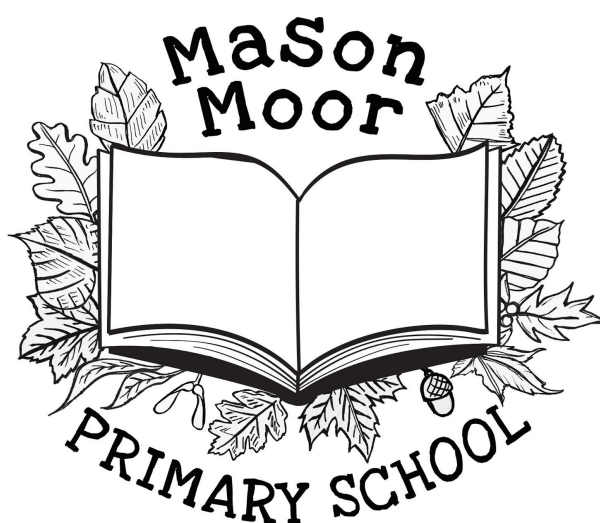


Mason Moor Primary School

Behaviour & Incentives

Policy Statement and Guidelines



Mission Statement:

Every child at Mason Moor has the right to high quality teaching that will enable them to reach for and beyond their potential. Our children will become confident learners who have a desire to realise their aspirations. Our children will develop a passion for learning and its infinite possibilities in a nurturing, safe and loving school.

Policy agreed March 2020

Policy updated to adapt to COVID-19 guidance May 2020
(all changes made are coloured red)

Behaviour and Incentives Policy

At Mason Moor Primary School we aim to:

- **Create a safe environment for learning following government guidelines**
- Create a school community in which mutual respect is the principle for all relationships;
- Ensure that children and adults display high standards of good behaviour and courtesy at all times;
- Cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions, and for their consequences;
- Ensure that pupils develop self-esteem and self-discipline;
- Prevent aggressive behaviour and bullying;
- Provide clear guidelines to staff, pupils and parents about standards of behaviour and the range of rewards and sanctions that are applied;
- Encourage all to reflect and forgive;
- Fully involve all members of the school community in the application of this policy.
- Our success is measured not by the absence of problems but by the way we deal with them.

At Mason Moor Primary School we

- Always treat people as we wish to be treated ourselves
- Follow instructions immediately
- **Keep hands and feet to ourselves and maintain 2m social distancing**
- **Walk quietly in and around the school within the designated areas**
- Speak quietly and listen without interrupting
- Take care of our own and other people's property

Expectations of staff and pupils:

- Be Safe
- Be Ready
- Be Respectful

Guidelines for Implementation:

As a school we adopt a positive approach to behavioural issues.

- All members of the school community are responsible for ensuring consistently high standards of behaviour at all times.
- The attitude of all staff towards the implementation of this positive policy is of vital importance, for it is the adults within the school who determine the environment in which good relationships can develop.

For example, we aim to:

- Start dialogue positively;
- Greet pupils;
- Deal with misbehaviour - to ignore it is to condone it;
- Set high standards of speech, manner and dress;
- Build positive relationships with children.

- Developing correct attitudes towards behaviour is an important part of the school curriculum and children should be taught from Year R onwards:
 - how to behave properly in class and towards others;
 - how to recognise bullying and to treat it seriously;
 - how to tell an adult about bullying or other unwanted attention;
 - how not to be victims.
- The general ethos of a class should always emphasise positive behaviour and attitudes towards one another framed within our School context. We aim to create and sustain a positive, supportive and secure environment, which encourages pride in everything the children do. Good behaviour in class is dependent on good teaching. Calling out should be discouraged; letting others have their turn and listening attentively should always be the norm. A calm working atmosphere should be encouraged; talking should always be related to the task. Noise levels should always be under proper control.
- We recognise that some children find it difficult to behave well all the time and for those children it may be appropriate to use additional measures such as a sticker card or good news system to promote good behaviour. Details of any special arrangements should be recorded in an Individual Behaviour Plan (IBP) However; we should always promote high standards of behaviour from all children.
- Expectations of behaviour in the shared areas of the school should be the same as those in the classroom. Staff should demonstrate a shared responsibility for addressing behaviour of all children across the school.
- Good behaviour should be praised and instances of poor or discourteous behaviour must never be ignored. Everyone in the school should expect to give and receive respect.
- Class teachers should always log instances of seriously poor behaviour.
- The duty staff and lunchtime supervisors should properly monitor playground behaviour.
- Adults other than the school staff should never be put in a position whereby they are responsible for correcting pupils' behaviour.

