GREENWOOD ACADEMIES TRUST

Woodvale Primary Academy Behaviour Policy

Document Owner	Matthew Reetz
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1. Aims

Our aim at Woodvale Primary Academy is for **every child to thrive** and in order to realise this aim, everyone, including staff, are expected to maintain the **highest standards of personal conduct**, to **accept responsibility for their behaviour** and **encourage others to do the same**.

This policy echoes our values of **strive**, **support** and **succeed** with a heavy emphasis on **respectful behaviour**, a **partnership approach** to managing poor conduct and **interventions that support** staff and learners.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- 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 how **positive behaviour is reinforced and recognised** alongside how we **respond to inappropriate behaviour**.

2. Legislation and statutory requirements

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

- Behaviour In Schools (July 2022)
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. 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:

Type 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	Sexual violence or harassment - 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

4. Roles and responsibilities

4.1 Greenwood Academies Trust

GAT is responsible for holding the principal to account for its implementation.

4.2 The principal

The principal is responsible for reviewing and approving this behaviour policy.

The principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

The principal is responsible for monitoring the effectiveness of this policy.

4.3 Staff

Staff are responsible for:

- Managing behaviour effectively to ensure a good and safe learning environment by;
    - Promoting the Woodvale Way across the school, having the routines displayed in classrooms and consistently followed

- o Taking responsibility for promoting good and courteous behaviour both in classrooms and around the school
- o Having high expectations of behaviour, and following the behaviour policy in regard to rewards and consequences
- o Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate
- o Maintaining good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- o Modelling behaviour expectations, promoting restorative conversations to include reflect, repair and restore
- o Providing a personalised approach to the specific behavioural needs of particular pupils
- o Recording behaviour incidents using Arbor as appropriate
- o The senior leadership team will support staff in responding to behaviour incidents.

4.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5. Our School Rules

To ensure that Woodvale Primary Academy is a calm school where all can thrive, we have three simple school rules:-

- Be ready
- Be respectful
- Be safe

6. Behaviour management

Our approach to influencing pupils' behaviour is based around several key principles which all staff are asked to follow:-
- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines – taught and practiced
- Positive language choice
- Equality of adult authority
- Reasonable adjustments
- Enable success because success breeds motivation
- Developing positive relationships where pupils feel safe
- Modelling positive behaviour choices and working with children to understand the choices they make and the consequences these can have

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. The majority of this should be through the use of proactive strategies in line with the school's Teaching and Learning Policy, in particular 'maximising opportunity to learn' and 'creating a supportive environment'. (see Appendix E-Progression of Strategies)

They will:

- Ensure consistency in rewarding and consequenceing pupils
- Follow up every time
- Retain ownership of behaviour management
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which will include:
  - Greeting pupils in the morning/at the start of lessons
  - Teaching and embedding clear routines
  - 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
- Plan lessons that engage, challenge and meet the needs of all pupils
- Do not use whole class consequences as a punishment
- Are calm and give 'take up time' when going through the steps - prevent before consequences
- Never ignore or walk past learners whose behaviour falls short of expectations

7. Reinforcing Positive Behaviour

All adults model and explicitly teach appropriate behaviour and acknowledge the meeting of expectations. In addition, school staff seek out opportunities to reward those pupils whose behaviour and attitude goes above and beyond expectations.

Staff may choose to reinforce positive behaviour using a variety of means which may include, but are not limited to:-
- Verbal praise for the behaviour or quality of work.
- Stickers or stamps
- A positive phone call home or conversation at the end of the school day with a parent or carer
- Star of the day
- A round of applause or other whole class recognition
- Sending the child to other staff to celebrate success
- A subtle privilege within the classroom such as sitting on a special chair during story time or being the first to line up at lunchtime or to go out to break.
- Awarding a 'Woodvale Wonder' certificate to a child in our weekly Celebration Assembly for someone who has demonstrated our school values of 'strive, support and succeed'. Parents/carers are invited to join in celebrating their child's success and to participate in Hot Chocolate Friday.
- Class Dojo points are awarded to pupils for good behaviour and following our school rules. Each week the child with the greatest number of Dojo points is awarded a certificate.

