



# Behaviour Policy

Policy name:	Behaviour Policy
Linked policies:	Safeguarding policy, Lunchtime Policy and the Anti-Bullying Policy
Policy author:	D Sumner
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Other information:	

## **Positive Behaviour Policy**

1. Draft written by D Sumner, Headteacher
2. Document Development: Working Party Draft June 2019
3. Stakeholder Consultation June 2019
4. Governor Ratification: September 2019
5. Implemented September 2019
6. Reviewed and amended September 2021
7. Ratified September 2021 for review in September 2023

This policy links with the Safeguarding policy, Lunchtime Policy and the Anti-Bullying Policy

## Rationale

The policy is based on the research recommendations reported by the EEF in the Improving Behaviour in Schools Guidance (2019) and the work of Paul Dix as published in the book “When the adults change, everything changes” (2017).

The EEF recommends that schools ensure their approach to promoting positive behaviour follow the following:

- Recommendation 1: Know and understand your pupils and their influences
- Recommendation 2: Teach learning behaviours alongside managing misbehaviour
- Recommendation 3: Use classroom management strategies to support good classroom behaviour
- Recommendation 4: Use simple approaches as part of your regular routine
- Recommendation 5: Use targeted approaches to meet the needs of individuals in your school
- Recommendation 6: Consistency is key

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>

## Behaviour Policy Principles

Willow Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the three rules of being: ‘**Ready, Respectful, Safe and Kind.**’

The ASPIRE Values are central to our school culture and ethos. Our curriculum and behaviour policies reinforce the following values:

- A      We are ambitious to ACHIEVE our best**
- S      We show we want to succeed by being SELF-MOTIVATED**
- P      We enjoy school life and overcome challenges by being POSITIVE**
- I      We show bravery and INDEPENDENCE**
- R      We care for others and always show RESPECT**
- E      We focus on learning by being ENGAGED in everything we do**

## Aims of the behaviour policy

- To provide a safe, comfortable and caring environment where learning takes place
- To ensure high expectations and standards for pupils’ behaviours for learning
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach that reinforces the school’s ASPIRE Values
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour
- To use restorative approaches instead of punishments

## Purpose of the behaviour policy

To provide simple, practical procedures for staff and pupils that:

- Foster the belief that there are no ‘bad’ pupils, just ‘bad choices’
- Encourage pupils to recognise that they can and should make ‘good’ choices
- Recognise behavioural norms that reinforce the school’s ASPIRE Values and positive behaviours for learning

- Promote self-esteem and self-discipline and self-motivation
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome pupils at the start of the day and following transition time ie after lunchtime
- Never walk past or ignore pupils who are failing to meet expectations
- Always redirect pupils by referring to ‘Be Ready, Be Respectful and Be Safe’ and the school’s ASPIRE Values
- Actively promote and recognise desirable behaviours publicly

The Headteacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise through ASPIRE reward cards, phone calls/ postcards and ASPIRE certificates
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions and communicate this data regularly to relevant teams of staff.
- Support teachers, teaching assistants and lunchtime supervisors in managing pupils with more complex or challenging behaviours

At Willow we recognise that members of staff who promote positive behaviour well, consistently do the following:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know classes, groups and individual pupils well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion

Pupils want teachers to:

- Give them a ‘fresh start’ every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

### Behaviour for Learning

Willow Primary School’s rules are to ‘**Be Ready**, **Be Respectful**, **Be Safe** and **Be Kind**’. These principles link closely to the school’s ASPIRE Values:

**Ready:** Engaged, Self - Motivated, Achieve

**Respectful:** Respect, Positive

**Safe:** Independent, Respect

**Kind:** Respect, Self Motivated

In line with the EEF report’s recommendation 4, we recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow.

*“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat pupils down with. Both extremes*

*harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.” Paul Dix, Pivotal Education*

The school has four simple rules ‘**Be Ready**, **Be Respectful**, **Be Safe** and **Be Kind**’ which can be applied to a variety of situations and are taught and modelled explicitly. Our Behaviour Blueprint is clearly displayed around the school.

