North Westminster Federation

Working Together to Grow Our Future

Hallfield Primary School

Behaviour and Communication Policy

Hallfield promotes positive behaviour through exciting teaching in a creative and stimulating environment, and provides opportunities for everyone to grow, feel valued and respected in our community.

In order to fulfil our mission we have created this policy to support all members of the school community.

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Purpose

- To create a caring, safe and calm environment in which effective learning can take place and there is mutual respect between all members of the school community.
- To promote the development of children's self-worth, identity and achievement.
- To support children in becoming independent and responsible life-long learners who are able to make positive choices.
- To develop in all children the ability to listen to and empathise with others and to appreciate and celebrate differences.

Our approach to promoting positive behaviour and understanding our children's needs is informed by the principles of Trauma-Informed practices.

A Trauma-Informed approach to behaviour will:

- Place relationships and a child or young person's sense of safety and security at the heart of classroom management.
- Encourage nurture, warmth and empathy, even when a child or young person is presenting with behaviours that feel challenging.
- Promote a sense of community and belonging.
- Take individual circumstances into account.

We hope to achieve these aims through a behaviour policy that encourages learning and positive behaviour choices. Each individual child's additional needs, social and cultural background will be taken into account which may affect behaviour. We aim to ensure resilience, good mental health, and a readiness to learn.

There is only one rule at Hallfield Primary School:

'to be kind'.

Hallfield Values Flower

The Hallfield Values Flower provides the basis of our code of behaviour throughout the entire school community.



Pupils are supported to understand and exemplify these values in and out of school. The children are regularly involved in work and attend weekly assemblies around the values to reinforce expectations and to instill context and meaning (ref PSHE policy) and the Hallfield Flower is clearly displayed in all classrooms and around the school. All staff members will congratulate children for their efforts in demonstrating these values. All new children arriving in school are introduced to the Hallfield Values Flower as part of their induction.

Supporting Children to Regulate

Positive behaviour and social skills will be taught throughout the school through our Personal Social Health Education (PHSE) curriculum. We will endeavour to ensure that curriculum planning, teaching styles, classroom management and resources not only meet the needs of the children but motivate, excite and inspire them.

Teachers and adults recognise that managing emotions and behaviours are a life skill. Staff will support children to match their 'energy level' to the situation they are in, in a number of ways:

- Staff will use visual energy thermometers, active listening and skilled speaking prompts to help children notice their level of alertness and reflect on whether it is useful for the situation they are in. If a child feels that their energy is not suitable for the situation- they will be supported to match their energy ~~(~~see appendix 3 below~~)~~

- Teachers and adults will encourage children to use breathing and mindfulness exercises to support regulation. Some children may have sensory circuits or movement breaks built into their daily timetables.

- Zones of regulation approach is used in the classroom to categorise emotions into different ZONES so that our students have a clear way of understanding and expressing how they are feeling. Once students understand the different ZONES adults will support them to select the right strategies to help them to manage their emotions in a suitable way and to self-regulate their behaviour. (see appendix 5)

- Soft starts will be carefully planned to provide activities that support children to begin the day in 'thinking brain'.

- Teachers and adults will use a shared language when describing behaviour, wellbeing and feelings. Staff will endeavour to be curious about what children need to regulate and work together with the SLT, Welfare Team and sometimes other agencies to support with this.

Emotional literacy

The ZONES of regulation

The ZONES of regulation is an evidence based-approach that teaches students:

- A vocabulary of emotional terms
- How to recognise their own emotions
- How to detect the emotions of others (read others' facial expressions)
- What may trigger certain emotions
- How others may interpret their behaviour
- Problem solving skills

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
SAD SICK TIRED BORED MOVING SLOW	HAPPY CALM FEELING OK FOCUSED READY TO LEARN	FRUSTRATED WORRIED SILLY/WIGGLY EXCITED LOSS OF CONTROL	MAD/ANGRY TERRIFIED YELLING/HITTING ELATED OUT OF CONTROL

We all experience a variety of emotions. It can be helpful to categorise these into different ZONES so that our students have a clear way of understanding and expressing how they are feeling. The picture above shows the ZONES that they may experience at different times throughout the day.

Once students understand the different ZONES we support them to select the right strategies to help them to manage their emotions in a suitable way and to self-regulate their behaviour. Students will be asked to check in at the beginning of the day and after transition. For example, if they find themselves in the red ZONE then a strategy could be to take a deep breath and count to 10 with adult's support.

It is important for our students to understand that there is no one right or wrong ZONE to be in. Everyone will experience the different ZONES at different times. Staff will support pupils in understanding what might be their personal trigger for each ZONE and, importantly, what strategies can help them when they are in each of the different ZONES to get back to green ('ready to learn zone').