- Principal's Dojo's can be earned for exceptional behaviour, pieces of work or for doing something above and beyond expectations, in or out of school.
- Classes can earn 'class points' at the teacher's discretion – this can be traded in for whole class rewards such as a non-school uniform day or film afternoon at the end of term.

8. Responding to inappropriate behaviour

All staff will strive to avoid confrontation and defuse situations wherever possible by talking to pupils in a manner of calm authority.

We believe in equality of authority and it is the responsibility of the member of staff who is involved, witnesses or experiences the break in standards to issue the consequence.

Learners are held responsible for their behaviour and are supported to understand why the behaviour was unsuitable and what they could do instead.

Staff will use the steps in this behaviour policy when dealing with inappropriate behaviour and steps should be followed with care and consideration, taking individual needs into consideration. *Clear take up time must be given between steps - it is not possible to leap or accelerate steps for repeated low level disruption*

In an emergency, a member of SLT should be contacted.

The list of pupil behaviours below is not exhaustive and therefore the member of staff dealing with the behaviour should make a judgement based on best fit. Any uncertainties should be discussed with a member of SLT.

Stage 1 – Inconsiderate behaviours		
Behaviour	Action to be taken	Personnel
Low level one off disruptive behaviour that does not follow our Ready, Respectful, Safe school rules or The Woodvale Way such as: • Calling out • Answering back • Being unkind verbally • Interrupting and making rude noises • Not looking after resources • Handling belongings which they do not have permission to do • Not following The Woodvale Way • Talking when not supposed to	Use non-verbal cues to avoid disruption to flow Reset expectations and set a target for a desirable behaviour Allow take up time to let the child save face or to avoid confrontation in front of an audience	Classroom staff
Stage 2 – Persistent inconsiderate behaviours		
Repeated low level disruptive behaviour that does not follow our Ready, Respectful, Safe school rules	As above but staff will also; Keep child back briefly at break or lunchtime to have a restorative conversation resetting expectations using the question prompts in appendix D	Classroom staff

or The Woodvale Way such as described above.		

Stage 3 – Difficult behaviours		
This is defined as more serious incidences, such as; • Ongoing inconsiderate behaviours which are preventing the class their right to learn and the teacher their right to teach • Aggressive behaviour including throwing play equipment • Deliberately hurting others (single incident) • Throwing small classroom objects • Leaving the room without permission • One off swearing (verbal/gestures/pseudo) incidents • Persistent defiance	Educational consequence which must include reflect, repair and restore. The educational consequence should be as close to the incident as possible but may not happen straight away, everyone needs to be calm. It can include; • De-escalate the situation • Timeout to the other year group class (no discussion – only supervision) Children will not be left outside of classrooms • Removal from the lesson • Keep the child back at break/lunchtime to have a restorative conversation to reflect, repair restore. This can include modelling and practicing the behaviours expected. • Understand and assist with any repairs needed. • Record the incident on Arbor • Speak to the child's parents/carers in person (or by phone if this is not possible)	Classroom staff Key stage leads to support if required

Dangerous Behaviour		
This is defined as a serious incident which undermines the health and safety of everyone in school which will include a situation which could cause injury/risk to themselves or others or damage to school property.		
This will look like; • Sustained aggressive behaviour towards an adult or pupil, verbal or physical • Serious and deliberate damage of school property • Use of objects/weapons to hurt others • Serious/continued bullying incidents • Discrimination – including, but not limited to; hate speech, homophobia	Protective and educational consequences will be put in place. This may look like; **Protective consequences –** • Temporary increased staff ratio • Limited access to outside space • Escorted in social situations • Restricted off site activities • Differentiated teaching space • Differentiated curriculum or resources **This will be supported by educational consequences which may look like;** • Learning and understanding the relevance of a task • Rehearsing and practising behaviour • Understanding and assisting with repairs • Educational opportunities (chance to learn) • Researching the implications of behaviour • Conversation and exploration (developing empathy, tolerance and understanding) Repeated dangerous behaviours will result in behaviour support plans.	Classroom Staff SLT staff PRICE trained staff may be involved

All dangerous behaviours will be recorded on Arbor. In extreme cases, the decision to permanently exclude may be taken. This is used as a last resort; all appropriate procedures will be followed and this decision will be made by the Principal following advice from Greenwood Academies Trust.	