Rewards & Incentives at Mason Moor Primary School

Rewards and incentives have been divided into two key areas:

- Individual rewards;
- Attendance rewards.

Individual rewards:

Individual rewards are designed to motivate all children and reward them appropriately for key areas within school life such as positive attitudes, effort, acts of kindness and outstanding attendance.

Individual rewards could be a sticker or certificate. Children can also be rewarded for being the 'star of the week' for their class. ~~Children receive a certificate for their endeavours during a special celebration assembly.~~ *Temporarily suspended May 20*

Due to current government guidelines we will be unable to hold celebration assembly within school

Attendance rewards:

Attendance rewards are designed to motivate children to attend school and make the most of their time here.

The attendance rewards are as follows:

- ~~If a child is in school for a week with no late marks (Monday-Friday) they will receive a golden ticket which will be in the weekly draw to earn the chance to win a book.~~
- ~~All tickets also go into an end of term drawer for the chance of a bigger prize. Children can earn up to one golden ticket per week.~~ *Temporarily suspended May 20*
- Children receive badges linked to the percentage of their attendance green, emerald and diamond.

Ensuring that the children know that we are pleased with them is central to the success of this policy.

Part of Friday morning's assembly is given over to stars of the week which allows class teachers the opportunity to praise publicly children who have been noteworthy. It is envisaged that most children will have their efforts celebrated at some time during the year during the assembly and teachers should keep a record of pupils whose work has been celebrated to ensure that this happens.

In addition, there can also be a system for encouraging good behaviour in every class. Examples of this could be a collective smiley face chart for the whole class to contribute to.

When dealing with issues, we aim to:

- Avoid confrontation;
- Listen;
- Establish the facts on both sides; each child needs a voice;
- Judge only when certain;
- Target the behaviour, not the child;
- Use punishment sparingly.

Communicating with children

Language of Choice:

Language of choice allows a child to be responsible for their behaviour. It offers a limited range of choices but crucially gives the child the chance to move to more successful behaviour.

Remember to give the preferred choice last!

Using the Language of Choice has three benefits:

1. Gives the child choices about their behaviour within fair rules
2. Influences them to make the appropriate choice
3. Applies the consequences of their choices

Scripted Communication (see appendix 2):

Scripted Communication gives a whole school approach to changing behaviour through one simple clear message. This can help to:

Give a clear consistent message about rules and expectations;

Stop the pupil manipulating members of staff;

Reinforce that positive communication comes from the classroom

Allows everyone to 'sing from the same hymn sheet'.

We aim to create and sustain a positive, supportive and secure environment, which encourages pride in everything the children do. Well prepared, stimulating lessons generate good behaviour and earn respect.

Teachers are expected to:

- Be in their classes ready to teach promptly and to begin on time;
- Be in class at the end of lunch and ready to settle children ready for afternoon learning;
- Be prepared for lessons at all times;
- Keep everyone on task;
- Extend and motivate all pupils;
- Encourage confidence in discussion;
- Keep an attractive, clean and tidy learning centred classroom.

Behaviour Boards

Each classroom has a behaviour board which is located centrally and aims to serve as a prompt for reminding children about being responsible for their behaviour as well as celebrating good behaviour.

Boards are divided into 7 sections which appear in the following order:

Outstanding

Great job

Good day

Ready to learn

Think about it

Teacher decides

Parent contact

Due to current government guidelines children will not be able to have their own individual pegs to move, however teachers will be keeping track of their behaviour using a paper based behaviour board.

~~Each child has a peg with their name on it which starts each new day on 'Ready to learn'. Pegs can then be moved up the chart as a way of celebrating good behaviour and conduct or down the chart as a reminder for the pupil to address any misbehaviour.~~ *Temporarily suspended May 20*

Boards are monitored daily by the school's phase leaders & SLT who keep a record of persistent misbehaviour in order to offer support to pupils and staff.

If a child reaches 'parent contact' the class teacher will discuss the reasons for this with their parent. Senior Team will also be notified as a way of tracking individual pupils and any support needs they may have.