#### APPENDIX D.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Recognition Over & Above
1. Be ready 2. Be respectful 3. Be safe 4. Be kind	1. Daily meet and greet 2. Expected behaviours praised first 3. Wonderful Walking 4. Daily reinforcement of the ASPIRE Values	1. Recognition boards 2. Team Dojos 3. ASPIRE Certificates 4. Home contact ( <i>calls, texts, postcards</i> ) 5. Postcards 6. Headteacher/SLT praise 7. Class Rewards 8. Lunchtime rewards

Relentless Routines		
Praise in Public (PIP) Remind in Private (RIP)	Wonderful Walking around school Count Down from 5	Consistent language Time IN not Time Out

Behaviour Pathway	
Our stepped approach to boundaries with microscripts	
We use a consistent and gentle approach to addressing poor choices:	
✓ use pupil’s name ✓ child level ✓ eye contact ✓ deliver message	
<b>1. REMINDER</b>	
I noticed you chose to ..... (noticed behaviour) This is a REMINDER that we need to Be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening <i>Example - ‘I notice that you’re running. You are breaking our school rule of being safe. Please walk wonderfully. Thank you for listening.’</i>	
<b>2. WARNING</b>	
I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (TIME IN not TIME OUT) If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the reading area / shared area/ phase leader’s classroom ..... (pupil’s name), Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I’m glad we had this conversation <i>Example - ‘I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’</i>	

### **3. CALMING TIME**

I noticed you chose to ..... (noticed behaviour)

#### Classroom/ shared area

You need to:

1. Wait outside the classroom/Go to reading area/ Go to shared area
2. Go to sit with the other class in our year
3. Go to sit in the Phase Leader's classroom
4. Go to Deputy or Headteacher's office

#### Playground

You need to:

1. Stand by other staff member
2. Stand at the wall / on the star
3. Go to Deputy or Headteacher's office
4. I will come and speak to you in two minutes

*Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'*

TIME IN not TIME OUT that counts.

\*DO NOT describe child's behaviour to other adult in front of the child\*

\*Other members of staff must not ask the child to describe their behaviour or get involved unless prompted\*

### **4. FOLLOW UP, REPAIR AND RESTORE**

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

*\*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important\**

## Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

## Language around Behaviour

At Willow Primary School we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. We refer to a child's behaviour becoming 'dysregulated'.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher, teaching assistant or lunchtime supervisor who was first to notice and deal with the behaviour.

## Sanctions and consequences

Sanctions should:

1. Make it clear that unacceptable behaviour affects others, is a serious offence against the school community and is contrary to the school's ASPIRE Values
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
4. Sanctions need to be in proportion to the offence

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

All incidents are logged on CPOMS. See **Appendix A** for Protocols for recording on CPOMS.

To support consistent approach to recording incidents on CPOMS, a levelled approach is used. These 'Levels' are not referred to with the pupils and must be applied using professional judgement.

*The consequences below are indications of the level of consequence and are not an exhaustive list. Consequences are personal to the individual pupil and their needs.*

#### Typical behaviours at Level 1

- Low Level disruption
- Failure to follow instructions (first time)
- Low Level failure to be Ready, Respectful or Safe. Corrected following reminders.

*Possible consequences:*

- Time In
- Loss of social time

#### Typical behaviours at Level 2

- Repeated Low Level Disruption or failure to be Ready, Respectful or Safe
- Significant Disruption to learning of themselves or others
- Verbal or physical aggression

*Consequences:*

- Time In
- Loss of social time (longer than at Level 1)
- Movement to another area
- Loss of Golden Time (Take part in Circle/ Reflection Time)
- Senior Team to provide support alongside the member of staff
- Parents informed of patterns of behaviour and invited in to discuss strategies with teacher

#### Typical behaviours at Level 3

- Significant verbal or physical aggression
- Discriminatory language or aggression i.e. Racial, Gender, Homophobic, Transphobic
- Targeted intimidation or bullying

*Consequences:*

- Time In
- Loss of social time (longer than at Level 2)
- Movement to another area
- Senior Team to provide support alongside the member of staff
- Loss of Golden Time (Take part in Circle/ Reflection Time)
- Parents informed of patterns of behaviour and invited in to discuss strategies with teacher
- Behaviour Support Plan is agreed with parents, pupil and school staff

- Possible Exclusion
- External agency support is requested

#### Typical behaviours at Level 4

- Significant incidents of intimidation or bullying, usually repeated incidents.
- Physical assault causing significant harm

*Consequences:*

- Loss of social time (longer than at Level 2)
- Senior Team to provide support alongside the member of staff
- Loss of Golden Time (Take part in Circle/ Reflection Time)
- Parents must attend meeting to discuss strategies with a member of the leadership team and/ or a member of the Local Governing Body
- Behaviour Support Plan is agreed with parents, pupil and school staff
- Possible Exclusion
- Possible Managed Move
- External agency support is requested

At Willow Primary School, we use a clear behaviour pathway that could lead to consequences:

1. **Reminder**
2. **Warning**
3. **Time-In/Calming Time**
4. **Follow up/Reparative Conversation**
5. **Parents should be informed via phone call, pick up update or text**
6. **Incident logged on CPOMS**
7. **Possible loss of social time or golden time**

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the guidelines below:

- Sent to Phase Leader, Deputy Headteacher or Headteacher
- Parents phoned or parents called to school
- Seclusion (separated to sit for the rest of the day with Phase Leader, DHT or HT)
- Fixed Term Exclusion

#### Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences, family circumstances or other influencing factors. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use specifically identified and trained staff to build relationships with each individual child. These children will have bespoke ‘Positive Handling Plans and Risk Assessments’ that can be found in **Appendix B**.

