

*St. Richard's VC Academy*



# *Relationships for Learning and Behaviour Policy*

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(draft)*

## Relationships for Learning and Behaviour Policy

**At St Richard's we are all valued for our uniqueness; growing, learning and respecting, knowing that Christ's love surrounds us.  
*Aspire, Learn, Serve and Grow in Christ.***

We believe that everyone has the right to be safe and to learn.  
The St Richard's expectation is to show **respect** and **pride** at all times.

### **Respect**

for ourselves and others in all that we do.

### **Pride**

in our hard work and our success.

#### **Aims of the policy**

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor choices.
- To help learners take control over their choices around behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.

***To ensure that excellent behaviour is a minimum expectation for all and that students make good choices: 'The St. Richard's Way'***

#### **Purpose of the policy**

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

- Positively reinforce behavioural norms.
- Promotes self-esteem and self-discipline.
- Promotes the use of positive language to support students in making good choices.
- Teaches appropriate behaviour through positive interventions.

## Rights and responsibilities

### **Children's Rights**

*Children have a right to:*

- **Be Safe** - feel safe, cared for and supported
- **Be Respected** - be treated with respect and receive fair and consistent treatment from all adults and children in an environment that is free from prejudice
- **To Learn** – in a school environment that is pleasant, clean and engaging

### **Children's Responsibilities**

*Respect Towards others:*

- To behave in a way that will ensure the safety of other children and adults.
- To be truthful and honest and to respect others and their possessions.
- To be tolerant of others whatever their race, colour, gender, class, ability, physical challenge, faith, sexual orientation or lifestyle.
- To recognise and respect the authority of staff and other adults in the school and to listen to them.

### **Parents Rights**

*Parents have a right to:*

- Expect that their child will take part in a wide variety of activities which will meet the requirements of the National Curriculum.
- Be informed regularly (at least termly) about their child's progress and behaviour at school.
- Be offered mutually agreed times for informal discussion about their child, the curriculum and the ways in which the classrooms operate.
- Expect to be able to assist with their child's education through school/parent links.
- Be treated with respect by all members of staff.

### **Parents Responsibilities**

*We ask parents to be responsible for:*

- Getting children to school on time and to collect them on time.
- Informing the school on the day of absence or if their child is late.
- Ensuring their child has adequate sleep as the school day can be very tiring.
- Being aware of school policies and supporting all staff in their efforts to create a caring community.
- The behaviour of any other children they bring into school.
- Reading all letters/messages that are sent home.
- Being prepared to discuss issues or problems politely and calmly with staff and other parents of children at the school.
- Being aware of the convenient times to talk with staff after school. It may be necessary to make an appointment if the discussion may take some time or is of a sensitive nature.
- Being prepared to work in partnership with the school to best support their child to be successful.

## **Staff Rights**

*Staff have the right to:*

- Be treated fairly and with respect.
- Be able to deliver the curriculum in an appropriate environment.
- Be informed about matters that will affect them; lines of communication should be kept open at all times.
- Receive support and understanding from both parents and colleagues.
- Have their possessions, breaks and planning times respected.

## **Staff responsibilities**

In accordance with the Teachers' Standards September 2012 teachers must:

'Manage behaviour effectively to ensure a good and safe learning environment' - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy, have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

'Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.'

'Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.'

**All staff have a responsibility to:**

- Respect, praise and reward pupils (follow and use the language agreed upon and displayed in learning areas).
- Plan for behaviour – cover queries in advance and plan for specific pupils and specific behaviours. Aim to proactively prevent, rather than reactively respond to.
- Have high expectations of work and behaviour and make these clear to pupils – establish what you want.
- Follow restorative procedures when dealing with inappropriate/challenging behaviour.
- Be fair and consistent when dealing with pupils - what is not acceptable for one is not acceptable for another.
- Enlist the support of other staff and parents where appropriate.
- Act as positive role models.
- Take responsibility for the behaviour and well-being of pupils.
- Ensure that children are emotionally and physically safe in school.
- Be consistent in their approach to behaviour.
- Praise good behaviour and good work.
- Listen to parents' concerns and take them seriously.
- Be punctual and well organised.
- Provide children with a good role model.