Rewards and Consequences across the school

Rewards

It is recognised that children inherently want a positive environment in which to thrive. The school staff recognise these efforts through a number of ways:

- Collective class rewards
- Individual rewards
- Star of the week
- Whole class attendance certificates and rewards







Marbles (collective class rewards)

All classes use marbles as a whole class incentive to encourage good behaviour through a sense of belonging, peer support and class identity. Children may earn marbles for their class, individually, in groups and as a whole class for positive behaviours e.g. lining up exceptionally well for assembly, being quick to tidy up, listening well on the carpet and for a positive report from a cover teacher. When a class earns 100 marbles in their class jar, they can have their Marble Jar Treat, every half-term. This is identified by the class before they begin to collect the marbles. Some examples of these include pyjama party, game of rounders, class cooking session etc.

Stars (individual rewards)

Every child from Reception upwards has a star chart. If a child collects 100 stars, they are awarded a coloured, enamel badge. The enamel badges are colour graded. It is hoped that from Reception to Year 6 children could collect the whole set of 10 badges including the final Gold badge. This equates to approximately one and a half star badges a year. To earn stars, children need to be seen keeping the School Rule and exhibiting the Hallfield Values Flower.

These positive behaviours can be spotted and awarded by any member of the school staff. If a child receives a star, they may mark on their own star record in class. All class teachers and support staff ensure all star charts are updated and that stars are fairly and accurately recorded. Children wear their enamel stars on their uniform to display their achievements.

Star of the Week

The teachers nominate one pupil per class per week to be Star of the Week. These pupils have been identified due to hard work and/or exemplary work or behaviour. They receive a certificate in achievement assembly and parents are informed by the class teacher and invited to attend. The child's name will be displayed on the school notice board for the community to see and celebrate.

100% Attendance
Every term in the achievement assembly, children are awarded with a 100% attendance certificate if they have had no absences during the previous term. The school supports these assemblies and a prize draw is held for all children with excellent attendance and prizes are given.

Consequences
All class teachers and adults set clear expectations for positive behaviour in class and throughout the school. Teachers and adults will encourage and inspire children to earn rewards for positive behaviours and all classes include resources to support children in behaving safely. School staff aim to understand the children's behaviour as communication and are trained to spot whether pupils are in 'survival brain' or 'thinking brain'. We strive to support children in a calm way that limits an escalation of unsafe behaviour.

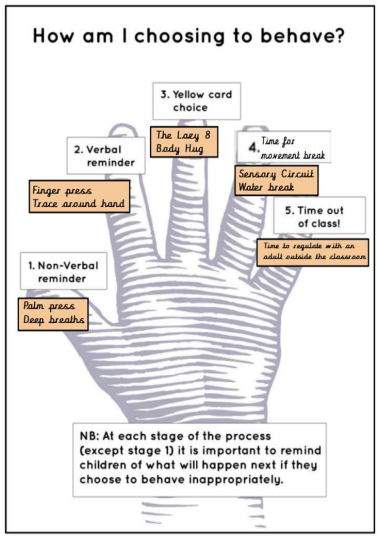
Consequences for negative behaviour include:

- 5 step approach 'Hallfield Hand'
- Parental notification to inform parent/carers about concerns
- Detention
- Removal from class
- Reflection with SLT/Headteacher to encourage reflection with adult support
- Internal exclusion to provide an enhanced period of supported reflection
- Fixed term Exclusion
- Permanent Exclusion (as a last resort once all options have been explored)

The Hallfield Hand
Within the classroom context, children will be supported to develop a self-awareness of their behaviour and given opportunities to reflect on how they are doing. This approach is introduced to all children at the beginning of each year and is clearly displayed in the classrooms and around the school. The children will understand that their behaviour will need to be considered by a staged approach:

Non-verbal reminder	**Verbal reminder**	**Yellow card**	**Time for movement break**	**Time for reflection**
At this stage are given the 'look' by the teacher and prompted to self-regulate (deep breaths and palm press)	A child will be verbally redirected to behave positively and could use other regulation strategies such as: finger press and trace around the hand	The child will be given the opportunity to regulate with 'yellow card' in a quiet area of the class.	A child will be encouraged by an adult to complete a sensory circuit (structured movement break in a quite area of the classroom or outside the classroom)	If behaviour persists the child is supported by an adult outside the classroom to reflect ways to reengage and will be given an opportunity to change his behaviour

Firstly, the adult begins with a 'reminder' followed by follow up warnings in a staged approach. Children are encouraged to use self- regulation strategies such as: palm press, etc if they need to regulate for the space and activity they are in. Embedded into the Hallfield Hand, is the yellow card. The yellow card is part of the staged approach and will offer children reminders of self-regulation strategies to calm their nervous system and get back into their 'thinking brain'. At the beginning of each session, every child will have a fresh start and an opportunity given for the child to demonstrate positive behaviour in class. (See Appendix 1, the Hallfield Hand).