Many of our Teaching Assistants have received Key Worker Training and members of our Inclusion Team are licenced Thrive ® Practitioners.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only. At Willow Primary School, the vast majority of our staff who work daily with pupils have received de-escalation and physical restraint training through ‘Team Teach’ ®.

The school will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report. This can be found in **Appendix C**.

## **Fixed Term Exclusions**

Fixed Term Exclusions will occur following extreme incidents at the discretion of the Headteacher, who will refer to the DfE Guidance on Exclusions <https://www.gov.uk/government/publications/school-exclusion>

A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident or a series of serious incidents
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home may have a positive impact on future behaviour

If these conditions are not met, other options may include time in seclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

## **Physical Attacks on Adults**

At Willow, we take any incidents of violence toward staff and other pupils very seriously.

We also understand that staff are the adults in the situation and can use a ‘common sense’ approach to keep themselves and the child safe to manage the situation effectively. Staff can use ‘reasonable measures’ to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, and very rare at Willow Primary School, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child.

## **Permanent Exclusion or Out of School Transfer/ Managed Moves**

Exclusion is an extreme step and will only be taken in cases where:

Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. In all cases of persistent misbehaviour, external agencies will be contacted for additional support, guidance and strategies.

- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

## **Application**

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

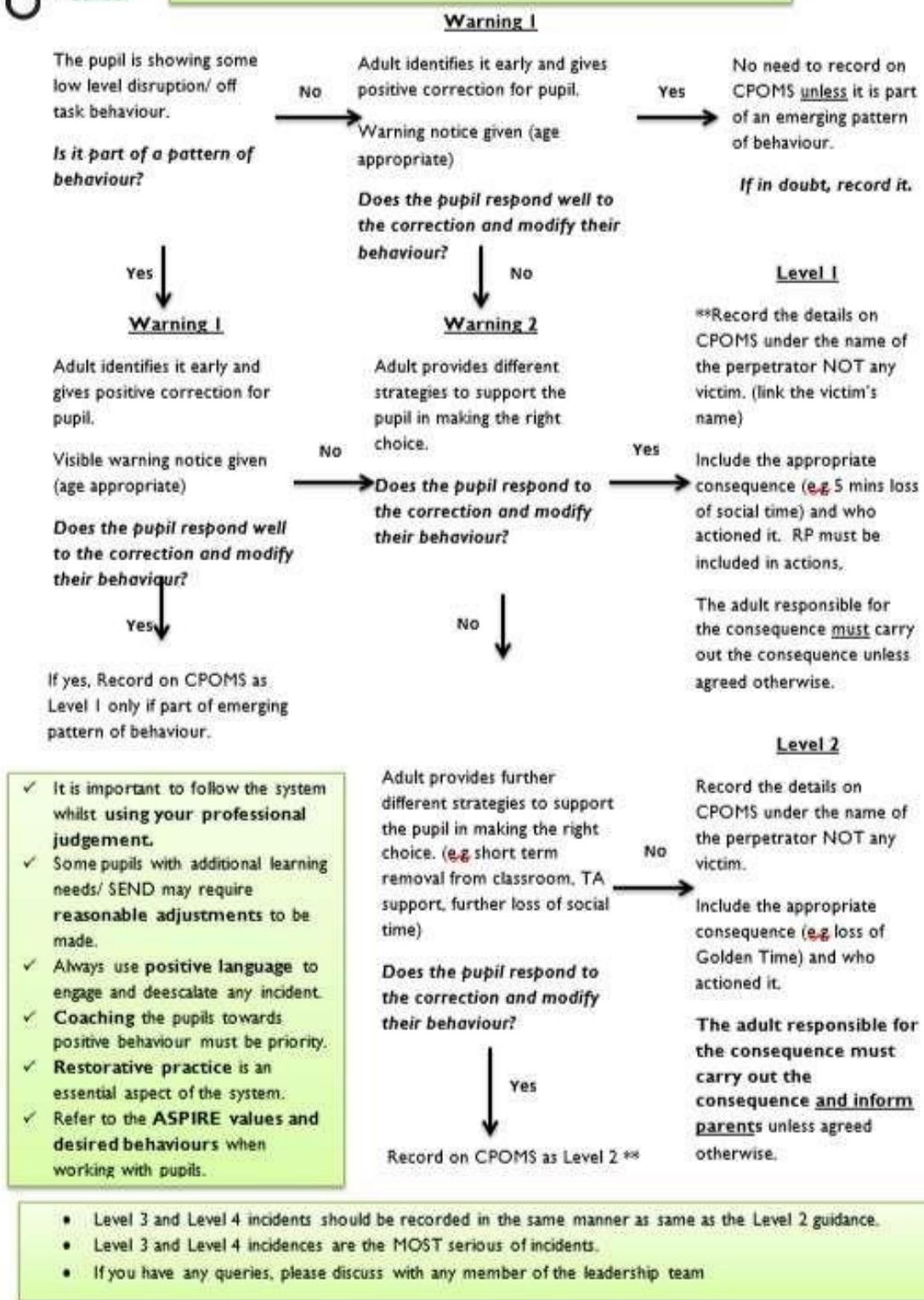
There may be occasions when adaptations may need to be applied e.g. swimming lessons or on Fieldtrips but the same principles of promoting good behaviour through the policy will always apply.

