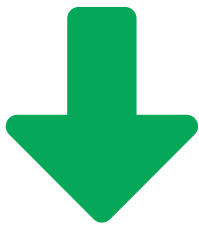


# Think safe—act safe

Follow the five 'Rs' to prevent and manage escalating behaviours



## Reduce

Be proactive to prevent instances of unproductive behaviour



## Respond

Act immediately to assess risk, promote safety and monitor



## Regain

Provide students with time and space to re-establish self-control



## Report

Follow policy, procedure and school protocols to record incidents and responses



## Review

Use a structured process to examine what happened, evaluate, plan for prevention and document



# Think safe—act safe

## Reducing behaviour escalation in the junior school



### Reduce

Be proactive to prevent instances of unproductive behaviour

- Set clear expectations
- Explicitly teach behaviours
- Use visual cues
- Practise behaviours and routines
- Reinforce
- Build rapport
- Engage students positively
- Use pre-corrections
- Use narratives and social stories to model and teach
- Maintain active supervision



### Respond

Act immediately to assess risk, promote safety and monitor

- Observe
- Assess risk
- Act promptly
- Use proximity
- **Maintain safe physical distance**
- Use student names, redirect
- Use a calm, measured voice
- Give short clear directions
- Use diversion or distraction to refocus



### Regain

Provide students with time and space to re-establish self-control

- Provide space, remove audience, use few words, reassure
- **Maintain safe physical distance**
- Do not discuss consequences at this point
- Promptly re-engage
- When appropriate, briefly reflect
- Allow student to express feelings and emotions
- Younger students may want to withdraw, hide or sleep — manage appropriately
- Reinforce students' productive behaviours



### Report

Follow policy, procedure and school protocols to record incidents and responses

- Report the incident
- Record incident in OneSchool
- Inform parents
- Follow up child protection processes
- Refer as appropriate
- Monitor



### Review

Use a structured process to examine what happened, evaluate, plan for prevention and document

- Review process to understand what, why, how to prevent and plan
- Follow up as appropriate students and staff
- Re-teach expectations and behaviours
- Use reinforcement strategically



# Think safe—act safe

## Escalation of behaviour in the Middle and Upper School

### Follow the plan

Follow school plans and protocols for responses to behaviours of concern. If known, follow the individual plan for the student. Where appropriate send or call for assistance.

### Create a 'safe setting' where possible

Attempt to engage the student in a semi-private or private conversation. Include a supportive colleague.

### Limit the number of adults involved

Involving too many adults in de-escalation may be counterproductive. Have one adult speak with the student.

### Provide adequate personal space

Stand at least 1.5 metres distance away from a student who appears agitated. Maintain safe distance.

### Do not block escape routes

A student who appears agitated may experience a "flight or fight" response. Do not position yourself between a student and the door for example. Use your judgement to assess potential or actual risk.

### Keep verbal interactions respectful

Appear calm, avoid reprimands, sarcasm, or an angry tone of voice.

### Communicate using simple, direct language

Keep vocabulary simple, sentences brief. Allow time for the student to think and respond. Allow for silence.

### Reassure the student

Ensure the student knows who you are. Let them know that you would like them to be safe. Let them know that they can tell their side of the story.

### Identify the student's wants and needs

Use active listening to show the student that you want to know how they feel and what can be done to help the situation. Open questions such as, "What do you need right now to be able to calm yourself?" may assist the student to calm. Labelling emotions may assist e.g. "I can see that you look angry. What is annoying you?"

### Identify points of agreement

Find genuine common ground with the student e.g. "I understand that shifting homes has upset you. That can be frustrating, let's talk about it later."

### Follow up

Where appropriate follow up with the student, parents or other school staff. Refer to other support providers as appropriate. Document incidents and staff responses.

Source: adapted from *How To: Calm the Agitate Student: Tools for Effective Behaviour Management*, [https://www.interventioncentral.org/behavior\\_calm\\_agitated\\_student](https://www.interventioncentral.org/behavior_calm_agitated_student)



# Think safe—act safe

## Responding to escalating behaviour or potential crisis

### Dos

- ✓ Observe and assess risk
- ✓ Request assistance
- ✓ Maintain a professional demeanour, remain calm
- ✓ Take action to facilitate safety
- ✓ Use a measured tone of voice
- ✓ Use few words e.g. Say “Stop!” Direct students to safety e.g. “Move away.”
- ✓ Maintain safe physical distance for physical safety
- ✓ Monitor the situation
- ✓ Continue to act to promote safety
- ✓ Provide first aid or seek other medical support as required
- ✓ Record what happened

### Don'ts

- ✗ Panic
- ✗ Position yourself too closely to other persons e.g. within their physical reach
- ✗ Use an inappropriate tone of voice e.g. angry, sarcastic
- ✗ Leave the situation without appropriate supervision
- ✗ Make threats or false promises

### ! Use of physical restraint

Generally, restrictive practices such as physical restraint must only be used where:

- the restrictive practice is reasonable in all the circumstances, and
- there is no less restrictive measure available to respond to the behaviour in the circumstances.

For the use of physical restraint to be “reasonable”, the restraint must be:

- proportionate to the risk of harm
- discontinued once the risk of harm has dissipated, and
- respect the student’s dignity.

See the [Restrictive practices](#) procedure for more information.



# Behaviour de-escalation

## Tips to maintain safety and wellbeing



### Stay calm

- ✓ Regulate your own emotions
- ✓ Use a calm, controlled voice
- ✓ Keep your arms and hands open
- ✓ Maintain a natural facial expression
- ✗ Don't panic or yell
- ✗ Don't cross your arms or clench your fists
- ✗ Don't show an angry or annoyed facial expression



### Be safe

- ✓ Maintain your physical safety
- ✓ Respect the student's personal space
- ✓ Move others away
- ✓ Give short clear directions
- ✓ Ask for help
- ✗ Don't stand within physical reach
- ✗ Don't block the student's escape route
- ✗ Don't leave the scene unsupervised



### Offer support

- ✓ Ask open-ended questions, e.g. "I can see that you look angry. What is annoying you?"
- ✓ Allow time for the student to think and respond
- ✓ Clarify meaning
- ✓ Acknowledge the student's feelings
- ✓ Offer choices and explain the possible consequences
- ✗ Don't reprimand the student
- ✗ Don't make threats or false promises
- ✗ Don't use sarcasm



Playground supervision

# Think safe Act safe

- Be on time for duty
- Move, scan, interact
- Observe for changes in behaviour



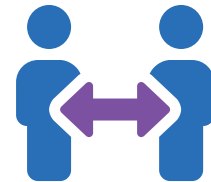
## If something is not ok



**Assess risk and act promptly**



**Send or call for assistance**



**Maintain safe distance**



**Respectfully direct and redirect**



**Promote safety and wellbeing**



**Provide immediate support if required**

Prevent

Teach

Reinforce



# Be happy and safe in the playground



Be kind



Be fair



Be safe



Be responsible

If something is not ok,  
**tell a teacher.**

