



MANAGEMENT OF BEHAVIOUR POLICY

Reviewed	Dec 2017
Responsibility for Review	Headteacher
Next Review	Dec 2018
Approval (FGB or Committee)	FGB

Introduction

“I’ve come to the frightening conclusion that I am the decisive element in the classroom.

It’s my daily mood that makes the weather.

As a teacher, I possess a tremendous power to make a child’s life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humour, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child is humanized or de-humanized.”

Dr Haim Ginott

This quotation is a reminder that the principal theme running through our behaviour management at Glenwood is de escalation. This is the responsibility of all adults at all times.

In the community of Glenwood School, everyone is important. Glenwood is a place where everyone feels welcome, has a voice, is safe, able to achieve and have fun.

Glenwood promotes a framework that uses a variety of approaches to address challenging behaviour. This framework emphasises the importance of adults having the skills and confidence to maintain control of any situation through calm, positive actions, communication at all times and the provision of clear options.

At Glenwood we promote the use of positive and effective intervention strategies with children and young people

It is important to ensure that all adults working with children and young people are clear about their role, in order that their own rights, and those of the children or young people in their care, are protected.

Glenwood as an employer, acknowledges its responsibility for the health and safety of staff at work. **All Staff need to be confident in their ability to meet their responsibilities in managing challenging behaviour. They also need to be safe.**

The purpose of our policy is to ensure that everyone has access to the same resource to ensure a consistent approach to the management of behaviour in our School.

Policy Objectives

- The Behaviour Policy will promote the proactive use of effective intervention and de-escalation strategies.
- Follow legal and best practice guidance to provide a safe and caring environment for all.
- Provide clarification to staff in relation to their role in managing behaviour in order that their rights, and those of the pupil are protected.
- It will emphasise that the use of force will always be our last resort, be reasonable and proportionate to the risk and in line with our Physical Intervention Policy.

Appropriate Behaviours

We recognise that our pupils may find it more challenging to learn and demonstrate appropriate behaviour, we therefore incorporate the teaching of such behaviour into the school day and individual plans such as Individual Behaviour Management Plans and Pupil Profiles.

Positivity

At Glenwood we are committed to the positive prevention of challenging behaviour and we aim to work as a school wide team to support pupils and parents. We do this in several ways and within class there is a focus on positive praise and reward. All behaviour practice is positive with sanctions supplementing where necessary. There is a consistent response to behaviour at Glenwood and all staff have access to the same scripts, prompts and strategies for each child. We specifically praise good choices and positive behaviours as we see them throughout the day and we encourage pupils to work towards positive goals. These may be specific to individual children and individual reward charts are used where children benefit from a more structured approach. Our school ethos is that children should see that appropriate behaviour gains more reward, attention and praise than inappropriate behaviour.

Active Support for Pupils in Self-Management Strategies

Glenwood's aim is to enable pupils to manage their own behaviour and take a sense of achievement from this. This is to enable them to become responsible citizens. Their sense of achievement is fostered by the external validation of their behaviours by school staff, parents and carers. We are a flexible environment and encourage pupils to access a variety of sensory aids to assist in their self-regulation and their access to learning.

Behaviour as a Continuum of Communication

We recognise that behaviour is a form of communication but due to the complexity of our pupils it may not always be clear why or what they are communicating. Behaviour is

recorded using CPOMS so that we can track and investigate patterns. It is felt that if we understand the behaviour we have a better chance of preventing it and teaching an appropriate strategy or alternative to our pupils.

Roles and Responsibilities

Pupils

It is the responsibility of all of pupils to try to make good choices. These good choices include removing themselves from difficult situations, applying strategies taught and utilising the tools and equipment provided to self-regulate.

Parents and Carers

The school works together with parents and carers so that pupils receive consistent messages about how to behave at home and school. We expect parents and carers to support their child's learning, and to co-operate with the school to support pupils to make good choices.

Contact with parents is made in a number of ways: text, emails, phone, letters, face to face and home-school diaries. Parents may be involved in individual reward systems in school and are kept informed of their child's achievements and successes. Staff and parents work together to support each other and meet to discuss problems as they arise in an environment of openness and honesty. It is important to celebrate the positive as well as discussing matters of concern. We aim to end any meeting on a positive note by noting what we can do to move forward.

Teachers

The class teacher is responsible for the day to day behaviour management of pupils and ensuring that behaviour recording documentation is completed appropriately. This includes following relevant strategies and resources to support individual pupils and, when relevant, a pupil's IBMP or Risk Assessment.