Detention

A detention is a short period where a pupil is required to remain under supervision of school staff when their peers have been allowed to go to break. Teachers, in consultation with senior leaders, may issue detentions. Detentions should be recorded on CPOMs. The pupil will usually have to remain indoors and not be allowed to go to the school playground. A detention may be used as a deterrent to future behavioural incidents. It would be followed up with a conversation with a member of the school leadership team to encourage reflection.

Time for reflection

Removal is where a pupil, who has reached the fifth step on the Hallfield Hand, is required to spend a limited time out of the classroom. Removal from class could be necessary in order to maintain safety of others; to enable a disruptive pupil to complete a task in a managed environment or to allow a pupil to self-regulate in a safe space before reintegrating back to the classroom. The use of removal should allow for continuation of a pupil's education in a supervised setting (e.g. another classroom). This stage of the Hallfield Hand is considered serious and therefore removal from class should be reported to parents at the end of the school day and recorded on CPOMs. It should only be used when necessary and only when other behaviour strategies have been attempted in the classroom, with the exception being when a pupil's behavior is extremely unsafe that immediate removal is warranted. Trained staff can use reasonable force to limit and stop the child self-harming, hurting others or severe damage to property that is likely to cause harm to the pupil or to others following TEAM TEACH approach. (*Staff should refer to our physical restraint policy.*

Procedure for re-integration
Following removal from class, pupils complete a de-brief form to ensure understanding of how to better manage their emotions and behaviour in the future to avoid further incidents of dysregulation. The teacher has a conversation with the pupil and the pupil is then re-integrated back into the classroom. The start of a new session signals a "fresh start".

Headteacher notification
If a child's behaviour continues to be unsafe and/or the severity of the behaviour is deemed significant, the class teacher will send them to the Head teacher. This may then result in one of the following consequences:

Internal Exclusion
Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom or supervised by the Senior Leadership Team. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external/fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalation to a point where a fixed term exclusion is necessary. Such measures as an Individual Behaviour Plan may be used to support the child.

Pre-suspension intervention

A pre-suspension intervention is a preventive step before suspending a pupil from school. The goal is to address the behaviour in a constructive and restorative way to avoid suspension where possible. The pupil will be sent to our partner school with a familiar member of staff to reflect on their behaviour, agree on a plan to prevent future incidents and demonstrate commitment to positive change.

Fixed-Term and permanent Exclusion
We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted guidance, from the Department for Education: 'Exclusion from Maintained Schools, Academy Schools and Pupil Referral Units' Suspension and permanent exclusion guidance (August 2024). We recognise the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion. It is the duty of parents/carers to ensure their child is not present in a public place during the first five days of exclusion, and the duty of the Headteacher to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher has the authority to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, the parents/carers are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the Governing Board. The school informs the

parents/carers how to make any such appeal. The Headteacher informs the Local Authority (LA) and the Governing Board about any exclusion. The Governing Board itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

Re-integration plan
After a fixed-term exclusion, the pupil and parents/carers will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed. Restorative conversations between the child or young person and key members of staff are arranged when needed, at a point where the child is calm enough to reflect on triggers, thoughts, feelings and what might help in the future. These sessions can be done individually or in a group to resolve and move forward with an issue.

Playground Approaches to Positive Behaviour

In order to create a safe, calm and caring environment in the playground, the school has implemented a range of measures. This will support positive break and lunchtimes enabling pupil's play to be engaging, fun and positive. The strategies are in place to facilitate this:

Zoning
Both playgrounds are zoned into four main areas during the lunch breaks; Quiet, Creative, Physical, Physical (organised games). These are all staffed by an MDSA who help facilitate the activities and use of equipment. This is to ensure that all pupils have a wide range of activities to choose from to keep them entertained, focused and amused.
Playground/MUGA rules:

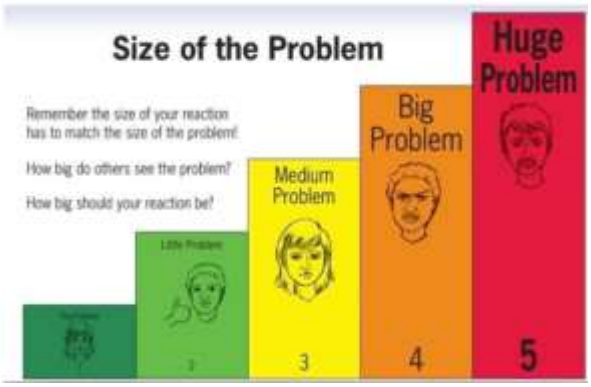
1. Treat everyone with kindness and respect
2. Play fairly
3. Ask an adult for help if you have a big problem
4. Keep hands, feet and objects for yourself
5. Keep our playground tidy

