS to our safeguarding leads who will take appropriate action.

List of possible actions/sanctions:

- Support for victim
- Support for perpetrator
- Sign posting of victim and perpetrator to external support agencies
- Signposting of victim and perpetrator to external services support

Linked Policies

This policy should be read in conjunction with the:

Child Protection and Safeguarding Policy

Exclusion Policy

Positive Handling Policy

Anti-Bullying Policy

Equality and Diversity Policy

Communication

To be most effective in dealing with pupils' behaviour we have to have strategies for communicating with everybody concerned with the child.

Only then can we provide a consistent approach that meets the individual's needs. Our communication network encompasses:

- Within school
- Parents/carers
- Governors
- External agencies e.g. Educational Psychologist, Educational Welfare Officer, other professionals
- The Local Authority
- The community

Review

The Behaviour Policy is subject to regular review by the Behaviour Lead alongside SLT, and reviewed annually. Changes, updates and modifications will be carried out as required, and shared and monitored by the Governing Body.

Signed: Malcolm Shaw
Headteacher

Bal Grant
Chair of Governors

Appendix: 1

At The Willows School we record all incidents on CPOMS

CPOMS Website CPOMS User Guide Contact Support CPOMS FAQ HIDE NAMES BLANK SCREEN

It is your responsibility to logout and protect the security of student information.

Telford College of Arts and Technology [Dashboard](#) [Add Incident](#) [Change Password](#) LOGOUT

Add Incident

Add Incident

Student

Incident

Categories Counselling Financial Abuse Kickstart Learner Mentoring Support Safeguarding Willow Tree

Linked student(s)
Type a student's name to link them to this incident.

Body map

Date/Time

Alert Staff Members

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

File(s) No file chosen

Agency Involved [Select Agencies](#)

Learning Plan for

Stage: **E**
 Date of birth:
 Gender: Male
 Tutor group:
 Year group:
 Teacher:
 Start date:
 Review date:

ASSESS

Areas of strength:

Areas of concern: IBP

Plan

Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
Emotional	To manage emotional outbursts.	Fewer sanctions applied. Fewer incidences of time out required. recognises triggers and acts accordingly.	SEBs materials. Staff model appropriate responses to managing emotions.	
Social	To accept that we need to be polite to everyone even if we disagree with them.	Observed on 9 out of 10 occasions.	PSHE sessions, drama workshops, circle time, Behaviour support teacher.	

Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
Behaviour	Take responsibility for your own behaviour.	Improved behaviour and learning.	Set personal targets for improvement. Support efforts by additional measures such as changes to seating plan, moving groups, additional help with work.	

Common Language

- Good listening, good, sitting, good effort, good try...etc.
- Thank you for....
- Hello!
- I like the way you are....
- I like to see...
- Well done for the way you ...
- Would you like any help...?
- Show me....(e.g. good sitting)
- Your behaviour, body language, face is showing me...
- Would you like to help me with...?
- Would you like help with...?
- Choices... (e.g. If you choose to continue to..., ... would be the consequence. If you choose to..., you could then
- Think about your choices.
- Learning time, learning behaviours, learning, we come to school to learn.
- When you are....(e.g. Sitting nicely) I will know you are ready
- Are you ... (e.g. making good choices?, doing good sitting?)
Are you making good choices?
- Countdown 5, 4, 3, 2, 1.
- We like you but not this behaviour
- What are the consequences?
- Thank you. (e.g. Thank you for sitting quietly- NOT please sit quietly)
- Keep it small, don't make it big
- Are you in the right place? Are you sitting nicely, Are you making the right choice? Etc.
- Lips locked, mind awake, eyes looking.
- The expectations are....
- Reward reminders

Adult to adult

- Assistance is available... (Would you like help?)
- Assistance required.... (I want help)

Non-verbal

Hand outstretched, palm face down and lower (settle down) High five Smile
Hands up for waiting Raised eyebrow Stare Thumbs up, thumbs down Ignore

De-escalation strategies

Choosing which strategy to use, with whom and when is a matter of professional judgement, but better to try and fail than to not try at all.

Having positive relationships with the children, as individuals will support your decision-making and improve your chances of de-escalating.