The expectation is that the majority of behaviours will fall under Stage 1 or 2. These stages reset following an incident and are not cumulative throughout the course of the school day. If there is not an appropriate time during the day for the consequence to be caried out (for example an incident happens towards the end of the school day) then the consequence may roll over into the following day, if suitable.

We may ask a child to work elsewhere in school in response to serious or persistent breaches of this policy in order to:-

- maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

Pupils may be sent to this area during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. This will be carried out either alongside a senior member of staff or another assigned adult. This will be communicated to parents on the same day by a member of SLT. The length of time for removal will usually be for the remainder of the morning/afternoon. A restorative conversation will take place during this time and modelling/rehearsing of expected behaviours will play a part in this convc

8.1 Lunchtimes and Breaktimes:
The same system of rewards and consequences during breaktimes. Woodvale are aware that behaviour at lunchtimes is different to that seen in the classroom. To support lunchtime staff with behaviour, the following system applies;

Inconsiderate		
Behaviour	Action to be taken	Personnel
Low level one off disruptive behaviour that does not follow our Ready, Respectful, Safe school rules or The Woodvale Way such as: • Adult witnessed rough play • Snatching • Hiding • Not using playtime equipment appropriately • Arguing with a friend	Use non-verbal cues Allow take up time to let the child save face or to avoid confrontation in front of an audience Have a restorative conversation to reset expectations using the question prompts	MDSA
Difficult		
Deliberately hurting others (single	Educational consequence which must include reflect,	

incident) Aggressive behaviour including throwing play equipment One off swearing (verbal/gestures/pseudo) incidents Persistent defiance Discrimination – including, but not limited to; racism, homophobia	repair and restore. The educational consequence should be as close to the incident as possible but may not happen straight away, everyone needs to be calm. It can include; •A timeout to include a restorative conversation to reflect, repair restore. Rehearsal and practice the behaviour expected. This may include the adult modelling Assisting with any repairs needed. Record the incident on Arbor, alerting the teacher	MDSA
Dangerous		
This is defined as a serious incident which undermines the health and safety of everyone in school which will include a situation which could cause injury/risk to themselves or others or damage to school property This will look like; Sustained aggressive behaviour towards an adult or pupil Serious and deliberate damage of school property	Protective and educational consequences will be put in place. This may look like; Protective – • Limited access to outside space • Escorted in social situations This will be supported by educational consequences which may look like; • Learning and understanding what has happened • Rehearsing and practising behaviour • Understanding and assisting with repairs • Educational opportunities (chance to learn) Repeated dangerous behaviours will result in behaviour support plans and may result in suspension or exclusion. Record the behaviour on Arbor, alerting the teacher	MDSA PRICE trained staff may be involved SLT may be involved

8.2 Severe Behaviour

Severe behavioural issues must be reported to a member of the SLT who will deal with the incident. Severe behaviour can include but is not limited to:-
- Inappropriate or dangerous items being brought onto school premises
- Racist abuse
- Bullying
- Physical assault
- Homophobic abuse
- Any other prejudiced or discriminatory behaviour
- Sexual misconduct
- Theft
- Serious damage to school property

All incidents will be recorded in Arbor. In the case of bullying and prejudice related incidents, additional documentation will be recorded in line with policy.

9. Vulnerable Groups:

It is recognised that some children need a more individual approach to independently display positive behaviour.
To do this we offer the following approaches:
- Time out opportunities
- Work with the Pastoral Team which will include targeted interventions
- Meet and Greet sessions
- Targeted interventions
- Social skills work
- Access to the Hub

10. Behaviour Support Plans

Behaviour is monitored regularly by SLT and a Behaviour Support Plan (BSP) is a structured plan which aims to gain a greater understanding of a child's behaviour when it is agreed that a more focused approach is needed to support the child to make positive changes to their behaviour. The decision to place a child on a BSP is made by SLT in conjunction with the class teacher. The BSP is designed in conjunction with class teachers, and when appropriate, the child. The BSP is designed to be accessible to the child so they understand the expectations and who will support them. It can be visual as required to support the child's stage of development.

11. Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

12. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the principal will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The principal will also consider the pastoral needs of staff accused of misconduct.

13. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:
- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:
- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Be recorded and reported to parents

There are a number of members of school staff who are PRICE trained meaning that they are able to use physical restraint as a last resort when all other de-escalating strategies have been exhausted in line with the principles outlined by the Restraint Reduction Network. All other staff should refer to the DfE document 'Use of reasonable force in schools' linked to at the start of this policy.

14. Confiscation

Any prohibited items (knives/weapons, alcohol, illegal drugs, stolen items, tobacco/E-cigarette materials, fireworks, pornographic images found in pupils' possession will be confiscated. These items will not be returned to pupils.

Any item a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) will also be confiscated.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Older pupils are allowed to being a mobile phone into the academy, but this must be switched off and handed to the class teacher at the beginning of the day and collected at the end. The school accepts no responsibility for mobile phones that are brought into school and children, parent and carers do so at their own risk.

No pupil should be searched with the authorisation of the Principal.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

15. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to difficult or dangerous behaviour may be adapted to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits difficult or dangerous behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

16. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

17. Training

Our staff are provided with training on managing behaviour, including proper use of restraint where appropriate, as part of their induction process.

Behaviour management will also form part of continuing professional development with at least annual updates.

18. Monitoring arrangements

Behaviour is a standing item on SLT meeting agendas. Behaviour incidents recorded on Arbor are reviewed so that appropriate support can be put in place for pupils. Both pupil and staff voice will be sought on behaviour as part of monitoring and evaluation activities.

This behaviour policy will be reviewed by SLT every year. At each review, the policy will be approved by the principal.

19. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

Appendix A – Microscripts to support behaviour conversations

The examples of microscripts below can be used by staff to help manage difficult/dangerous behaviour in a non-confrontational way.

- "Your choices are now X and Y. In my opinion, your best choice is now is Y"

- "What should you be doing right now?"

- "Can you remember when I saw you do X? That is the behaviour I would like to see now"

- "I know you can listen/focus/follow our school rules because I saw you do that XXXX. Can you show me how you can be great again?"

- "I can see that you are really frustrated with this situation (that's understandable). Now what do you suggest we do to improve the situation?"

- "How can I help you get back on track?"

- "I think this situation is starting to go a way you didn't intend. How can we get out of this?"

- This will go one of 2 ways, <-ve choice> or <+ve choice>. Make the right decision.

- (When a child is looking for an argumentative response) "That might be so but…….."

- "Is there something that you need to help change this situation?"

- Use of 'speak with' rather than 'speak to', 'have a chat with' etc….

- "I can see that you are angry about this…….."

- "If you choose X we can get on with the lesson and everything will be fine. If you choose Y, I have no choice but to……."

- "Are you ready to start or do you need another minute?"

- "You can choose to do this now or at breaktime and if you choose now, I can help you"

- "I can see you two are upset. You have two choices either to discuss amongst yourselves in private or I will ask X to help you"

Appendix B – Resetting and Returning Script

- Begin by asking the pupil to 'step out' rather than sending them out.

- Consider body language and your positioning relative to the child (e.g crouch)

- Start with **curiosity** and a **space for the child to speak**: "Are you ok? I thought it would be better to talk away from everything. I was wondering what was up?"

- **Accept** where we are: "I asked to speak to you because I noticed you were struggling to keep our rules."

- **Signal** where we are going: "This is just a pause – I want to get you back in and working."

- **Reset** expectations**:** We have agreed that 'safe' is one of our rules and so I need you to……"

- **Offer help: "**What do you need most right now to help you get back to learning?" OR "How can I help now?"

- **Plan** to go back in: "Ok, breathe. We need to "go again." OR "When I/we/you go back in, I'm going to make it easy for you to walk back in/move desk etc…."