Playground consequences:

Children will be given a reminder if they don't engage in positive behaviour**.**
Children will receive a 'yellow' card and will miss 5 minutes playground (e.g. sitting in a quiet area of the playground). Children will be supported to develop a self-awareness of their behaviour and given opportunities to reflect on how they are doing.
There will be a "0 tolerance" approach for racist, discriminatory and physical incidents.
In that case children will be given a red card and will miss their time in the playground/MUGA for that day.

Restorative Justice
Staff are trained to support children to identify and manage their feelings and this is key when we support children to manage and overcome conflict. Identified members of staff have been trained to undertake restorative justice sessions. These sessions aim to sensitively allow victim(s) of the incident to convey the impact of what has happened to them to the perpetrator(s). The outcome of the session is for those responsible to acknowledge the impact of their actions and for everyone to plan steps to make it right.

Zones of regulation-Problem size and problem-solving wheel





Roles of pupils in supporting positive behaviour

At Hallfield we understand that it is not just the responsibility of staff to ensure children develop the skills to promote positive behaviour but also the children themselves. We therefore provide opportunities for children to develop these skills through a number of ways:

The School Councillors and Young Leader Team
Children at Hallfield Primary School must lead by example at all times in their behaviour, the respect they show to others and their school uniform. The School Councillors and Young Leaders roles are varied and to be awarded a school badge is considered a real privilege.

The many roles and responsibilities include:

- Being Ambassadors for the school.
- Working alongside teachers to promote positive behavior.
- Report to the Assistant Headteacher.
- Helping with lunchtimes in the Lunch Hall.
- Monitoring the indoor school environment at lunchtimes.
- Monitoring cloakrooms.
- Energy savers, turning lights off at lunchtime/play time.
- Showing visitors round the school.

Pupil Voice
It is important that the school make regular opportunities to engage with pupils to measure the effectiveness of the Behaviour Policy and its impact on their well-being, behaviour and learning. Opportunities to hear and respond to the pupil voice allow the Senior Leadership to continually monitoring and evaluate the effectiveness of the policy. This is done in the following ways:

School Council
Each class votes in a representative for the year. They attend a meeting every half term with the Assistant Headteacher where they can raise issues, make suggestions or discuss proposed changes. Their views are noted and the adult chairing the meeting will record the minutes of the meeting and share them with staff and governors.

Supporting Mental Health
If children are identified as having or presenting with mental health and wellbeing needs there are a number of different routes of support for children. In the first instance the child's teacher and the Inclusion Manager would contact parents to arrange a meeting. Children may be referred to services that operate within the school, or, some that are external.

Protective Behaviour Lessons
At the beginning of every autumn term the PSHE lessons will be based around Protective Behaviours and the right to feel safe all of the time. All children are taught the importance of recognising their 'early warning signs' and to develop strategies for self – protection. All staff use the Protective Behaviour language so there is a consistent approach across the school.

Class Circle Time
Classes hold circle time sessions weekly as part of PSHE curriculum. This encourages pupils to feel valued and to empower them to share their views, feelings and ideas.

Pupil Voice Surveys
The Pupil Voice Survey is undertaken yearly and informs school development and ensures that initiatives to promote positive behaviours and pupil well-being are effective.

Recording and monitoring behaviour throughout the school

All staff at the earliest opportunity will follow the school's procedure of reporting incidents of behaviour on CPOMS. These incidents are continually monitored by the Welfare Team and will be discussed and actioned as necessary.

SEND / Neurodiversity / SEMH

There may, on occasion, be individual pupils who exhibit repetitive challenging behaviours that relate to areas of need outlined in the SEN Code of Practice. Where necessary we will track pupil's social, emotional and behavioural well-being to identify patterns or trends and take early action to address any additional need. Please refer to the SEND policy for targeted support.

School survey

Each year all pupils complete a school survey, the outcomes of which are analysed by the SLT and Governors of the school. The school will consider the outcomes of the survey and effect actions that may be needed.

Responsibilities of staff, parents and children

We will strive to promote a positive partnership between home and school so that all are working towards the same goals, supporting families where necessary to provide the best outcomes for all pupils. The home school agreement is shared with parents and children when they are admitted to

school and is read and signed by all parties. A reminder of the agreement is circulated annually to the whole school community.