Steps for Dealing with Basic/'low level' Misbehaviour

Basic misbehaviour may also be described as 'low level' and should usually be dealt with by the class teacher in the first instance. Types of 'low level' misbehaviour may include general disruption e.g. talking on the carpet at inappropriate times, wilfully distracting other learners etc.

Step 1: Name(s) on behaviour chart move to 1st warning 'Think about it'

Step 2: Name(s) on behaviour chart move to 2nd warning 'Teacher decides' This may result in the pupils being asked to spend time in another classroom or explain their actions to their Phase Leader

Step 3: Name(s) on behaviour chart move to 3rd warning 'Parent contact'

At this point parents will be made aware of the behaviour.

A 'Reflection Form' is filled in for that child, detailing the three steps and parents are invited (by office) into school to discuss at the end of the day and this discussion is added to A, B, C chart – see appendix.

Continual low level disruption/misbehaviour does not necessarily have to reach this point before parents are made aware. We want to work closely with our families in order to address and resolve any concerns as quickly as possible.

Step 4: Repeat low level behaviour, i.e. three steps are attained more than once in a day - needs to be discussed with SLT immediately and an internal exclusion may occur. Both SLT and class teacher discuss issues with parents At LUNCH, AFTER SCHOOL or FOLLOWING MORNING if not available after school. Notes added to the reflection form.

Fresh start on return

Steps for Dealing with High Level Misbehaviour

This type of behaviour could involve:

Refusal to do what is asked;

Physical aggression towards an adult;

Destruction of school property;

Verbal abuse, swearing.

Step 5: A, B, C Chart completed. Behaviour Lead / SLT interviews child and can instigate an internal exclusion i.e. remove from playtime.

An A, B, C Entry is made for that child by the class teacher and both SLT and the class teacher discusses the issue with parents AFTER SCHOOL or FOLLOWING MORNING if not available after school.

A formal warning letter may be issued at the discretion of the Senior Manager.

Step 6: Parent invited to formal interview with Headteacher, member of the senior leadership team, class teacher and letter of warning re behaviour is issued. Parent, teacher, SLT member, Headteacher (and child at appropriate point). Exclusion may occur at this point at Headteacher's discretion

Step 7: Immediate exclusion following severe behaviour - Headteacher's discretion.

Notes

Children move through the steps for repeated bad behaviour and enjoy a 'clean slate' at the end of every day.

Any behavioural incident that has occurred during the school day is recorded in the daily log book which is scanned by the phase leaders and senior leadership team and sent to the Headteacher.

Some misbehaviour will be dealt with at Step 5 level immediately.

This includes items such as:

- blatant rudeness, such as swearing and answering back;
- violence between children/unsafe behaviour;
- refusal to cooperate/children who continuously reach step 2;
- theft;
- cases of bullying (see specific guidance section within this policy);
- racism (see Equal Opportunities Policy).

In the most serious cases, misbehaviour may be dealt with at Step 6 level.

This includes:

- violence (all forms) towards a member of staff;
- repeated bullying and violence;
- vandalism towards school or staff property.

Headteacher's measures are at the discretion of the Headteacher and may include exclusion.

Due to current government guidelines children will also be expected to:

- *Wash hands regularly when instructed to*
- *Comply with social distancing and remain 2m apart or in their designated work space*
- *Remain in their designated classroom or cordoned off area in the playground at all times*
- *To use only their designated equipment*
- *Refrain from forced (fake) coughing towards a member of staff or another pupil with the intention of intimidation or with malicious purpose*
- *Refrain from spitting or touching surfaces/individuals with the intention of intimidation or with malicious purpose.*

Children who refuse to follow these guidelines will be dealt with at step 6 or 7 level immediately

Exclusions Policy

It is the Policy of Mason Moor Primary School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies.

The decision to exclude a pupil will be taken in the following circumstances:

- (a) In response to a serious breach of the school's Behaviour Policy
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher.

Exclusion, whether for a fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the school's Behaviour to Learn Policy:

- Verbal abuse/threatening behaviour to staff and others
- Verbal abuse/threatening behaviour to pupils
- Physical assault on staff
- Physical assault on pupils
- Use or threat of use of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health
- **refusal to follow school guidelines for hygiene and social distancing**

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

At times, the Headteacher may decide not to use the extreme sanction of an exclusion but will decide a Positive Behaviour Plan should be used to try avoiding the sanction of

an exclusion in the future. This could be accompanied by an internal exclusion where the children spend a time in another classroom or with an adult to complete their learning tasks.

Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination. The Governors have established arrangements to review fixed term exclusions, which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion, parents are contacted immediately where possible. A letter will be sent by post or by email, (if the parents have indicated this as a preferred method of communication) giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians. Records relating to exclusions will be stored confidentially.

Reintegration Meeting

We arrange a reintegration meeting usually on the day of the child's return to school. If this is not possible, the meeting will take place prior to the child's return. It is essential that the meeting takes place before the child returns to school.

At the meeting we will talk about why the child was excluded and how we can work together to ensure their successful return to school. Both the parent or carer and the child should attend this meeting.

The Headteacher and/or Assistant Headteacher will always attend these meetings. In most instances, the child's teacher or teaching assistant will also attend in order to support the child and to be part of any strategy or target setting discussions.

We appreciate that some children will struggle to communicate feelings of remorse or take responsibility for actions. This will be particularly difficult in a room full of adults. The possibility of the child experiencing anxiety in this environment may make the process counter-productive. Our main aim is to ensure that the child can return to school and so both the venue and the process will be subject to change if the child and parent/carer struggle with the formal process. The meeting may take place somewhere the parent/carer and child feel more comfortable. This may be at home.

If a child does not engage in the process and/or refuses to give their views or show remorse, this must be taken in the context of the child's particular emotional needs and will not usually prevent the process from being judged as complete. If a child leaves the meeting or refuses to accept the strategies proposed, the school will still attempt to complete the process with those present. If it is judged that the child poses a threat to health and safety (violent behaviour, use of weapons, sexualised acts), strategies **MUST** be agreed by the child and parent/carer before the child will be allowed to return to school. Alternative arrangement for that child's education may need to be made before the child will be allowed to return to school.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence.

These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the
- person; or intended by the person having it with him for such use by him".

- Arson
- Behaviour that poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

General factors the school considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned.

Before deciding whether to exclude a pupil either permanently or for a fixed period, the Headteacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account
- the behaviour
- Equal Opportunity and Equality Policies
- Allow the pupil to give her/his version of events
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

When dealing with issues, we aim to

- Avoid confrontation;
- Listen;
- Establish the facts;
- Judge only when certain;
- Target the behaviour, not the child;
- Use punishment sparingly.
-

Specific Guidance for Incidents of Bullying

At Mason Moor Primary School we define bullying as;

Deliberately hurtful behaviour, repeated over a long period of time, where it is difficult for those being bullied to defend themselves. The three types of bullying are:

- Physical e.g. hitting, kicking, theft.
- Verbal e.g. name calling, racist remarks.
- Indirect e.g. spreading rumours, excluding from social groups.

We take this type of behaviour seriously and we actively seek to reduce its recurrence and impact by adhering to the following principles:

- Promote in our children a sense of self-worth and respect for others.
- Promote a culture where children are willing to report incidents of bullying.
- Use the curriculum to raise children's awareness of bullying and to provide opportunities to discuss issues related to bullying.

In any cases of racial remarks a Racial Incident Form (appendix 3) must be completed and returned to the Local Authority.

Guidance for dealing with incidents of bullying

Find out the details and facts of reported incidents and ensure that they are recorded fully, do this by:

- Taking the incident or report seriously - Inform Senior Management Team.
- Taking action as quickly as possible.
- Listening to the victim -alone – recording the incident.
- Speaking to the bully –alone- then explaining that this behaviour is unacceptable to pupils and staff.
- Obtaining solutions to the problem, including ideas from all involved in the incident.
- Monitoring the success of the solutions.
- Informing the parents/carers of all actions.

In some cases it may be necessary to seek advice from specialists in this area via the Local Authority Inclusion Group.

Systems which will support our ethos

Preparing to enter the school

Teaching staff will be on the designated entrances and exits at the set start and end times of the school day. Teaching staff will not be available to speak to parents at the start or end of the day. Children will enter the building through their designated entrance points and move silently to their classroom. This protocol applies to the end of playtime and the end of lunch. At the end of playtime, the children will filter off into their classroom/sets in a quiet, calm and controlled manner. Teaching staff will monitor this.