## **Appendix A**

### **Protocols for Recording incidents on CPOMS**



### Recording Incidents on CPOMS: Guidance/ Flow Chart



## Appendix B

### Positive Handling Plan & Risk Assessment

Willow Primary Positive Handling Plan		
Child's Name:	Date of plan:	
<b>What does the behaviour look like?</b>		
Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
What does this look like?  What can I do to help myself?  What can staff do to help me?	What does this look like?  What can I do to help myself?  What can staff do to help me?	What does this look like?  What can I do to help myself?  What can staff do to help me?
Stage 4 Recovery Behaviours	Stage 5 Depression Behaviours	Stage 6 Follow up
What does this look like?  What can I do to help myself?  What can staff do to help me?	What does this look like?  What can I do to help myself?  What can staff do to help me?	What does this look like?  What can I do to help myself?  What can staff do to help me?
<b>What are the common triggers?</b>		
<b>De-escalation Skills:</b>		
Verbal advice and support Giving space Reassurance Help scripts Negotiation Choices Humour Consequences Planned ignoring Take up time Time-out Supportive touch Transfer adult Success reminded Simple listening Acknowledgement Apologising Agreeing Removing audience Others	Try	Avoid
Notes		
<b>Child's interests/praise points</b>		
1 2 3 4 5		
Any medical conditions to be taken into account before using physical interventions?		
<b>Preferred method of physical intervention?</b>		
Friendly escort Single elbow Figure of four Double elbow Single elbow in seats T wrap T wrap to seats Seats to T wrap T wrap to ground Cradle	Try	Avoid
Notes		
<b>Are there any factors to consider when debriefing?</b>		
Hear Explain Link Plan		
<b>How should we record incidents and who should we inform?</b>		
<b>Plan signed and agreed by:</b>		
Headteacher: Parents/Carers Social services (if applicable) Educational Psychologist Child: Other:	Name: Name: Name: Name: Name: Name:	

## **Appendix C**

### **PHYSICAL INTERVENTION POLICY**

#### **Key Points**

##### **1. DEFINITIONS**

- 'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder
- 'Force' can mean guiding a pupil to safety, intervening in a fight between pupils or restraining a student to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed
- 'Control' is either passive - e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom
- 'Restraint' means to hold back physically or to bring a pupil under control

##### **2. THE LEGAL POSITION**

Whilst it is very rare that reasonable force is required at Willow Primary School. It is important to clarify the legal position.

###### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying pupils on a school trip.
- Staff should use their professional judgement of each situation to make a decision to physically intervene or not.
- Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

##### **3. WHEN CAN PHYSICAL FORCE BE USED?**

###### **Schools can use reasonable force to:**

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil:
  - who disrupts a school event, trip or visit
  - leaving the classroom where this would risk their safety or disrupt others
  - from attacking someone
  - Restraine a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment - this is always unlawful.

The school will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report. This can be found in Appendix C.