Taken from 'After The Adults Change – Achievable Behaviour Nirvana' by Paul Dix

Appendix C – 30 Second Intervention Script

1. I noticed you are………(*Identify the behaviour*)

2. You are not following our rule about being ready / being respectful / being safe (*Connect the behaviour to the rule*)

3. You have chosen to……..(*Map out the consequence*)

4. Do you remember last week/ yesterday/ five minutes ago when you did brilliantly? That is the conduct I need to see from you today. (*Refer back and reframe*)

5. Thank you for listening (*Walk away and don't look back, then give the child some take up time*)

Taken from 'After The Adults Change – Achievable Behaviour Nirvana' by Paul Dix

Appendix D – Restorative Questions

These may be used as part of the follow up conversation (for example for a child on a Stage 3 or as a way of reintegrating the child back into the classroom following removal)

Before starting the conversation, ground rules will be set, such as allowing each person to have their say without interruption, no shouting, no swearing and no physical violence.

The conversation starts by asking the party/parties who caused the harm the following questions one at a time:

1. What happened?

2. What were you thinking at the time?

3. What have your thoughts been since?

4. Who has been affected by what you did?

5. In what way have they been affected?

Next, the conversation turns to the party/parties that have been harmed and they are asked:

1. What happened?

2. What were your thoughts at the time?

3. What have been your thoughts since?

4. How has this affected you and others?

5. What has been the hardest thing for you?

Following this, the conversation returns to the party that caused the harm and they are asked:

What do you think needs to happen next?

Lastly, the harmed party is asked:

What do you think needs to happen next?

Appendix E – The Woodvale Way

The Woodvale Way
Wonderful Walking

- **Explicit knowledge:-**
- *Know that Wonderful Walking means-*
- Facing forwards in silence
- Walking at a steady pace
- In a straight line

Know that we use Wonderful Woodvale Walking to keep everyone in school safe and to make sure the learning of other children is not disrupted as people move around the school.

The Woodvale Way
Show me your best

Every routine has 3 rules to it
(easy to remember!)

Eager Ears
1. Equipment down
2. Fold arms
3. Track teacher
(not insisting on eye contact BUT eyes being in general vicinity – there are very few exceptions to this rule in the school)

Morning Meet
1. Activity ready on the table/carpet
2. Adult at the door
3. Class routine – e.g. bags/coats away, lunchbox away, pencils out

blic

Safe sitting
1. No slouching
2. No looking out the window
3. Track teacher or look at board

Assembly attitudes
1. Wonderful Walking to enter the hall
2. Line up in silence
3. Safe sitting

The Woodvale Way
Show me your best

Lovely lunchtime
1. Calmly and quietly collect and replace lunchbox
2. Wonderful walking/safe sitting
3. Remember your manners!

Terrific Trips
1. Woodvale walking
2. Lovely listening
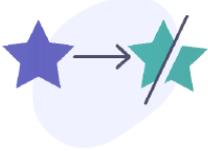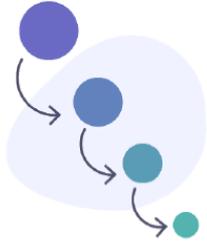3. Safe sitting
4. Be a role model

Tranquil toilets
1. One girl/one boy per class at a time
2. Keep it clean! Flush and bin
3. Quiet from class to toilet and back, No dawdling!

Consistent, calm classrooms
If we follow all the above, we will have consistent, calm classrooms!
PPA/Cover staff – expectations/routines the same

Appendix F – Progression of Strategies

Proactive Strategies	Deflective Strategies	Reactive Strategies	De-Escalation Strategies
Avoiding or reducing the likelihood of challenging behaviour occurring	Tools for when low-level challenging behaviour does occur	Direct responses for when deflective strategies don't work	Strategies to de-escalate extreme behaviour and identify antecedents/consequences for future reference

Appendix G – Descalation Guidance

How to respond to an outburst... productively.

3 step response:

De-escalate → Talk / learn → Repair

Key principles:

🔥 Don't throw petrol on the flames - fight fire with water.

🔥 De-escalate first - resolve issues later.

🔥 When safe and productive to do so, listen and talk to the student; use the debrief as a learning opportunity for the student.