## **Parish Partners responsibilities**

- Have an understanding of the restorative approach and use this in their work with all stakeholders.

- Monitor all exclusions every term.

### The Restorative Approach

St. Richard's adopts a restorative approach to promote good behaviour. Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in processes which separate the deed from the doer, allowing participants to make amends for the harm caused. Restorative Practice acknowledges the intrinsic worth of the person and their potential contribution to the school community. This enables pupils to construct good learning habits and helps develop a harmonious environment in which learning can thrive. We endeavour to make repairing the harm done a priority over and above the need to assign blame or distribute punishments.

Persistently behaving in a challenging way is sometimes how children and young people communicate that something is wrong, or there is an underlying problem.

On occasions behaviours, and/or attendance can deteriorate through events such as bereavement, abuse, divorce or separation of parents or due to a specific diagnosed or undiagnosed condition.

It is important that when staff are dealing with behaviour it is de-personalised – separate 'the deed from the doer'. If a pupil's behaviour is giving serious cause for concern, staff should speak to the Behaviour Lead or SENCo to discuss additional support strategies using the school's graduated response. However, if staff believe the behaviours relate to possible safeguarding issues, they must seek advice from the Designated Safeguarding Lead.

### **Circles**

Circles are used to resolve issues, from friendship problems to inappropriate behaviour. Circles can be as informal as a conversation in a corridor to a structured gathering. The significant factor is that children learn to problem solve in a positive manner producing good outcomes for all concerned. A circle encourages accountability for actions focusing on restoring relationships not blaming individuals. Children feel the process is fair, allowing for successful resolutions.

### Standard practices for promoting 'more green behaviour, more of the time'

All children begin each new session on the green traffic light.

**At St. Richard's we;**

- **Notice the positive.** Proactively catching children making 'good choices' and praising these to reinforce expectations.
- **Relentlessly use consistent language.** Specifically, around making 'good choices' and how to make 'better choices'.
- **Set proactive, high expectations.** Expectations and instructions should always be shared and very clear, to leave little room for misunderstanding. Establishing routines supports children to demonstrate green behaviour.

### Rewards

- Every Friday we have a **celebration assembly** to reward 'Improved Green Behaviour' and 'Outstanding Green Behaviour'. There is no set number of pupils to receive recognition. The parents/ carers of these pupils will be invited into school to celebrate with the school community.
- Class teachers may use individual incentives, however, our main recognition, as a whole school, is the weekly sending of **postcards** home to celebrate individual achievements. This is particularly useful for children who may not like the public praise in assembly.
- **House points** are used by all staff to reinforce noticed 'green behaviours'. One house point for each green behaviour noticed. Visitors are given a house point when they enter the school and are expected to give it to a child who should be **proud** of their behaviour or who is being **respectful**. At parent's days, families are given five house points for the term to send in to school with their child. These are to share when a child has done something at home that they should be **proud** of, or when they have been **respectful** at home or in the community.  
House points are counted up weekly and progress is monitored in praise assembly. A whole house reward event takes place each half term.

### Managing inappropriate behaviour – 3 stages

**Pupils are not to be humiliated. They must not spend time writing lines, as this does not help them learn from what has happened. Pupils do not receive an area of the curriculum as punishment, nor are they withdrawn from a curricular activity as a consequence, unless there are concerns for their or others safety. Pupils are not sent to stand outside the classroom or somewhere within the classroom (i.e. facing the wall) or sent to a member of SLT, emotional well-being lead, assistant head or head of school before exhausting all other strategies. Pupils should not be sent to the Assistant Heads or Head of school unless previously arranged or an extreme incident has occurred. Everyone is responsible for behaviour in school and should challenge inappropriate behaviour in line with school policy.**