**Willow Primary School**  
RECORD OF INCIDENT REQUIRING POSITIVE HANDLING

Name of Pupil:	DOB:	Date:
Time of incident: Start:	Finish:	Duration of hold:
Person recording incident:	Incident Book No and Page:	
Location of incident:		

**De-escalation techniques used (number in order used):**

Verbal advice:	Verbal support:	Detraction:	Transfer to new adult:
Time out directed:	Alternative offered:	Step away:	Limited choices:
Calm Taking:	Space given:	Direction given:	Success reminder:
Humour:	Fascination:	Planned ignoring:	Consequence reminder:
Help Script:	Supportive touch:	Simple listening:	Removing audience:
Apologetic:	Agreeing:	Acknowledgment:	Other:

Response to de-escalation: Positive:  Negative:

**Reason for intervention (Actual - A / Threat - T):**

Injury to self:	A/T	Criminal Offence:	A/T	Other:
Injury to staff / pupil:	A/T	Serious disruption:	A/T	_____

**Medical intervention:**

Breathing monitored during incident: Y/N Circulation monitored during incident: Y/N

Injuries to staff/pupil: Y/N Air I No: \_\_\_\_\_

If yes, what? \_\_\_\_\_ If yes, what? \_\_\_\_\_

**Team Teach Techniques used in intervention (number in order used):**

Help Hug:	Cradle:	Friendly hold:	T Wrap:
Single elbow:	Double elbow:	Face:	Figure of four:
Guided escort:	Other		

Position: Standing  Sitting  Ground  Escorting

Did position change: Y/N If so, to what position?

**Staff Members Involved:**

Name:	Designation:	Active	Passive	Signature:

**Details of incident: (to be copy and pasted from / into CPOMS)**

1) What happened prior to the incident/triggers

2) What happened during the incident (try to include all details):

3) What happened after physical intervention:

**Action taken after the incident:**

Outline of debrief: Staff debriefed: Y / N

Outline of debrief: Pupil debriefed: Y / N

Here

Explain:

Link:

Plan:

Time: Date:

Pupil's signature Staff Signature:

**Action Taken / Outcomes:**

PLP Updated:  Risk Assessment Updated:  RHP Updated:

Notifications	Phone:	Report Book:	Letter:		Phone:	Report Book:	Letter:
Parent/Carer:				Police:			
Social Worker:				Child Protection:			

## Appendix D

### The Willow Behaviour Blueprint



#### The Willow Behaviour Blueprint

**BELIEVE, ASPIRE, ACHIEVE**

<b>OUR ASPIRE VALUES</b>		
We are ambitious to <b>ACHIEVE</b> our best	We show we want to succeed by being <b>SELF-MOTIVATED</b>	
We enjoy school life and overcome challenges by being <b>POSITIVE</b>	We show bravery and <b>INDEPENDENCE</b>	
We care for others and always show <b>RESPECT</b>	We focus on learning by being <b>ENGAGED</b> in everything we do	
<b>OUR RULES (The 4 B's)</b>	<b>VISIBLE CONSISTENCIES</b>	<b>RECOGNITION (Over &amp; Above)</b>
1. Be Ready 2. Be Respectful 3. Be Safe 4. Be Kind	<b>VISIBLE CONSISTENCIES</b> 1. Daily Meet and Greet 2. Wonderful Walking 3. Expected behaviours praised first 4. Daily reinforcement of the ASPIRE Values	<b>RECOGNITION (Over &amp; Above)</b> 1. Recognition Boards 2. ASPIRE Reward Cards 3. ASPIRE & Superpower Certificates 4. Home contact (calls, texts) 5. Postcards 6. Headteacher/SLT praise 7. Class Rewards & Class Dojos
Praise in Public (PIP) ✓ Consistent language of ASPIRE	<b>RELENTLESS ROUTINES</b> Remind in Private (RIP) ✓ Time In <u>not</u> Time Out	Wonderful Walking ✓ Count Down from 5
<b>STEPPED BOUNDARIES</b>	<b>MICROSCRIPTS</b>	<b>RESTORATIVE QUESTIONS</b>
1. Reminder of rule + Do you need help with the rule? 2. Last chance <b>Warning</b> (using <b>microscripts</b> ) 3. Time In/ <b>Calm</b> ing time 4. Immediate consequence/ <b>Follow Up</b> 5. <b>Repair / Restorative</b> conversation 6. Parental involvement including the child 7. Restorative conversation with SLT (straight to this step if serious incident) 8. Individual Behaviour Plan 9. Exclusion	<b>MICROSCRIPTS</b> 1. I can see that maybe <b>you're</b> feeling... 2. I can see that because you are... 3. The consequence of this will be... 4. Do you remember the ___ (positive behaviour) I saw ___? <b>That's</b> who I need to see again now. 5. Thank you for listening.	<b>RESTORATIVE QUESTIONS</b> 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who <b>has been affected</b> ? 6. What should we do to put things right? How can we do things differently?