

# Cambo First School

## Behaviour Policy

Reviewed Summer 2021

### Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019
- Restrain Reduction Network [RRN Training Standards] July 21

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Complaints Procedures Policy
- E-Safety Policy
- Acceptable Use Policy
- Camera and Video Policy
- Mobile phone policy,

- ICT Policy

## Introduction

Our aim is to provide a happy, purposeful, environment, in which every child can feel secure and so flourish, reaching his/her full potential and to value parents and carers as 'partners' in the learning process

At Cambo we believe that helping children develop attitudes that will enable them to become kind, responsible, hardworking citizens is our most far-reaching role. We create overt opportunities for development of their self esteem and work with parents to ensure children grow up with a positive sense of self worth, aware of their rights and responsibilities in a community. We make every effort to ensure that adjustments are made to the policy and its application when and where necessary.

The Governing Body has the responsibility of setting down guidelines on standards of behaviour and reviewing their effectiveness.

The head teacher has the day-to-day authority to implement the Behaviour for Learning Policy.

Teachers and Support Staff in school are expected to accept responsibility for maintaining good behaviour throughout the school. They should have high expectations of the pupils in terms of behaviour and support all children to work to the best of their ability. They should reinforce good behaviour through positive encouragement and praise treat all children fairly with respect and understanding. If a pattern of behaviour emerges the school will consult with outside agencies such as Educational Psychologists, Education Welfare Officers or the SEND team, as needed.

At Cambo we work in partnership with parents/carers on all aspects of a pupil's education including their behaviour. We know that good liaison takes time and requires resources. We are active in establishing links and forging positive relationships. We have regular parental meetings and information sessions. We advertise our policies on the website to ensure that harder to reach parents are kept informed. Parents are made aware of the school rules which are re-negotiated with pupils annually.

## Behaviour outside the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. They may discipline a pupil for any misbehaviour when the child is taking part in any school organised, or school related event; travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school.

## General Principles

1. Everyone working in or visiting the school premises is expected to behave in a respectful manner towards others and take care of the contents and fabric of the building.
2. Both adults and children have the right to be addressed by their given name at all times.

3. Both adults and children have the right to be treated with respect at all times. There is an expectation of co-operation, fairness and honesty which clearly demonstrates respect and provides a sound basis for the growth of self esteem.
4. Misbehaviour is taken as a sign of emotional, social, medical or academic difficulties and every effort is made to listen, talk through and resolve problems.
5. Through establishing a clear set of guidelines children know how to behave well, are supported in achieving this successfully, and develop a positive self image. They develop strong attitudes that equip them to become kind, responsible, hardworking citizens.

## Teaching of good behaviour

Understanding how to behave has to be taught to our young pupils. Good behaviour is modelled by adults in their interactions with pupils and each other. We recognise that children learn respect by receiving it. As a school we:-

- Ensure that all staff understand and use consistently positive behaviour management strategies.
- Ensure that all staff joining the school (including supply teachers) are given clear guidance and use the school's systems.
- Use SEAL/JIGSAW/PHSE Association/NOS materials, Circle Time, PHSE sessions and Worship times to develop pupils' emotional literacy.
- Agree with staff how they will teach pupils to manage strong feelings, resolve conflict, work and play cooperatively and be respectful and considerate.
- At the beginning of each academic year children create their own school rules with support from teaching staff:~The importance and relevance of these rules in various situations is discussed and children understand that these rules form the expected code of conduct in school and are principles that will help them achieve success wherever they are. All of the children sign the rules to say that they will abide by them.
- The Home-School agreement is read and signed by pupil, parents and teacher when a pupil starts school.
- Arrange additional small group support for pupils who need it.
- Monitor the effectiveness of behaviour management through observations by head teacher and School Improvement Partner and Governors

## Rewarding good behaviour

Good behaviour is an expectation for all and is rewarded in a number of ways:

- For outstanding examples of achievement in academic or social areas "stickers and marbles" Success is celebrated in class and assemblies. This public recognition of success is important for all children to experience.
- Verbal praise and congratulation to pupil often and in a way that meets the needs of the individual.
- Reward stickers given out by staff to acknowledge effort, excellent work or Behaviour
- Children's names are entered into the 'Proud Cloud'
- Child sent to show other staff good work at the end of a lesson.
- Child sent to the head teacher for praise and a sticker.

