



The **Wild** Ways

"Home for the **wildly** minded"



The Wild Ways at The Globe Theatre: Creating Spaces of Safety, Autonomy and Belonging

Last week, The Wild Ways had the privilege of delivering training at the iconic Globe Theatre in London. Working with the Globe's practitioners, who lead workshops with young people from across the country, the focus was on how to create learning environments that truly include and empower neurodivergent learners - with a particular emphasis on those with a PDA (Pathological Demand Avoidance) profile.

The session, led by Emma Whewell and Rosalind Walker, explored what it means to hold a space where every young person can feel safe, respected, and able to engage on their own terms.

Drawing on lived experiences and practical strategies, the training reframed challenging behaviours not as opposition, but as communication of safety needs - a vital shift in perspective for any inclusive practice.



Using materials from [The Wild Ways Inclusion Guide](#), practitioners worked through approaches that put emotional safety, autonomy, and co-regulation at the centre. From the importance of relational trust, to offering genuine choices and non-verbal ways of engaging, the session emphasised that the greatest reasonable adjustment is, in fact, the adjustment of the mind.

The training highlighted that PDA learners often bring creativity, insight, and originality to group spaces - but they also need environments where autonomy is honoured, trust is prioritised, and pressure is reduced.

Practitioners left with strong impressions of how these ideas could transform their own practice. They spoke about how refreshing it felt to be reminded that inclusivity itself should be the priority, rather than the pressure of final performances. One practitioner reflected on the "*glimmers and the adaptation of mind*" that came from looking at their practice through this new lens, while another noted how trust is the foundation that gives children the confidence to take part. Others highlighted the value of giving space and autonomy, and how much difference it makes when adults are able to regulate themselves first.

There was a shared sense of relief in viewing inclusivity as the main priority, rather than focusing on final performances. This reframing encouraged participants to think more openly about the many ways young people can engage and take something valuable from workshops.

Emma Whewell described the training as "pulling things apart in the best possible way," explaining that the Globe team were eager to keep developing the partnership. "They're keen to carry on working with us, and we're thrilled about where this can go," she said.

For Rosalind Walker, the day reinforced The Wild Ways' wider mission: "Our focus is always on creating inclusive learning spaces for the neurodivergent community. Working with Globe practitioners, we explored how workshops can be more accessible and more attuned to PDA. At its heart, this is about building a culture of inclusivity and belonging."

The partnership between The Wild Ways and The Globe Theatre is set to continue, with both organisations committed to reshaping how workshops are experienced by young people of all neurotypes. Because when trust, autonomy, and belonging come first, learning and creativity naturally follow.

Because when trust, autonomy, and belonging come first - learning, creativity, and joy naturally follow.