Lunchtime Behaviour

Children will eat lunch at their staggered times in their teaching classroom, they will be supervised by lunchtime supervisors and SLT. The Lunchtime supervisors and catering staff reward positive behaviour.

Lunchtime supervisors inform the class teachers of the names of children who misbehave. These children are then dealt with as if they have reached step 1 and their names are entered into the daily log record book. In cases of extremely bad behaviour which merit being dealt with at step 4 (see previous page for examples), these children are dealt with by an SLT member immediately.

Guidance on the use of Force to Control or Restrain Pupils

A provision came into force on 1 September 1998 which clarified the powers of teachers and other staff to use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing disruption.

This Act does not cover all situations in which it might be reasonable for someone to use a degree of force (i.e. for someone to defend themselves against an attack).

In reading the following guidance we should never forget that the number of situations which require the use of some physical control or restraint are extremely small.

Types of Incidents

There are a wide variety of situations in which reasonable force might be appropriate or necessary to control or restrain a pupil. These fall into three broad categories:

- where action is necessary in self-defence or because there is an imminent risk of injury;
- where there is a developing risk of injury, or significant damage to property;
- where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations that fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to result in injury;

- a pupil absconds from a class or tries to leave school. (This will only apply if a pupil could be at risk if not kept in the classroom or at school.)

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave the classroom;
- a pupil behaving in a way that is seriously disrupting a lesson.

Before intervening physically an adult should, wherever practicable, tell the pupil who is misbehaving to stop and what will happen if he or she does not. The adult should continue to attempt to communicate with the pupil throughout the incident, and should make it clear that physical control or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and adults should never give the impression that they have lost their temper, or are acting out of anger or frustration.

Sometimes a teacher should not intervene in a situation without help (unless it is an emergency). In those situations an adult should remove other pupils who might be at risk, and then summon assistance from a colleague or colleagues.

These reasons do not change under the current government guidance, however staff must consider their own safety when making any decisions to use Force to Control or Restrain Pupils.

Application of Force

Physical intervention can take several forms. It might well involve staff:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- pushing or pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back.

Staff should NEVER:

- hold a pupil around the neck, or by the collar, or in any way that might restrict the pupil's ability to breathe;
- slap, punch or kick a pupil;
- twist or force limbs against a joint;
- trip a pupil;
- hold a pupil by the hair or ear, or face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Recording Incidents

It is vital that there is a detailed, contemporaneous, written report of any occasion where force is used. There will be a record kept by the Headteacher of all incidents. Immediately following any incident the member of staff concerned should tell the Headteacher and provide a written report as soon as possible afterwards. That should include:

- the name(s) of the pupil(s) involved, and when and where the incident took place;
- the names of any other staff or pupils who witnessed the incident;
- the reason that force was necessary (e.g. to prevent injury to the pupil);
- how the incident began and progressed, including steps taken to calm the situation, the degree of force used, how that was applied and for how long; the pupil's response, and the outcome of the incident;
- details of any injury suffered by the pupil, any member of staff and any damage to property.

It is also essential to inform parents of any incident involving the use of force or restraint involving their child, and give them an opportunity to discuss it.

Staff will need to seek advice from a senior colleague when compiling a report. They may also find it helpful to contact the relevant professional association.

NOTE: This Act does NOT authorise the use of corporal punishment in any circumstances. Nor does it intend to encourage the use of inappropriate force.

Appendix 1

Mason Moor Primary School – Reflection Form



Name:	
Date:	
Class:	

Teacher Decides – Reflection Form

Think about it:	Ready <input type="checkbox"/>	Comments:
	Respectful <input type="checkbox"/>	
	Safe <input type="checkbox"/>	
Teacher Decides:	Ready <input type="checkbox"/>	
	Respectful <input type="checkbox"/>	
	Safe <input type="checkbox"/>	
Moving forwards:		

Parent Contact – Reflection Form

Parent Contact:	Ready <input type="checkbox"/>	Comments:
	Respectful <input type="checkbox"/>	
	Safe <input type="checkbox"/>	

Consequence:	
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Contact made with parents:		
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Comments:	
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Teacher signature:	Phase Leader signature:
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Appendix 2

Examples of scripts

1st Warning (Verbal)

I noticed that you were... You are not showing (detail one of Mason Moor's expectations). You option now is to or I will check back in 5 minutes.