Tutors

Tutors are responsible for implementing any Individual Behaviour Management Plans (IBMP) and coordinating reviews of that IBMP. They are also responsible for supporting colleagues in managing behaviour, explaining IBMPs to them, ensuring they keep accurate records of behaviour incidents and are safe. Tutors are also the primary point of class liaison with parents/carers regarding behaviour management.

Home-School Link Worker

The Home-School Link Worker is responsible for supporting all colleagues in managing behaviour. This may involve supporting the family with the development of positive behaviour strategies and helping them to access additional support from outside agencies.

Learning Support Assistants

The Learning Support Assistant (LSA) is responsible for making themselves aware of IBMPs relating to the pupils they are working with and supporting pupils to manage their behaviour, intervening if any pupil's behaviour is inappropriate. Within the classroom, this would be with the guidance and support of the class teacher. They are also responsible for the recording of behaviour as well as any other relevant documentation, and following through with restorative work. During unstructured times, LSAs are responsible for monitoring behaviour and safety, intervening if any pupil's behaviour is inappropriate. This should then be passed on to the appropriate person as detailed on the **Behaviour Protocol (Appendix A)**. **Replaces the Consequences Chart.**

Senior Leadership Team

It is the role of the senior leadership team to support class teachers and support staff if there is a serious incident. This may involve taking a class while the class teacher manages a situation, supporting directly with a pupil or providing support to allow staff debrief time after an incident.

Headteacher

It is the responsibility of the Headteacher to ensure that the school behaviour policy is being implemented effectively within the school and ensuring that staff are aware of changes to the policy. The Headteacher also has the responsibility for giving fixed term or permanent exclusions to individual children if there is a serious incident, and it is deemed the appropriate course of action. This would be following the guidance found in our 'Exclusions Policy'.

Governors

The Governing Body supports the Headteacher in setting down guide lines on standards of discipline and behaviour and is involved in reviewing their effectiveness.

What is Challenging Behaviour?

Challenging behaviour "Refers to behaviour of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy or behaviour which is likely to seriously limit or delay access to or use of ordinary community facilities". (Emerson et al, 1987).

Behaviour that challenges is a form of communication. It may be the only way in which the pupil can inform us that their needs are not being met. It is therefore important to view any change in the frequency, duration or intensity of challenges as an indication that something is wrong. For example a pupil who does not use speech to communicate may be indicating that they are in pain or that they are unhappy with the environment.

General Principles of Challenging Behaviour

Behaviour that challenges is functional, that is, it serves a purpose for the pupil.

The function may be one or more of the following:

- To interact

To seek adult or peer attention, this could also include wanting time alone

- To express

To request something, for example, food, drink, an activity or an object

- To self-manage

To control the environment, which includes escapism (absconding) and food refusal

- To self-regulate

Includes self-stimulatory behaviour to relieve stress or meet a sensory need

Preventing Challenging Behaviour

Pupils may have an Individual Behaviour Management Plan or Protocol. (Appendix B) These will be created for those pupils who require a more bespoke approach to the management of their behaviour. They will reflect the strengths and needs of the pupil. Information will be accurate and up to date. The IBMP will provide strategies and guidance that enable staff to proactively support pupils as well as a reactive measures should they challenge. The IBMP will include details of the triggers that can initiate challenging behaviour. This will enable staff to effectively manage situations that the pupil finds uncomfortable.

Primary Prevention:

Proactive action that should be taken to reduce the likelihood that challenging behaviour will occur.

Primary Prevention involves using our knowledge of the conditions that can give rise to challenges. If the conditions have been identified for a particular pupil, they can be manipulated to minimise the risk of challenges occurring. It is particularly important to avoid exposing a person to known triggers or conditions at times of increased stress. As part of this primary prevention relevant information will be included in the Pupil Profile (Appendix C). This could include profiling the means, reasons and opportunities the pupil has to communicate will provide an understanding as to how communication skills and choices can be maximised, which may reduce the likelihood of challenging behaviour. Updates on pupil triggers are also given during morning briefings / Daily briefings / weekly pupil briefing sheets.

EXAMPLE: Reducing the anxiety for ASD pupil by explaining any changes to their routine beforehand.

Secondary Prevention

Action that should be taken to de-escalate at the first sign that something is going wrong.