- Marbles are earned for good behaviour and full jars are turned into whole school rewards.
- Star of the Week – certificate and recognition in Community Assemblies on Fridays.

## Home/School

Liaison between parents and teachers is valued and parents are welcomed into school in order to build good home/school relationships. Parents are kept closely informed about their child's progress and are expected to fully support the school's behaviour policy. A collaborative approach to a child's behaviour /difficulties is always sought.

Adults are expected to set a good example to children by showing courtesy towards each other and towards children.

Children are expected to wear school uniform, encouraging a sense of unity and pride in belonging to the school community.

Children who are deemed to be 'vulnerable' will be assigned a 'key person' in school who knows them well. This key person will have good links with the home and will act as a reference point for staff when they are unsure about how to apply the disciplinary framework.

## Classroom management, learning and teaching

We have an interesting, creative and appropriate curriculum, accessible to pupils of all abilities. This is supported by high quality assessment and helps pupils to be engaged in their learning. As a school we:

- Plan lessons well, using strategies appropriate to the ability of the pupils.
- Give pupils the opportunity to take responsibility for aspects of their learning, working in pairs, groups, as a class and as a whole school.
- Use Assessment for learning techniques, such as peer and self-assessment, to increase pupils 'involvement in their learning and promote good behaviour.
- Use our knowledge of pupils to plan grouping and target support on areas where pupils have the greatest difficulty.
- Operate a classroom seating plan, so that social interactions do not inhibit learning and create behaviour problems.
- Build into lessons opportunities to receive feedback from pupils on their progress and their future learning needs.
- Give opportunities for class and school council to discuss their knowledge and their school experience, their understanding of bullying and the effectiveness of rewards and sanctions.

## Management of Behaviour

Although good behaviour and a cooperative attitude are expected from all pupils at all times, consequences are sometimes needed to reinforce the School Rules when behaviour is not acceptable. These include:

Ignoring the child misbehaving and giving praise and attention to another child who is behaving well. At the first opportunity divert the misbehaving child's attention from what he/she is doing and give him/her something to do that they can easily achieve and be praised for. (e.g. Give them a job to do.)

If negative behaviour reoccurs take the child aside to privately reprimand, reminding of which school rule has been broken and the consequences of that. Separating the negative behaviour from the child, showing them how to put things right and re-establishing good relationships will provide a supported opportunity for self-correction. Three warnings will be given.

“Time out” to be taken in another room/feelings area, for cooling down and reflection with adult support.

**Entry into the school behaviour book.** If the warnings go unheeded then the child will be taken to the head teacher, where in partnership the child will talk with the head teacher to try and resolve the behaviour issue. The behaviour issue will be written into the behaviour book. The child will be instrumental in dictating what the poor behaviour was.

**Devising a plan of action** for moving forward and sanctions associated. If the child's name goes into the behaviour book 3 times in half a term then the child's parents will be asked into school for a meeting to discuss their child etc. The converse is also true e.g. if the child does not exhibit the poor behaviour again in that half term a tick is placed in the behaviour book to denote that the poor behaviour has not been repeated and the child has a fresh start.

If a pattern of negative or inappropriate behaviour occurs a “Behaviour Diary” may be issued to the pupil. This enables the teach/head teacher to monitor behaviour, reward good behaviour with praise and encouragement, At the end of a three week period positive behaviour should be evident and pupil self-esteem strengthened. The pupil continues to receive on-going support from the teacher/head teacher and/or other adults in school including parents

## Method

At the beginning of each academic year children create their own school rules with support from teaching staff:~The importance and relevance of these rules in various situations is discussed and children understand that these rules form the expected code of conduct in school and are principles that will help them achieve success wherever they are. All of the children sign the rules to say that they will abide by them.

The Home-School agreement is read and signed by pupil, parents and teacher when a pupil starts school.

All positive behaviour is encouraged and rewarded. For outstanding examples of achievement in academic or social areas “stickers and marbles” Success is celebrated in class and assemblies. This public recognition of success is important for all children to experience.