Teachers and Support Staff	Children
• All staff members are responsible for teaching and modelling the expected behaviours within a school. This is to establish clear boundaries of positive behaviour as well as create trusting relationships between pupils and staff members. • All staff are responsible for challenging pupils to meet the expectations set out in this behaviour policy in order to create a calm and safe learning environment for all pupils. • All teaching and support staff at Hallfield are responsible for challenging and responding to low level behaviour and should react promptly, consistently and proportionately in order to help restore a calm and safe environment. This includes transitions around the school, on and off site school-related activities as well as school trips. • Teachers will also ensure that new starters/ mid-phase arrivals have been made aware of the school behaviour policy and support may be put in place to help them understand each step. • Hallfield Staff also have an expectation to respond appropriately to positive behaviours. Positive reinforcements such as verbal praise, star of the week assembly, class rewards should be used fairly and appropriately. Through all interactions with pupils, staff members should communicate the expected behaviours, demonstrating an awareness of the impact of their own behaviour on school culture.	• Pupils have a responsibility to follow the behaviour standards set out within the school. Once familiar with the behaviour expectations such as 'The Hand' and star chart rewards, children are responsible for helping to create a calm and positive learning environment. If it is felt that children are not following the school behaviour policy and if their behaviour presents as unsafe to others within the school setting then a pupil may not be able to attend off-site school activities such as school trips. • Pupils have a responsibility to not bring onto the school premise any non-school based items examples include toys, cards, fidget spinners etc. In the event that a child may bring in such items a staff member is able to confiscate and retain the pupil's property until an appropriate time to return them. If in the case of prohibited items including electronic devices such as mobile phones, staff will immediately remove these items from a pupil. In the event that a staff member has reasonable grounds to suspect that a pupil may have a prohibited item staff may carry out a search of possessions in jackets and bags. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff.

The role of Parents

- At Hallfield Primary School we recognise that positive learning behaviours rely on a mutually respectful partnership between parents and school staff as well as children. It is important that children see everyone working together to help create a calm and purposeful learning environment. At Hallfield Primary School, we actively create opportunities for parents to be involved in the school life, community and therefore support our behaviour policy both in school and at home.

- As part of our aim to work as a team with parents, we ask that parents to play an active role at supporting the school to uphold the behavior policy. The school will keep parents updated about their child's behaviour and encourage parents to celebrate behaviour successes. If necessary, parents will be included in any restorative work following behavioural incidents including the introduction and review of specific behaviour interventions.

- We ask that parents follow the Code of Conduct for Parents, Carers and Visitors at all times. Where a parent has a concern about the management of behaviour, they should raise this directly with the school while continuing to work in partnership.

Refer to Parent's Code of conduct

Searches

To ensure a safe learning environment, it is vital that children are safeguarded against harm and that high standards of behaviour are expected. This may require, where reasonable grounds are given, the searching of a pupil or their possessions i.e coats, jackets or bags.

Search with consent
School staff can search a pupil for any item if the pupil agrees. The school will take into account the age of the child when considering consent.
It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. They do not need written consent from the child.
The school makes clear in their school behaviour policy and in communications to parents and pupils what items are banned.
If a member of staff suspects a pupil has a banned item in his/her possession (for example a mobile phone), they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction as set out in this policy.
A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction.

Search without consent
Where there are reasonable grounds to suspect a pupil may have a prohibited or banned item, senior leaders have statutory power to search a pupil or their possessions. Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious. This list includes

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Fireworks
- Inappropriate images
- Tobacco / cigarette papers
- Any item staff reasonably suspect has been or is likely to be used to commit an offense or cause personal injury to, or damage property of, any person (including the pupil)

In these cases, parents / carers must be called before conducting the search. There must be 2 members of staff present. This should not involve the removal of clothing beyond a final layer. The members of staff must ensure that the pupil understands the reason for the search and how it will be conducted.

Link to mobile phone policy- Mobile Phones

Mobile phones are prohibited in school this includes the use of personal phones on trips. There are circumstances where a phone may be brought to school set out in the mobile phone policy, which require a permission slip and agreement with the school. The child and parents / carers accept the policies and procedures of the school (see mobile phone policy).

Monitoring and Evaluation

The Behaviour and relationship policy will be monitored and evaluated by:

- Governing Board visits to the school.
- SLT ‘drop ins’ and discussions with children and staff.
- Pupil surveys and questionnaires.
- Scrutiny of Behaviour data (CPOMS, staff and pupil surveys etc).
- Logs of bullying/racist/behaviour incidents.
- Review of parental concerns and parent questionnaires.