It is important that staff are aware of the behaviour or body language which may indicate that the pupil is becoming agitated. Signs of agitation may include, for example, pacing, raised voice, change in facial expression or skin colour. However these signs are different for everyone and so it is vital that staff know pupils' individual signs and triggers.

EXAMPLE: During unstructured times, be vigilant for confrontation between pupils and distract them before behaviour escalates into an argument or physical confrontation.

Responding to Challenging Behaviour

Glenwood Strategies for responding to Challenging Behaviour:

- Try to reassure the pupil – this will not always be verbal. Smile, use of a calm tone, open body language (no crossed arms)
- Distract from the cause of concern by talking about something completely different
- Engage the pupil in a job: 'Can you help me with...?'
- Keep any verbal communication brief and to the point; **only one member of staff** should be talking to the pupil to avoid overloading and confusing the pupil
- Ensure that other staff are aware of the situation, they can make the environment safer by supporting other people to leave the area and by asking the other person, 'Do you need help?'
- **Remind the pupil to make the appropriate 'Green Choice'. Remind them that the wrong choice is a 'Red Choice' which will have consequences.**
- Maintain a safe distance from the pupil
- Try to appear calm; the pupil needs to know that you are in control. If you are not feeling calm, then ask someone to take over and walk away.
- Avoid confrontation, negative language, threats or emotionally difficult demands for example "clean that mess up" or "apologise".
- Avoid issuing sanctions when pupils are clearly agitated. Consequences can be issued later on when the pupil is able to process language.
- During unstructured time, seek assistance by using the radio
- Staff must have in place emergency procedures for staff to access when a situation may be getting out of control, i.e. access to a radio or mobile telephone (if accessing the community)

As a school community we prescribe to the Team Teach behaviour management approach and use a CALM approach:

- **Communicate, use visuals, minimal speech and keep voices low in tone and pace.**
- **Assess, be aware of triggers, environmental hazards, life events, feelings and adjust expectations.**
- **Listen to what the pupil is saying and not saying. Support them to make good choices.**
- **Make it safe. Get support and change the face.**

(Team Teach de-escalation techniques are summarised in Appendix D)

Use of Time Out

Time-out lies within the continuum of interventions used to assist pupils to regulate and or control their behaviour. It is used as a proactive strategy to support self-calming and to provide an opportunity for pupils to reflect on their actions.

Time-out strategies are not to be used as punishment or as a means of removing young people indefinitely from the classroom. Time-out may be teacher directed, or pupil selected, as a means of calming during a stressful situation within a safe and predictable environment.

Delivery of Behaviour Management

As far as practically possible all staff coming into contact with pupils will be versed in the specific IBMP. Clear plans that are communicated throughout the school community will ensure that all staff are aware of the most effective de-escalation techniques, along with the particular triggers that may provoke a reaction.

Recording of Behaviour Management

Thorough recording of behaviours is the key to identify what the purpose of the behaviour is and thus giving validity to any behaviour management plans adopted. Effective recording of behaviour also supports the following:

- Compliance with statutory requirements
- Monitoring of the pupils welfare
- Monitoring of staff performance and identifying any training needs
- To access or elicit support from other agencies.

For low level incidents inside and outside the classroom that can be dealt with by the member of staff directly:

- Via SIMs: Go into the relevant class register. Right click on the pupil's name and select from the drop down menus. Make sure you click on 'Resolved'

For incidents that require some further details adding to the pupil's behaviour record but can be dealt with by the member of staff directly:

- Via SIMs: Go into relevant class register. Left click on pupil's name. Use 'Link' drop down menu to find 'Behaviour'. Complete all relevant sections. Make sure 'Status' is changed to 'Resolved'

For more significant incidents that require further details adding to the pupil's behaviour record and require additional actions:

- Via SIMs: Go into relevant class register. Left click on pupil's name. Use 'Link' drop down menu to find 'Behaviour'. Complete all relevant sections.
- Use the checklist to ensure you complete any further documents and e-mail Ruth Witton and Jason Illingworth with an e-mail to alert SLT to the issue so that it can be followed up. Consideration will be given as to whether the incident is a safeguarding issue and this will be passed on to the Designated Safeguarding Lead.

A paper version of the incident log is available in case SIMS is unavailable.