Liaison between parents and teachers is valued and parents are welcomed into school in order to build good home/school relationships. Parents are kept closely informed about their child's progress and are expected to fully support the school's behaviour policy. A collaborative approach to a child's behaviour /difficulties is always sought.

Adults are expected to set a good example to children by showing courtesy towards each other and towards children.

Children are expected to wear school uniform, encouraging a sense of unity and pride in belonging to the school community.

Children who are deemed to be 'vulnerable' will be assigned a 'key person' in school who knows them well. This key person will have good links with the home and will act as a reference point for staff when they are unsure about how to apply the disciplinary framework.

If a serious incident has occurred the head teacher will inform parents and a special agreed behaviour plan/Risk assessment will be generated. Some children might require an agreed behaviour plan/Risk assessment on entry to school or at some time in their educational life at Cambo, this will be facilitated by the head teacher where necessary.

We believe that positive reinforcement is always the way forward. We praise good behaviour as we feel that every child needs to know and feel that they are valued within the school community. We are the 'Family of Cambo'.

## Reasonable Force

The use of reasonable force may be required in specific situations. All school staff are CPI [Crisis Prevention Institute Safety Intervention] trained and training is updated annually via Northumberland County Council Covid has meant that although all staff are CPI trained virtually only 6 staff are fully trained e.g. theoretically and physically. Only those staff fully trained will exert any reasonable force, should this be required, until all staff are fully trained. Any physical intervention will be used as a last resort. Restrictive interventions will be reasonable, proportionate and least restrictive to maximise safety and minimise harm. These legal and professional considerations will be applied:

- Duty of care
- Best interests
- Reasonable and proportionate
- Last resort and least restrictive
- The risk of doing something and the risk of doing nothing
- Human rights

School has a legal duty of care for all pupils. Where a pupil is creating a situation where they are threatening the well-being of others; reasonable force may need to be used to control or restrain them. It will only be used as the final option. Staff will always try to intervene verbally before such use. Where staff fear for their own safety and the pupil is not responding to a verbal request, help from the head teacher will be requested. The teacher may decide to remove the whole class from the situation rather than use force to remove the pupil, depending on their own professional judgement.

On the playground a similar approach is adopted:

1. Time out. Go and stand at the yard wall for 1 minute to think and calm down (can be extended)
2. Hold my hand. Calm down and talk to me. We can put this right. (2-3 minutes)
3. Talk with an adult to reflect on the incident, understand what went wrong and work out a plan to put it right.

If a pattern of inappropriate behaviour occurs a behaviour diary for the playground may

be issued.

Mid-day supervisors regularly update the class teacher/head teacher with an overview of general behaviour so that minor problems can be addressed. Our mid-day supervisors are fully CPI trained.

## Physical Intervention

In applying Physical Interventions we abide by DFE guidelines set out in 'Use of Reasonable Force-Advice and guidelines for headteachers, staff and governing bodies. [July 2013]

In school the responsibility for monitoring 'Physical Intervention' remains with the Head teacher.

Physical intervention by a member of staff may be necessary as a last resort in the following circumstances:~

1. When a pupil is endangering his/her own safety or the safety of others.
2. When a pupil's behaviour is causing disruption and is encouraging other pupils to behave disruptively.
3. When a pupil is causing significant damage to equipment or the building.

All staff at Cambo First School are CPI trained re methodology. 6 members of staff are fully trained re methodology/physical interventions. [2022/NCC] and a plan of review is in place to ensure skills/knowledge/understanding and accreditation are continued annually. All incidents of Restrictive Physical Intervention must be recorded as quickly as possible and in any event within 24 hours of the incident following school procedures and forms.

The Headteacher or Senior teacher must be informed at the earliest opportunity. Parents/Guardians should also be contacted as soon as practicable. A written record must be created using agreed information e.g. name of staff, child involved, date, time duration re physical intervention, type of intervention used etc. [Please refer to appendix 1]

No member of staff should be alone with a pupil in a restraining situation. A minimum of two adults should be involved to ensure the safety of all concerned, provide reliable witnesses and a carefully considered approach in a potentially emotionally charged situation.

Monitoring depends on good recording of incidents. The agreed paperwork must be completed and placed in the physical intervention file.