This policy also links to our policies and procedures on:
Safeguarding and Child Protection, Physical Intervention and Restraint, Intimate Care Policy, Staff Behaviour Policy / Code of Conduct, Whistleblowing, Health & Safety, Attendance, Curriculum, PSHE , Teaching and Learning, Sex and Relationships Education and E-Safety.

Nominated Senior Leader: Aaron Sumner

Status & Review Cycle: 3 yearly or if the government introduces new regulations, or the Governing Board receives recommendations on how policy might be improved.

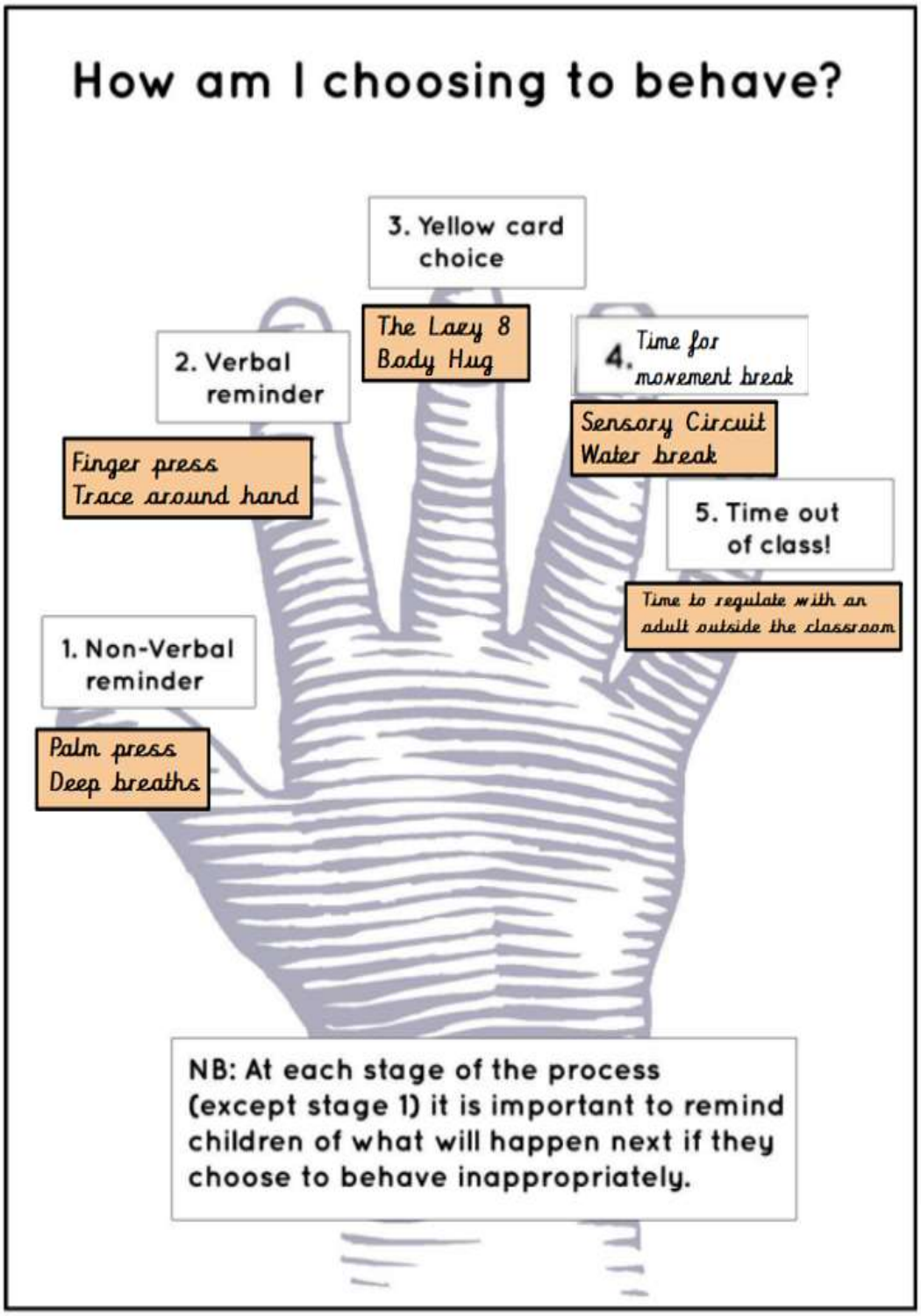
Next Review Date:

Appendices

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The Hallfield hand
Appendix 2
Regulation Yellow Card
Appendix 3
Energy Thermometer
Appendix 4 Zones of regulation check in
Appendix 5 De-escalation and regulation strategies