Reviewing Records

Review of the IBMP and Risk Assessment will be undertaken and communicated with staff as a matter of urgency in the following circumstances:

- When physical intervention is being employed more frequently than expected / previously
- When agreed strategies are not effective in modifying behaviour
- If injury is sustained to either the pupil or staff during physical intervention or incident
- On any indication that interventions are not being carried out as determined by their IBMP

Risk Assessment

Effective risk assessment and risk management are important when supporting pupils who may challenge. The school community has a responsibility to maintain a safe working environment, protect pupils from harm and minimise risks. It is important to distinguish the assessment of and management of risk. Risk Assessment involves identifying potentially hazardous behaviour, the possible consequences of that behaviour and the likelihood that the behaviour will occur. Risk management involves devising proactive and reactive strategies to minimise the possibility of the hazardous behaviour occurring. Good risk assessment and management is focused on maximising opportunities and will be detailed in the IBMP.

Generic Risk Assessment

As part of the generic risk assessment and management process the school staff will:

- Wear shoes that are suitable for a School environment
- Tie long hair back or carry a hair tie at all times
- Avoid wearing jewellery or that could become a hazard if pulled
- Always ask for 'Help' and accept 'More Help' as detailed as part of Team Teach training

- Support others if they are on their own with a pupil (and have requested help)
- Always access the change of face and a time out to debrief, following an incident

Restorative

Following an incident, in particular one involving a physical intervention both staff and pupils should be given opportunity to talk about what happened in a calm and supportive environment. Restorative discussions are designed to discover what happened and the effects on those around them. Restorative discussion should not be used to direct blame or punish but as opportunity to determine if there is reason to suspect injury or severe distress.

Restorative sessions need to be person centred around:

- The needs of the individual
- Their feelings
- Their circumstances

Restorative discussions are an attempt to recognise that a stressful incident has occurred and those involved need support to aid recovery. Below are our Glenwood rules to restorative discussions:

Time

There can be no rule about choosing the right time. Positive listening and the restorative discussion can only begin when the pupil is ready. It cannot be forced. Please ensure that there is sufficient time so that the process will not be rushed.

Environment

The choice of environment should be comfortable and a neutral area where people will not be disturbed or feel threatened. Remove barriers such as desks and ensure chairs are at the same height.

Listen

Part of being an active listener involves looking at body language and establishing a rapport – ‘Listen with your eyes’. Listening should be non-judgmental to obtain the fullest appreciation of the pupil’s account of what has happened. Understanding what the pupil’s perspective is the key to helping him/her learn from the incident.

Learn

Learning can take place without blame. After listening carefully staff can share other perspectives with a focus on how feelings drive behaviours in all of us. This stage should involve an exploration of how pupil and staff can work together to reduce the chance of repetition.

Restorative Foot Prints

We believe that following the Glenwood rules to restorative strategies and using the questions below to 'Walk' a pupil through the restorative discussion will support in the learning process.

Where did the incident happen?

When did it happen?

What part did you play?

What made you feel that way?

How can we change the behaviour?

Who was there?

Promoting Positive Behaviours – PROTOCOL

Rewards

Rewards will be issued through SIMS Behaviour Management. The default setting for every pupil in every lesson is 3 Vivos. Therefore, if all pupils behave positively and work hard in your lesson they will automatically be assigned 3 Vivos per lesson. You can change the number of reward points (this is shown in the helpsheet 'Amending Reward Points on SIMS'). At the end of each week, every pupil's reward points can then be added up and transferred to the Vivos website.

Proactive

- Using Vivos/awards consistently in all lessons to reward positive behaviour (as well as achievement etc).
- Using our Golden Rules as the basis for a model of positive behaviour around the school
- Sending postcards home to recognise positive behaviour
- Reading and following strategies on Pupil Profiles and/or IBMPs
- Using report cards to monitor and target specific behaviours
- Recognising outside influencing factors on behaviour to:
 - Support pupils to access support
 - Develop their resilience
 - Use strategies to support them at times of anxiety and stress

Reactive (see Flow Chart over page)