At St Richard's we understand that everyone is a unique individual and therefore we have to be flexible when dealing with instances of inappropriate behaviour, within the following framework. **All adults are expected to use the language from 'The Script' (see end of this policy) to address inappropriate behaviour.**

### **Stage 1 – The traffic lights and payback**

At the delegation of the **CLASS TEACHER**

- Initially**, pupils who behave inappropriately in class need a private word, reminder or warning.  
Strategies may include, but are not limited to;
  - praising a nearby child for displaying the expected behaviour
  - reminding the whole class about expectations
  - providing a choice
  - distracting with something else
  - using peer support

**b. Continued inappropriate behaviour** – children move to **AMBER** on the traffic lights.

In class, the amber traffic light should be used to explicitly reinforce expectations, with clear support to get children back into green.

Staff will talk about making 'better choices' and what these needs to look like.

Always focus on the primary behaviour, ignoring secondary behaviour where safe and appropriate to do so (tactical ignoring).

**c. Use of time out** - children move to **RED** on the traffic lights.

All classes should have a time out area where children can take time out to reflect on their behaviour choices. An age appropriate behaviour reflection activity, related to restorative questioning, must be completed when a child goes in to the red traffic light. The child must discuss what they have written/draw and address the behaviour with the teacher at an appropriate time. At this point, a proportionate consequence may be put in place. Consequences can be immediate or deferred. It is the certainty of a consequence rather than the severity that makes the difference. When using consequences, staff ensure that they are constructive and allow the child to learn from what has happened.

When a child goes in to red, the pupil and the adult may need some time to reflect upon what has happened and how this has affected them. If a pupil refuses to respond or talk about their behaviour choices, they may require more time to calm down and be ready to take responsibility for their actions. It is important for staff to de-escalate behaviour and this might mean that children require their break time or to do a job, before the inappropriate behaviour is able to be addressed properly. This is neither a reward or ignoring. It is an opportunity to provide space so that a calm conversation regarding the behaviour can take place.

When a pupil is in red, they may need time to work with another adult to develop their understanding as to how their actions have affected others, which strategies will allow them to avert the behaviour from happening again or ways that they can restore the harm that has been done. **Payback** is run at morning break and lunchtime for 10 minutes. At this time, children who have been in amber or red because of their bad choices, and who have not successfully made it back to green, work to complete a behaviour reflection activity with another member of staff. Attendance at payback is logged and monitored.

**Incomplete work** - should a pupil refuse to work, or not manage to complete work, because of time wasted in a lesson, they must use their own time to complete the work. **Payback** can also be used to allow children to complete this work. In the case that payback is used to prioritise behaviour reflections to support children to be more successful in their classrooms, work must be sent home to be completed.

Teachers must log RED behaviour on CPOMs and inform parents at the end of the day.

## **Stage 2: Relocation**

At the delegation of the **PHASE LEADER** or **INCLUSION LEADER**

**If stage 1 strategies have been applied & inappropriate behaviour is continued** - it may be necessary to instruct a child to work in another class for a 'short' period of time or the remainder of a lesson. At this time, it is not the responsibility of the alternative class teacher to discuss the behaviours which have led to the child being temporarily removed. The child will be encouraged to either complete their work or complete their behaviour reflection activity and to 'reset & regulate behaviour' so they are ready to return to class, where a restorative conversation must take place with the class teacher, at an appropriate time. All adults **MUST** seek the permission of the Phase Leader to move children to work in different classrooms during lesson time.

Teachers must log moves to other classrooms on CPOMs and inform parents at the end of the day.

### **Stage 3: Additional Support**

At the delegation of a **SENIOR LEADER**

**Challenging behaviour continues beyond a move to another class-** the support of a senior leader should now be sought. Once the child is in a calm place, preferably in the calm room, efforts will be made to discuss with the child the events which have led to the current situation. This will be done in a caring, supportive way with an emphasis on how the child is feeling and how we can help.