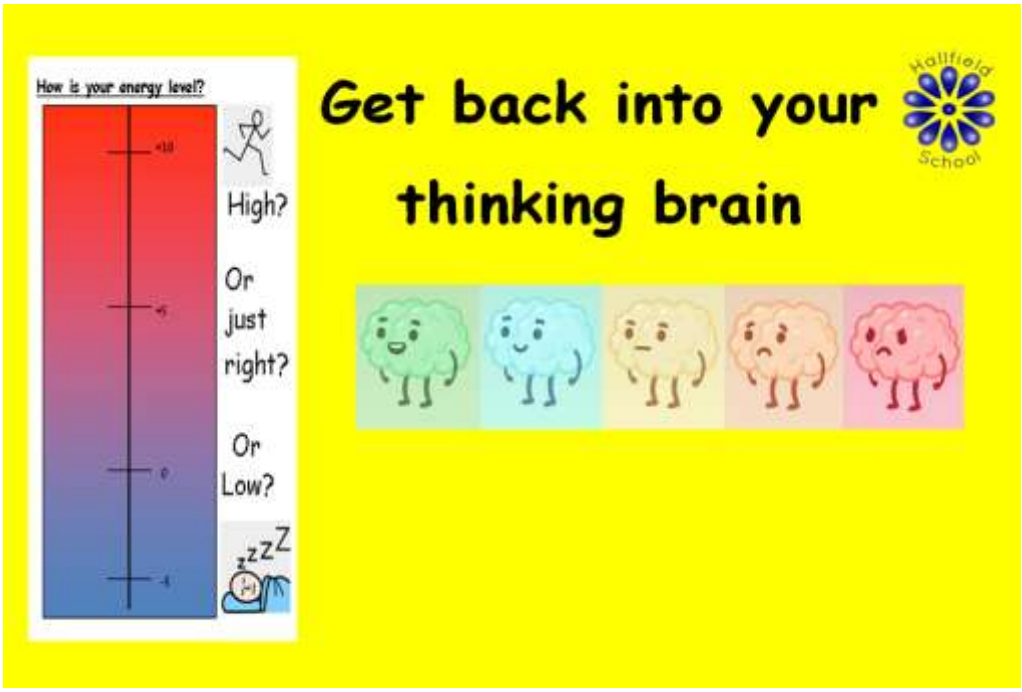
Appendix 1

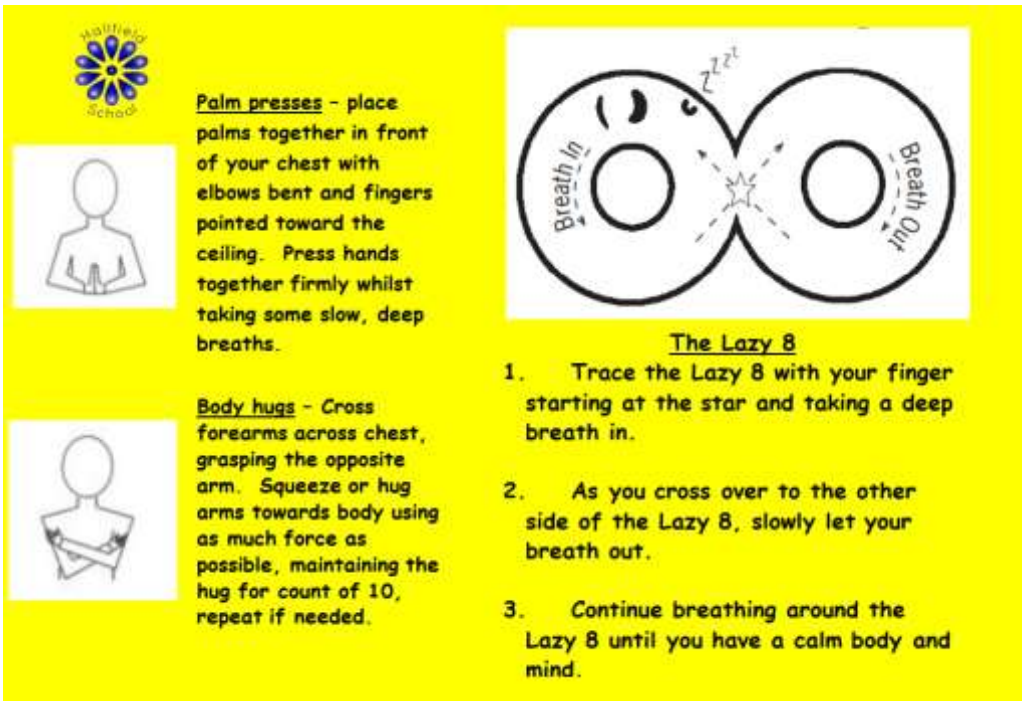
The Hallfield Hand



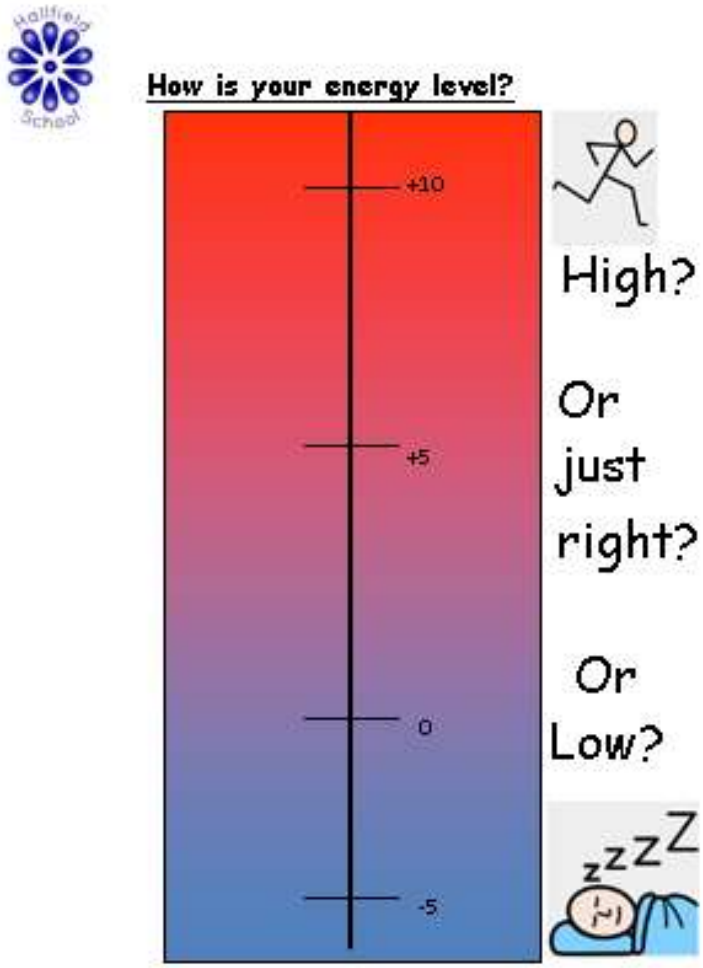
Appendix 2

Regulation Yellow Card





Appendix 3: Energy Levels Poster



Appendix 4: Zone of regulation check in



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
SAD SICK TIRED BORED MOVING SLOW	HAPPY CALM FEELING OK FOCUSED READY TO LEARN	FRUSTRATED WORRIED SILLY/WIGGLY EXCITED LOSS OF CONTROL	MAD/ANGRY TERRIFIED YELLING/HITTING ELATED OUT OF CONTROL

Appendix 5: De-escalation and regulation strategies

Strategies to recognise and respond to triggered dysregulation:

Fight-might look like verbal escalation or physical agitation, hyperactivity, oppositionality, demanding, hostile

Respond with: simple/direct sentences, calm tone of voice, less questions, give time to process information

Flight-might look like scared, panicky, have difficulty catching breath, wants to leave or avoid situation

Respond with: breathing skills, grounding skills, give reassurance, offer movement breaks

Freeze-might look watchful and quiet, dazed or emotionally shut down

Respond with: grounding skills, breathing skills.

De-escalation strategies:

- Communicate using simple direct sentences
- Use a calm tone voice
- Limit number of adults involved
- Show opening body language and listening skills
- Avoid power struggles by providing limited choices (2 max)

Phrases to use:

- I can see you are angry, I will give you 5 minutes to calm down
- I am ready to listen when you are ready to talk
- I am not shouting at you, you don't shout at me
- I don't know how you feel but tell me what I can do to help
- I can see your energy level is high, let's find a way to release your energy (adult to offer choices: walk, outdoor gym, running)
- Offer two choices and praise if the child makes a good choice
- Explain simple consequences if the child is making the wrong choice

Behavioural strategies: Ways to praise

Opposition/anger	Thank you for using your indoor voice to tell me that I liked that you used (skills used) to calm yourself down. I am proud of you using your words. I am so proud of you for listening and making the good choice.
Hyperactivity/Destructiveness	Excellent job sitting in your seat. I like the way you are being gentle with that….. That's a good indoor /quiet voice you are using.
Inattention	Excellent job focusing on your work Great work following instructions, I can tell you are listening, great job! You're doing so well taking your time.
Attention-seeking/interrupting	Thank you for waiting patiently. I like the way you are taking turns. Thanks for letting me finish first.