- Using GREEN and RED choices to reinforce the importance of making the right choices around school.
 - GREEN choices are generally about following our Golden Rules
 - In class and during unstructured times, pupils making the wrong/red choice for low-level behaviours are given 3 warnings.
 - The language used to give these warnings needs to be consistent and explicit in highlighting WHY this is a red choice
 - 'Take up' time must be given to enable the pupils to think about what they need to do next.
- Pupils can be given a 'Time out' for a specified period of time (normally no more than 5 minutes).
- 'Payback time' should be issued to pupils who have wasted time in lessons. This must be with the teacher and the focus should be on building a positive relationship and how to move forward.
- Pupils who refuse to attend a break or lunchtime pay back will be issued with an after-school 'Payback time' arranged with parents/carers.
- For more significant behavioural issues, there will be a member of staff 'on call' to support the pupil. This member of staff will use their professional judgement in deciding how to deal with the situation. Normally the pupil will have 'time out' with the on call staff member in a separate room. A decision on next steps can then be made.
 - Diversion is recognised as a strategy for pupils who are unable to manage their behaviour. This might involve doing some 'odd jobs' or some sensory input.
 - If a pupil is removed or removes themselves from the classroom, a member of staff (teacher or LSA) should monitor them to ensure they are safe. Minutes out of class can be counted as 'Payback time'.
 - For extreme behaviour, ensure that the pupil themselves and others around them are safe. Seek support from available staff to manage the situation. The 'On call' member of staff retains responsibility for deciding on the best resolution once the situation is safe.
- For unacceptable/RED behaviour at break/lunch, for the pupils to lose their next break/lunchtime and stay in with SLT.
- The 'Why? Why? Why?' questioning strategy is really useful to unpick why pupils behave as they do. To work out a sanction or strategy that works we need to understand Why pupils are behaving as

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

Name: Laura Bryant	Form : 10B	Plan no: 1	Date: 5/6/17
Key member of staff: R.Brew/J.Illingworth			
Key behaviour difficulty: Laura can refuse to enter a classroom and/or walk out of the class during the lesson. She will often refuse to go back into class and her behaviour can then escalate. Laura can present with extreme behaviour including swearing, refusal to follow instructions and physical aggression towards other staff and pupils			
Our understanding of the behaviour: Laura is, initially, trying to communicate her unhappiness with respect to a particular lesson. She is also using this behaviour to avoid completing work at times. Laura's more extreme behaviour is attention seeking complicated by her attachment difficulties. Laura also needs time to process verbal instructions (refer to S&L report) and needs language at L.1/2 (ELKLAN strategies)			
What we want to see instead: Laura to feel able to go into all her lessons. For Laura to be able to recognise when she is feeling anxious/sad/upset etc. If she is feeling anxious/upset etc, for her to use her 'Time Out' card. If Laura is showing more extreme behaviour, to encourage her to go outside safely to calm down / cool down. If she refuses / becomes dangerous then request support Encourage Laura to drink – she overheats/ dehydrates and becomes very stressed as a result,			
How the pupil can be involved: To follow all instructions she is given without being rude or defiant towards adults.			
How the parent(s) can be involved: To remind Laura of the importance of following instructions she is given without being rude or defiant.			
Details of rewards:(incl. school & parent/carer rewards/target scores etc.)* Vivos, Stickers, Positive star chart, Listening to music			
Details of sanctions:(incl. school & parent/carer sanctions/target scores etc.)* If Laura misses lesson time, she must make up 'Time Owed' at break or lunch. Extreme behaviours including verbal and/or physical aggression may result in after-school detentions and/or exclusion.			
Strategies to try: Tactical ignoring of attention-seeking behaviour. Distract Laura – her dog is called Mollie and she loves her dog Use a firm but calm voice. Use the following phrase: <i>'Laura, you need to make the right (green) choice now. Use your Time Out card OR Go outside until you are calm.'</i> Observe signals to indicate Laura is becoming unsettled and intervene at an early stage. Reminder to use her 'Time Out' card with 5 minute timer. Reminder to take herself outside when becoming more unsettled. <u>In the event that Laura refuses to go outside despite repeated requests, seek assistance to remove her from the building. Lock doors and remain outside by double doors.</u>			

ACTION PLAN

Action (e.g. change which may help):	By when	Key staff
1. Staff to follow the IBMP consistently at all times	Ongoing	All staff
2. ELSA to work with Laura on a weekly basis.		ELSA

TARGETS*

1) For Laura to arrive in class on time for every lesson and remain in all lessons.
2) When necessary, for Laura to use her Time Out card sensibly.
3) When necessary, for Laura to take herself outside until she is calm and ready to return to lessons.