🔥 Implement sanctions, where necessary

🔥 Repair your relationship with the child afterwards.
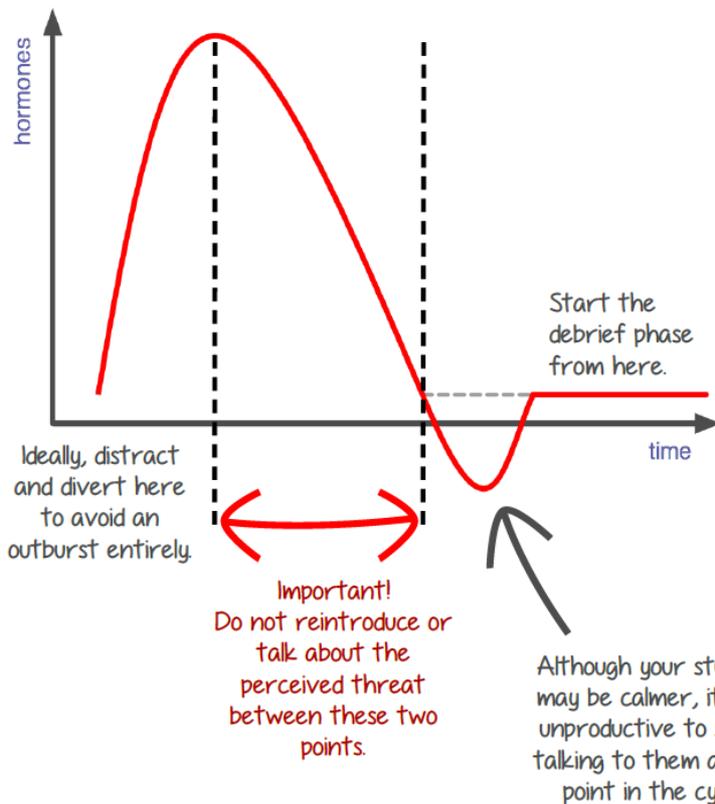
Remember:

When a student enters the anger cycle, they:

● process language less effectively.

● stop thinking ahead (they focus entirely on the current moment).

● have a reduced ability to lay down long term memories.

● are unlikely to calm down whilst they are in the presence of the perceived threat.

● are likely to run or escalate in response to additional pressure or confrontation.

The anger cycle:

hormones

time

Start the debrief phase from here.

Ideally, distract and divert here to avoid an outburst entirely.

Important! Do not reintroduce or talk about the perceived threat between these two points.

Although your student may be calmer, it's still unproductive to start talking to them at this point in the cycle.

This graph represents the student's physiological response to a perceived threat.

Ignore it at your peril!

As well as being another a person, a perceived threat could be a task or social situation.

The time it takes to complete the cycle depends on the age and temperament of the student.

Convey to other students and adults that the matter will definitely be dealt with - once everyone is calm and it is productive to do so.

Beacon
Behaviour Support for Schools
www.beaconschoolsupport.co.uk

How to successfully de-escalate

Remember: the aim of de-escalation is get the student into a calm state **before** you discuss what has caused their anger outburst.

Start by controlling your own response. Take a moment to compose yourself.

Remove the perceived threat and any onlookers.

Don't respond too calmly - it demonstrates a lack of empathy. Raise your voice slightly to meet their emotions (but not too much...)

Words to avoid when de-escalating:

but   should

can't   will

won't   you

Instead of saying "you need to...", use "we need to..." or "let's..." It's less confrontational and indicates you will be working together to resolve the problem.

Make deliberate decisions about your body language. When de-escalating, you are aiming to avoid further confrontation - so use a neutral stance rather than an assertive one. Also make a conscious decision about where you stand: positioning yourself too close to the other person can appear threatening, and potentially puts you at risk. If personal safety is a factor, stand side on to the student (it protects the front of your body).

Use simple, stay safe messages. Your student is not processing language as well as they normally do, so keep your reminders short, repeating yourself if necessary; however, mediate how often you speak and don't be afraid of periods of silence - talking too much could sound like you are nagging. The object at the moment is not to debate what has caused the outburst - this will keep the student in an anger state and could extend the confrontation by framing you as a new threat.

From time to time, demonstrate empathy by echoing back exactly what the student said. "I know you [don't want to do your work at the moment because you find it boring.]" The aim is to show you have received and remembered their opinion (though don't then cast yourself as an opponent by arguing about whether their point of view is right or wrong). If you know the student well, getting them to talk about unrelated interests is a great way of distracting them (by taking their mind off the perceived threat).