At an appropriate time, (it may be necessary to do this the following day in some situations) there will be a restorative conversation with the child & class teacher to repair and build possible damaged relationships. Depending on the nature of the incident and the time of day, it may be in the child's best interest to continue the day in an alternative environment.

**Internal exclusion may be a consequence following this restorative conversation.** Internal exclusion may follow extreme physical behaviour or consistently not meeting school expectations. Internal exclusion may be set at one lesson, a half day or a full day. At times, parents will be asked to support children to work in school. The emphasis will be to get the child back into class with a fresh start. This **MUST** be authorised by a senior leader.

The senior member of staff must log the action on CPOMs and inform parents.

### **Additional factors to consider when managing behaviour**

Persistently behaving in a challenging way is sometimes how children and young people communicate that something is wrong, or there is an underlying problem.

Sometimes behaviours, and/or attendance can deteriorate through events such a bereavement, abuse, divorce/separation of parents, or due to a specific diagnosed or undiagnosed condition.

It is important that when staff are dealing with behaviour it is de-personalised – separate 'the deed from the doer'. If a pupil's behaviour is giving serious cause for concern, staff should speak to the Behaviour Lead or SENCo to discuss additional support strategies using the school's graduated response. However, if staff believe the behaviours relates to possible safeguarding issues, they must seek advice from the Designated Safeguarding Lead.

### **Behaviour Support Meetings and Plans**

At the delegation of the **BEHAVIOUR LEADER**

For some pupils, more specific support is needed in the form of an Individual Behaviour Support Plan (BP). This plan is individual to the pupil, identifies where and what support is needed and it recognises triggers and coping mechanisms. Children who are given a BP will have demonstrated extreme unacceptable behaviours and may be in danger of exclusion. Teachers who refer pupils for a BP must have first exhausted all possible strategies, as recorded on CPOMs, and must have previously met with the phase leader and parents to express concerns. A BP may then only be written with the BEHAVIOUR LEADER or a SENIOR LEADER and must be signed and dated by parents.

### **The initial meeting**

The child's wishes and feeling are collected in advance of the meeting by a trusted adult. The initial meeting will usually consist of the child, a family member, the class teacher, the behaviour lead and a senior leader who will over-see the plan. If appropriate, the SENCO may also be invited. Both the parent and age appropriate children will be asked to sign the



plan and agree to adhere to the proposal of support. There will be a review date of 3 weeks following this meeting; this may be sooner in certain circumstances.

The behaviour lead will log and provide copies to all participants of the outlining plan and support. Teachers will continue to log daily behaviour. The named senior leader will monitor the implementation and impact resulting from the BP.

### **Review meeting**

A review meeting will take place with the same people who attended the initial meeting. If there is a marked improvement in the child's behaviour, it may be possible to cease the behaviour support plan. The outlined plan may continue the same, or it may be 'tweaked' in relation to the child's individual needs. A new review date will be set, appropriate to individual circumstances.

If the behaviour of the child has not improved, the next steps will be discussed. The child may need an 'alternative provision' in school to enable the child to continue at St Richard's, this may be in the form of working temporarily in another class or with the support of a member of the inclusion team. Parents and the children will be informed at this stage that, should this behaviour continue, the child may be at risk of exclusion. It may also be appropriate to make refer the child for outreach support from the Whitehouse (Pupil Referral Unit).

### **Intervention and support**

For children with a behaviour support plan, additional resources are available. In school, these children have access to and time with the Emotional Wellbeing Team and Inclusion Lead. Some pupils are referred to outside agencies for alternative provision (both temporary and permanent, depending on circumstances.) We work closely with parents/carers under these circumstances. Children can access the resource of the inclusion team if they have emotional or social difficulties. Pupils without an BP should be managed by the class teacher or phase leader. Pupils who have been identified as involved in bullying will be dealt with in accordance with the Anti Bullying Policy and will have the support of the Designated Safeguarding Lead.