Glenwood School Pupil Profile

Name:	Alfie Smith				Date:	September 2016			
SEN:	MLD				Key Staff:	Mrs Kirk			
Additional Support:	Literacy: Y	Numeracy: Y/N	Language: Y/N		Pastoral: Y/N		PP: Y/N		
Current attainment:	English:	P5/6	Maths		Read. Age	yrs	Spell. Age	yrs	
Support is needed:					Useful information:				
<ul style="list-style-type: none"> - Moderate Learning Difficulties - Very weak literacy skills including reading and writing. - Low self-esteem. 					<ul style="list-style-type: none"> • Alfie is very creative and sporty. • Likes to be with Jaiden to improve his confidence. 				
Some helpful strategies are:					Self-help strategies include:				
<ul style="list-style-type: none"> • General support including: <ul style="list-style-type: none"> - Supporting weak literacy and numeracy skills - Providing visual support for activities (e.g. Widgeit) - Giving information/instructions in small chunks • Giving Alfie specific and well-directed praise to build confidence. 					<ul style="list-style-type: none"> • Encourage his assertiveness enabling him to resist pressure to engage in inappropriate behaviour. • Have confidence to speak up if he is worried about anything, including when Jaiden intimidates him. 				

EHCP Outcomes

New outcomes for child/ young person, following this review (including any retained from last review)	Resources to be used: Who will do what, when and how often When will this be reviewed? How will this be monitored and by whom?	Actions: What will help child/ young person to achieve his/ her goals
To engage with adults and peers in appropriate interactions	Alfie is part of a tutor group and takes part in group activities, developing these skills as part of the curriculum. He takes part in Social Use of Language (SULP) lessons	<ul style="list-style-type: none"> • Praise • Encouragement • Differentiation of learning activities • Teach assertiveness skills so that he doesn't feel under pressure to behave in an inappropriate way. • Ongoing monitoring by JK of Alfie's successful progress and interaction with school life.
To manage his behaviour when he feels unable to complete tasks set	Alfie is taught in small groups at a level appropriate to his ability. There is an appropriate amount of adult learning support, enabling him to seek help when he feels unable to complete a task. When he cannot immediately access help he is taught how to manage his behaviour.	

De-Escalation: Behaviours and Positive Handling Responses

	Low Level	Medium Level	High Level	Recovery
BEHAVIOURS	<ul style="list-style-type: none"> • Showing signs of anxiety • Hiding face with hands and/or clothing • Rocking or tapping • Withdrawing from group • Refusing to speak or dismissive • Refusing to co-operate • Adopting defensive postures 	<ul style="list-style-type: none"> • Individual begins to display higher tension • Belligerent and abusive • Making personal and offensive remarks • Talking: louder/higher/quicker • Adopting aggressive postures • Changes in eye contact • Pacing around • Breaking minor rules • Low Level destruction • Picking up objects which could be used as weapons • Challenges: 'I will not ... you can't make me' 	<ul style="list-style-type: none"> • Shouting and screaming • Crying • Damaging property • Moving towards danger • Fiddling with electrics • Climbing trees, roofs or out of windows • Tapping or threatening to break glass • Moving towards weapons • Picking up objects which can be used as weapons • Hurting self • Grabbing or threatening others • Hurting others: kicking/slapping/ punching 	<ul style="list-style-type: none"> • The recovery stage can easily be confused with the anxiety stage • People may sit quietly in a hunched position • The difference is that they can revert to extreme violence without the buildup associated with the normal lower level escalation
POSITIVE HANDLING RESPONSES	<ul style="list-style-type: none"> • Read the body language • Read the behaviour • Intervene early • Communicate: 'Talk and I'll listen.' • Use appropriate humour • Display CALM body language • Talk: low/slow/quietly • Offer reassurance incl. positive physical prompts • Assess the situation • Divert and distract by introducing another activity or topic 	<ul style="list-style-type: none"> • CONTINUE TO USE LOW LEVEL DE-ESCALATION RESPONSES+ • State desired behaviours clearly • Set clear enforceable limits • Offer alternatives and options • Offer clear choices • Give a get out with dignity • Assess the situation, consider making environment safer and getting help • Guide the elbows towards safety 	<ul style="list-style-type: none"> • CONTINUE TO USE LOWER LEVEL DE-ESCALATION RESPONSES + • Make the environment safer • Move furniture and remove weapon objects • Guide assertively- hold or restrain if absolutely necessary • Ensure face, voice and posture are supportive not aggressive • Use Help Protocol to save face by changing face 	<ul style="list-style-type: none"> • Support and monitor • This may not be a good time to touch at this stage as touch at this stage can provoke a reversion to crisis • Give space and time • Look for signs that the person is ready to talk

Taken from TeamTeach Workbook 2015