- Consider your tone of voice, body language and the words you use.
- Be calm to see calm.
- Praise praise praise
- Support self-control do not impose control (unless for safety) Remember the goal is ultimately for the child to develop self-regulation and self-control.
- Remember many of our children have difficulties processing information- Give them time to process what has been said. Do not expect an immediate response/action
- Be proactive not reactive- step in gently before issues get too big. Reminders are good at this stage.
- Request an action using a thank you instead of a please, this often works best if you turn away slightly after asking as if fully expecting compliance eg-sit down thank you.
- Planned ignoring, you can voice your strategy to another adult to avoid anxiety eg. “Miss Moreno Bob isn’t ready to follow instructions I am going to give him some space and I will see if he is ready to talk in a little while. “
- Let the child be heard- (if you are asking a upset child to talk to you there may well be some inappropriate language- this can be mentioned after they have had their chance to talk) keep eye contact if comfortable, listen, don’t interrupt except for clarification, don’t rush, don’t judge. Often the child will run out of steam as they tell their side. Thank them for explaining, perhaps ask what they think may now need to happen, you may be surprised.
- Remember a hot kettle boils quickly-once a child seems to have calmed they may not necessarily be able to keep it that way. Be watchful and supportive, praise efforts and reflect on progress if you feel it will have the desired effect.
- Remind of expectations- clear and simple. Sometimes aiming this at no one in particular is less provocative, eg. I hope we are all remembering that we follow instructions.
- Name the emotion in a question for clarification.- I can see you are feeling angry? Do I have that right? Do not push for an answer if one is not forthcoming.
- Allow silence-if a child is not ready to verbalise it does not mean they will not appreciate some company, let them know you are happy to listen if they want to talk.
- Remind of positive consequences- eg. Once you have put that chair down perhaps, you would like some fresh air/drink of water?
- Use questions- to allow the child to feel safe knowing their thoughts and feelings have value and will be heard .eg. Would some time in reflection help? Would you like some space?
- Remind, not warn, of negative consequences- e.g. I am worried that if you do not make a different choice you may have to miss some of your play/ finish that work at playtime etc. E.g., I am wondering if you are earning your play. I am going to see how the rest of this session goes and then I will decide.
- Speak as if from your own experience- e.g.” I know when I feel angry my chest gets all tight but taking a few deep breaths helps me, shall we try together?”
- Parallel praise-e.g. Bob and Bill are being silly, Ben is not “Ben, I love the way you are sitting quietly, remind me later to find you a dip in the box” often this calms others without being at all

confrontational. Be sure to praise if they follow suit e.g. “Bob and Bill, lovely sitting, thank you for listening, perhaps you can earn a dip too, keep at it, well done”

Reflect on the issue focusing on the positives when you feel the child is open to this, be guided by their response and be prepared to postpone if you feel the child is getting agitated all over again. Reflection is a tool to help support the child being able to make better choices next time; it is not a chance to let them know how disappointed you are.

REMEMBER

- The more positive and respectful your attention to an issue is the more positive and respectful reaction you will receive over time.
- Time out/missed play is almost a last option, once a child becomes immune to that consequence you have few options left to you.
- Any kind of handling is a last resort and must be recorded with details of all other de-escalation strategies tried first.
- Learning behaviour points are specifically for the 5 learning behaviours named on the points charts- these do not get lost for playground or non-learning times.
- Rewards earned cannot be withdrawn
- Setting consequences will not result in a calmer child and will make your life harder; they have a place in behaviour management but use them sparingly for maximum effect. They should NOT be your automatic go to response.
- Once a consequence is served or an issue is over IT IS OVER. Gentle reflection at an opportune moment is great but do not bring back the negative feelings of the event by revisiting it verbally other than as reflection
- Enforced control is not a transferable skill, supporting the child to develop self-control is.
- Respect gains respect, if our children do not feel valued and respected they will see little reason to treat others with respect.
- Take care in sharing negative information with parents, negative behaviour at school is dealt with at school and we move on. A child who is anxious about the reaction they may receive when they get home will not find it easier to ‘turn things around’.
- Focus on making positive choices appealing and worthwhile.
- Take an interest in the child, build a positive relationship with them and hear what they have to say.
- Remember previous schools and perhaps adults at home have tried for years punishing and giving consequences to our children, it has little effect and largely our children become ‘immune’, anxious and develop poor self-esteem all of which increase negative behaviours.

Over time, we often slip into using site-specific terms ‘Willows speak’ that we understand but that may be interpreted differently by the hearer/reader. When recording or discussing incidents remember to use terms that best reflect your actions

Try to avoid	Consider using instead
Sent to the wall	Was directed to take reflection during playtime
Led/taken to reflection/time out	Asked/directed to take reflection, support offered
Warned of consequences	Reminded of choices and consequences positive and negative.
Lost play	Spent playtime inside for supported reflection and repair
Was given 10 minutes	Accepted the recommendation to take 10 minutes reflection
Grabbed/led/took/held	Used caring c's and guided

This is designed to be a living document and any suggestions of additional strategies or relevant points are most welcome.