### **Extreme behaviour**

There are a wide range of totally intolerable behaviours which are covered in separate policies: racism, sexism and bullying for example. In addition to these, St Richard's will also take direct action in the case of: abuse of staff, extreme violence, weapons, vandalism, alcohol and cigarettes. Whilst we are guided by restorative principles (and will arrange a full restorative meeting involving all affected parties when severe harm is caused) it is also the case that behaviours of this type could result in exclusion from St Richard's.

### **Pastoral and Behaviour Support**

Children with identified additional behavioural needs will have regular check-ins with the Pastoral and Behaviour assigned "team around the pupil" each morning and at key times throughout the day if required. This may include sessions with our ELSA (Emotional Literacy Support Assistant) or our Nurturing Pastoral staff within the SEN Hub. If a child's behaviour does not improve whilst receiving this additional support then the Behaviour Lead, Head of School and class teacher will discuss next steps. Next steps may include contacting the Local Authority SEN Department to request an early Annual Review if relevant or a referral to the LA Fair Access panel.

### Fixed term and permanent exclusions

At the delegation of the **Head of school**

St Richard's is an inclusive school which means that every effort is made to ensure that children are kept in school and learning. Fixed term exclusion is used in the case of very serious and/or relentless wrong doing. Permanent exclusion is extremely rare and will only ever be considered, if the school has exhausted all other options in supporting the child, and if that child's continued attendance at the school is deemed to pose a real and significant risk to the health, safety and well-being of others in the community.

Excluded pupils will be provided with work and will participate in a reintegration meeting on their return to school before being readmitted to the school community.

Exclusions are the very last resort. They will only be used where all other avenues have been explored unsuccessfully, or where a single incident has posed a very significant threat to the safety and well-being of others.

Exclusion, both fixed & permanent will be recorded by the Head of School.

### Lunchtimes

If an incident occurs at lunch time then it is the Lunchtime Supervisor's responsibility to deal with the issue. All staff follow a set procedure and use '**the script**'. A record of what has happened & how it was dealt with is logged on CPOMs. Some pupils may need 'time out' in a safe place to calm down and ready themselves to talk about what has happened. This will be followed by a restorative conversation if appropriate. At the end of every lunch time, staff debrief any incidents they have dealt with to the senior lunchtime supervisor who informs the Head of School. Incidents are also communicated to teachers to support a smooth transition to the afternoon. Any serious incidents must be logged on CPOMs and the follow-up must be discussed with a member of SLT. Staff on duty should radio for support when support is required.

### Curriculum

Pupil's understanding and capability in managing conflict should also be contributed through PSHE/ Jigsaw lessons, RE, collective worship and assemblies. At St Richard's we are relentlessly endorsing the words 'respect' and 'pride'. Positive behaviour is what is expected and showing good behaviour is the norm. Staff praise the behaviour we want to see.

### Support from outside agencies

Sometimes support from outside agencies may be necessary in supporting the child and meeting the needs of the individual. This will be done with the consent from parents. Agencies may include the Whitehouse, CAMHS, Headstart, Barnardo's, Women's Aid, KIDZ, School Nursing Team, etc.

### Peer on Peer abuse

At St Richard's Primary, we believe that all pupils have the right to attend school and learn in a safe environment. Pupils should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation

- sexual harassment

These behaviours should never be tolerated or passed off as ‘banter’ or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child’s emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council
  - Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either the Anti-Bully or E-Safety policy.
  - Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If appropriate, sanctions as outlined in this policy will be applied.
- (DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2018)

### **Inappropriate conduct beyond the school gates**

Teachers’ powers This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil’s misbehaviour outside the school premises ‘to such an extent as is reasonable’.