## Exclusion

At Cambo First School it is recognised that using exclusions can add to the risk of abuse and exploitation as children are not in school and can therefore be very vulnerable. Exclusions, whether temporary or permanent, must be avoided at all costs. It is noted that there have been no exclusions at Cambo.

If all avenues have been explored with a child, or an incident is of a serious nature and it

is felt that a temporary or permanent exclusion is necessary, then only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. If the head teacher excludes a pupil, they must inform the parents immediately, giving the reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision by contacting the Governing Body. The school informs the parents of how to make such an appeal. If the Governing Body's Appeal Panel decides that a pupil should be re-instated, the headteacher must comply with this ruling. The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

## Bullying/cyber bullying and Racial harassment

Bullying/cyberbullying and racial harassment will not be tolerated at any level. Any instances of either are reported as soon as possible to the head teacher. A record of both is kept and parents are informed to ensure a collaborative and effective resolution of the problem.[refer to Equalities Policy, Anti-bullying policy, Safeguarding Policy, E-Safety Policy, Acceptable Use Policy, Camera and Video Policy, Mobile phone policy, ICT Policy ]

## Behaviour Policy 2020 Covid-19 Addendum

At Cambo First School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy and Child Protection/Safeguarding Policy.

All staff will continue to give positive praise and lead by example in ensuring safe practice during COVID-19. We will ensure we are kind and gentle as always, but will expect all pupils to adhere to the adjustments set out below:

Arrivals, Departures and Moving round the school.

Children will enter school through their designated entrance at the agreed time. Children will enter with their staff member and will go straight to their designated social bubble keeping a 2m distance from any other individual as outlined in our opening plan to parents and carers.

There will be markers on the floors to support children with social distancing. At their designated home time, children will leave the building from their designated exit. They will be observing social distances with their staff member following the entry exit plans sent to parents and carers.

Movement around the school will be limited. When the children leave their social bubble area to go outside for break, lunch or outdoor learning, they will follow the markers on the

floor/ or the instructions of their teacher to ensure they stay 2m from peers and adults. Children will follow an adult from their social bubble on their designated route.

Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus. Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

## Hand washing and Hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day. We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm.

Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

## Social Distancing

Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field at all times. Pupils in EYFS and Y1 will have their own table with chairs spaced 2m apart. When children enter their social bubble, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats unless asked to.

Teachers will ensure that children, where ever, possible, adhere to social distancing measures.

Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below). We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

## Toilets

Each social bubble will have their own toilets to use. These will be sign posted. Children will be supervised and encouraged to use the toilets one at a time (this may not always be possible with Reception children). When a child has finished in the toilet, they must wash their hands.

## Break times

Children will have a designated place to play during break times. Children will be expected to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times.

## Rewards

The marble system/sticker chart system will not be in use during Covid-19. Children, instead will be given stickers as rewards not linked to their award cards. Staff will contact parents to share good behaviour via the Tapestry Platform/Post

Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible.

Leaving social bubbles/Walking through school to show their work to the Head Teacher or other adults for acknowledgement and praise during this time will not be permitted.

## Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their social bubble or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

## Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. Y4 Residential, school trips, sleep over, etc.

Others may have experienced bereavement or loss or another, real or perceived, traumatic episode.

For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response

- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism/multi trauma, the change in routines, uniformity and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response.

If necessary, school will seek external support from other agencies such as Behaviour Support, Educational Psychologists or Early Help.

### Pupil's working from home.

If interacting with other pupils or staff online, children should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Children should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Tapestry/Purple Mash, or any other platform will be taken very seriously. This is also the case re any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

**Monitoring** Any child giving cause for concern is brought to the attention of all staff generally and at their weekly meetings. Appropriate strategies are then discussed and a course of action planned. A referral to the School Support Team or other outside agencies may be made if appropriate.

**Evaluation** This will be carried out by the head teacher who will monitor the number of pupils who are asked to complete behaviour record cards as well as the standard of behaviour in general around the school.

The head teacher is responsible for supporting staff, ensuring they are all aware of the school's behaviour policy and providing training when needed.