Thank you for listening

2nd Warning (Stop and think)

I noticed that you were... You are not showing (detail one of Mason Moor's expectations). You option now is to or I will check back in 5 minutes. You have control over your behaviour.

Thank you for listening

3rd Sanction – (name down on chart – warning)

I noticed that you were... You are not showing (detail one of Mason Moor's expectations). You option now is to or I expect you to make one of the choices I am offering you. I will check back in 5 minutes.

Thank you for listening

4th Sanction – Teachers choice

You have chosen to continue ... You are not showing (detail one of Mason Moor's expectations). I am choosing to....

Thank you for listening

Refocusing the conversation

When pupils try to argue, shift the blame, or divert the conversation you can either:

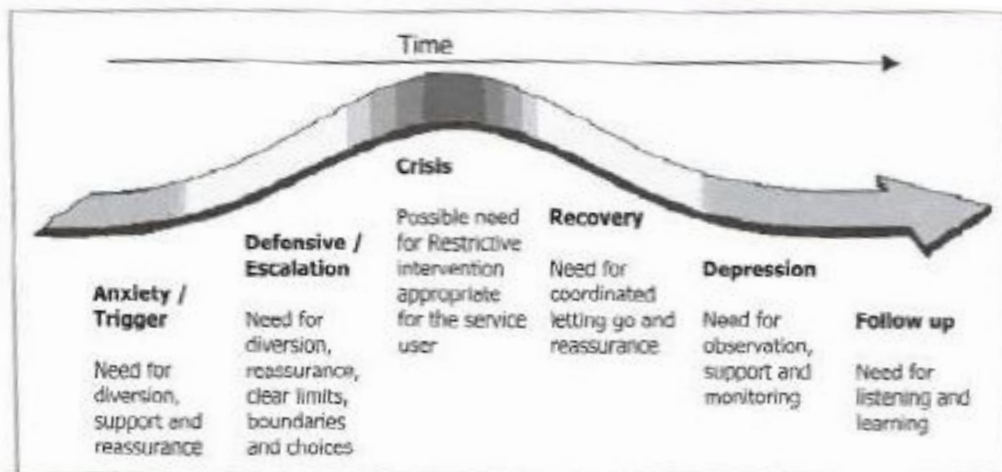
- Calmly and gently repeat the line you have been interrupted in. This encourages the student to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be.

or

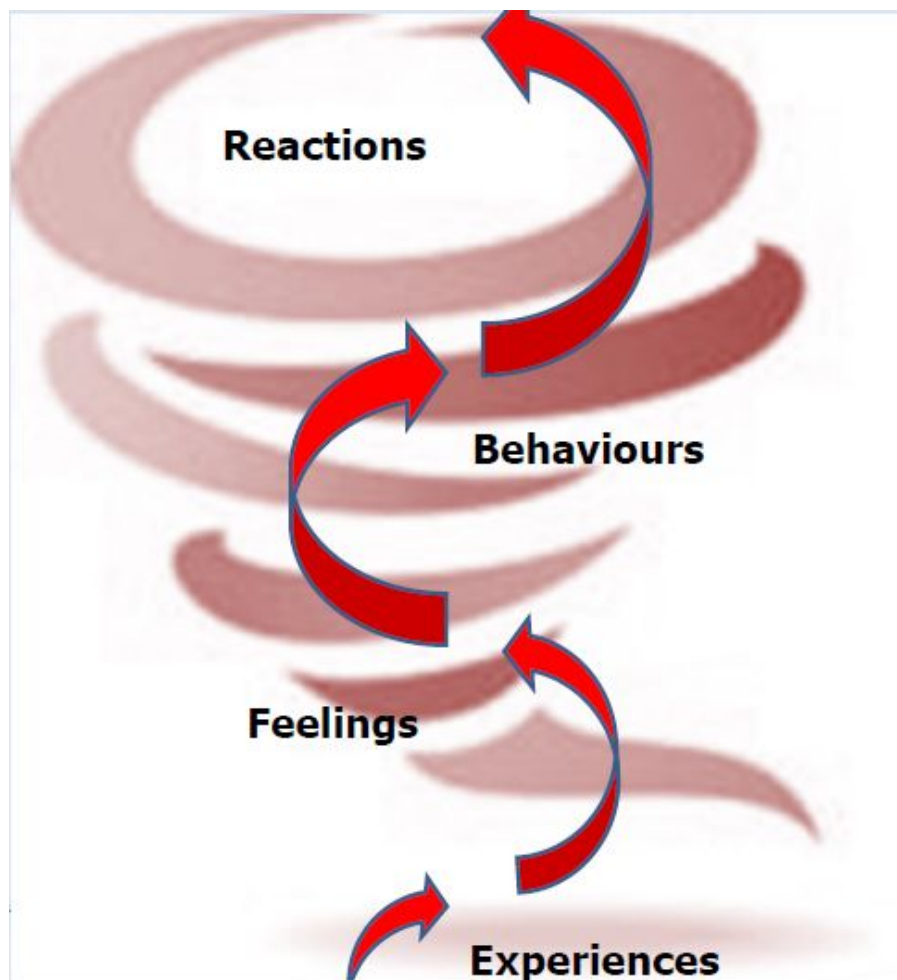
- Use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul de sacs.