### **Use of reasonable force at St Richard’s**

We view physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe, secure environment. Section 93 of the Education and Inspection Act 2006 and guidance issued by the DfE enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following: · committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil); · causing personal injury to, or damage to the property of, any person (including themselves); or · prejudicing the maintenance of good order and discipline of that school or among any pupils receiving education at the school, whether during teaching sessions or otherwise. Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen. Where handling or restraint is being used repeatedly on an individual student then individual handling plans must be created by the staff involved and a member of SLT. These actions should be logged on CPOMs.

### **False allegations against members of staff**

Allegations against members of staff are taken extremely seriously and will be dealt with in line with guidance from the Local Authority. St Richard’s will make every effort to maintain confidentiality in any complaint that arises and deal with allegations quickly, fairly and consistently in a way that provides protection for the child and supports the person who is the subject of the allegation. Suspension of the accused member of staff will not necessarily be the default action of the school. If an allegation is determined to be malicious, the Child Protection Co-ordinator/Safeguarding Lead may consider referring the matter to Children’s Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Executive Head and Head of School will consider the appropriate disciplinary action against the pupil who made it.

*Reference to Keeping Children Safe in Education*

## **Adaptations to Behaviour Plan in relation to COVID-19 and school re-opening -June 2020**

St Richard's has created additional expectations around behaviour and sanctions to support the school in creating a safer school environment and to reduce the risk to infections spreading to any members of the school community. All key stakeholders will be made aware of these adaptations and staff will be asked to implement them consistently across the school site.

- a) Children must adhere to the 2m social distancing rule set out by the DFE.
- b) Children must follow the handwashing protocols of the school – as set out by the DFE.
- c) Children will always follow the reasonable instructions of staff when on the school site.
- d) Children should not make physical contact with any other person on the school site.
- e) Children should remain in their designated areas for provision and during break and lunchtimes.
- f) Children should not leave the school building unless under direction of the staff.

### **Sanctions**

- a) **If a child fails to adhere to the above expectations, then staff will give them a clear verbal warning, using the 'Green Behaviour' and good choices language outlined in the behaviour policy.**
- b) **If a child then continues to adhere to the expectations then the second member of staff will take the child out of the classroom and keep them outside until they are ready to return.**
- c) **Continued defiance or an escalation in poor choices will result in SLT being called to the classroom.**
- d) **If a child is deemed to be demonstrating extreme defiance – then parents/ carers will be contacted and the child will be collected. Next steps will be discussed with Head of School and FTE will be considered.**
- e) **A child may only return to the provision if it is deemed safe to do so by the Head of School or Senior Member or staff.**

***For further guidance please refer to Covid 19 addendum policy May 2020***

### **The Script for Challenging Incorrect Choices**

The 'Script' should be used by all staff when supporting students who are not meeting the high expectations of the school and need to consider and address the choices that they are making.

Speak to the student calmly and wherever possible in private.

Explain which choice they have made which is not acceptable at St Richard's. Make reference to the key driver words of the school – are they showing 'Pride' and 'Respect'.

Using questions to respond to challenging behaviour.

- 1. What happened?
- 2. Who do you think has been affected by your choices and in what ways?
- 3. What would have been a better choice?
- 4. What do you think needs to happen next to put things right?

If this is done with a group of students then allow the person (student/adult) who has been harmed/affected to talk first. Ask them the same questions as above, but ask them how they have been affected by what has happened.

Allow the harmed person to take a part in the assigning of a consequence.

### **The Script for De-Escalating Students in Crisis**

This second script should be used when a child is in crisis or putting themselves or others in danger. Staff when using the script should remain calm at all times. We aim to de-escalate students so that handling or restraint is not required. Staff may use words to describe the emotions students may be feeling, this will help students link their actions to emotions.

Using questions to de-escalate a student in crisis

1. Hi (name)
2. I can see that you are \_\_\_\_\_
3. You talk and I'll listen
4. I am here to help
5. Come with me and we can \_\_\_\_\_

When using the help script, take pauses and drip feed questions to find out the triggers for these behaviours.