**This policy will be reviewed annually.** \*Please refer to all other school policies in conjunction with this policy

Signed: Paula Cummings [head teacher] Ratified by Governing Body Summer 2021

This policy will be reviewed Summer 22

## Appendix 1

### Cambo First School

### Recording and Reporting

All incidents of Restrictive Physical Intervention must be recorded as quickly as possible and in any event within 24 hours of the incident in a way acceptable to the regulatory authority.

The Headteacher or a person acting on his or her behalf must be informed at the earliest opportunity. Parents/Guardians should also be contacted as soon as practicable.

As a minimum the written record should include:

- The names of the staff and children or young people involved.
- The date, time and duration of the intervention.
- The reason for using a physical intervention, rather than using an alternative Strategy.
- The nature of any de-escalation used seeking to prevent the need to intervene physically.
- The type of physical intervention used.
- Whether or not anyone was hurt, if so the action taken.
- Whether or not anyone was distressed, if so the action taken.
- The views of the child or young person.
- Recording Restrictive Physical Interventions serves several purposes, including:
  - Compliance with statutory requirements.
  - Monitoring the welfare of children and young people.
  - Monitoring staff performance.
  - Identifying training needs.
  - Contributing to service audits and evaluations.
  - Details of how and when the incident was reported to parents / carers.
  - Following up and de-briefing. Incident Report Book

### Incident Reporting

As soon as possible after the incident the member of staff should be de-briefed by an appropriate senior member of staff. In our school this will be the Headteacher or Senior Teacher. The de-brief will allow for reflection and the relevant Senior member of staff should be prepared to deal with the emotions raised by the incident. The de-brief enables learning to take place and contributes towards professional development.

The response of the child or young person should be sought and he or she should also be allowed to reflect on the incident. The risk assessment should be reviewed.

### Monitoring

Monitoring depends on good recording of incidents of Restrictive Physical intervention, the agreed paper work must be completed and placed in the physical intervention file. Senior managers will monitor episodes of Restrictive Physical Intervention both individually and by school. However narrative records will always be important for monitoring practice.

In schools, responsibility for monitoring the use of Restrictive Physical Interventions lies with the Head Teacher provides an overview report annually of the incidence and management of RPI in the school to the Governing Body. In turn, the Governing Body, should also be aware of its duties to safeguard children and young people and should pay due regard to the Local Safeguarding Children Board's policies and procedures.

Monitoring serves two purposes. At the individual level it allows for improved practice with the individual young person, whilst at the strategic level it has the potential to influence policy and practice. Incident Report Book



## The CPI Development Model

### Behaviour levels

1. Anxiety - When a person is at any level of crisis, how you communicate in that moment can prevent or escalate the situation.
2. Defensive – helps one to recognise behaviours at a defensive level e.g. verbal/nonverbal/questioning/ refusal
3. Risk Behaviour – consider the work environment and the coordinated and collaborative approach to keep yourself and others safe when a crisis escalates to risk behaviour
4. Tension Reduction – post crisis to re-establish the relationship to create a sense of calm and safety for all involved in the crisis.

### Staff attitudes and Approaches

1. Supportive
2. Directive
3. Safety Interventions
4. Therapeutic Rapport

## CPI Safety Intervention Terminology:

**Risk Behaviour** - Behaviour that presents an imminent or immediate risk.

*The total loss of control, which may result in physical behaviour that presents a risk to the person or others. At this point, physical interventions may be considered.*

*Examples: hitting, biting, self injury.*

**Tension Reduction** - Decrease in physical and emotional energy.

*...that occurs after any of the three previous levels of the Crisis Development Model, characterised by the regaining of rationality.*

*Examples: crying, apology, reduced physical tension in the body.*

**Staff Responses** - Supportive - An empathetic, non-judgemental approach.

*Examples: listen, allow time.*

Directive - Decelerating an escalating behaviour.

*Examples: Clear, concise instructions, limit setting.*

Safety Intervention - Disengagement and / or holding skills to manage risk behaviour.

*Examples: gaining a release from someone holding you / you holding someone as there is an immediate or imminent risk of harm to themselves or others.*

Therapeutic Rapport - *Re-establish communication.*

*Examples: listen and demonstrate empathy, avoid blame, give reassurance.*