Supporting Guidance

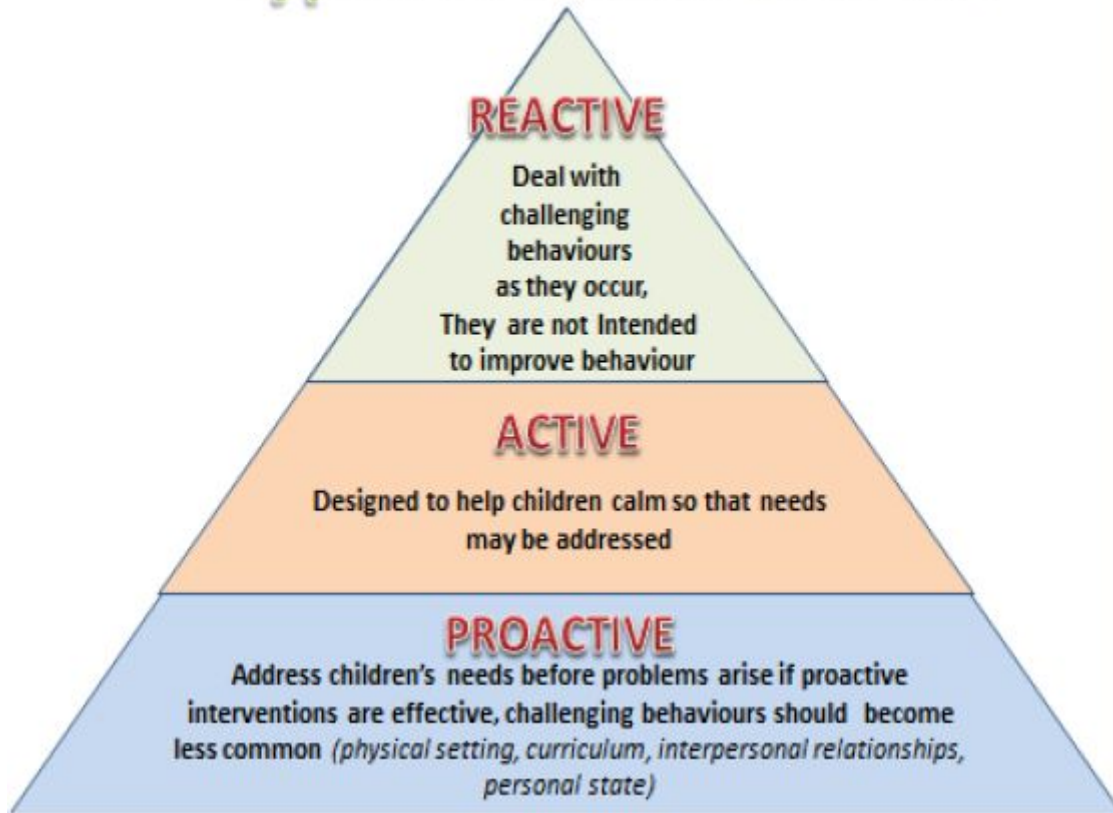
Stages of a Crisis



Conflict Spiral



Types of interventions



Hierarchy of Needs

