



Girvan Primary School
South Ayrshire Council

Promoting Respectful Relationships and Positive Behaviour Policy

February 2026

Rationale

At Girvan Primary School, we are committed to creating a safe, supportive, and inclusive learning environment where every child feels respected, valued, and able to succeed. As a **Nurturing School** and a **Rights Respecting School**, our approach to behaviour and relationships is rooted in empathy, connection, and understanding.

We recognise that behaviour is communication and for that reason **positive relationships**, **emotional regulation**, and a **restorative ethos** are the foundational to the wellbeing and success of young people. Our school environment reflects the **Six Principles of Nurture**, which inform all of our interactions and support strategies. These are:

1. **Children's learning is understood developmentally** – We meet pupils where they are and build from their strengths.
2. **The classroom offers a safe base** – We create calm, predictable spaces where pupils feel secure.
3. **The importance of nurture for the development of wellbeing** – Warm, trusting relationships are at the heart of everything we do.
4. **Language is a vital means of communication** – We model and teach respectful, restorative language.
5. **All behaviour is communication** – We seek to understand what behaviour is telling us and respond with empathy.
6. **The importance of transitions in children's lives** – We support all changes carefully, including daily routines, class transitions, and wider life events.

Our approach is based on:

- The UN Convention on the Rights of the Child (UNCRC)
- Getting it Right for Every Child (GIRFEC)
- Respect for All: National Approach to Anti-Bullying (2017)
- Fostering Positive, Inclusive and Safe School Environments (2023)
- Nurture principles and emotional wellbeing
- A whole-school commitment to the values of Ready, Respectful and Safe

This policy is aligned with Scottish legislation and guidance, including:

- Respect for All: National Approach to Anti-Bullying for Scotland's Children and Young People (2017)
- Fostering Positive, Inclusive and Safe School Environments (2023)
- Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions (2017)
- Curriculum for Excellence – Health and Wellbeing
- Children and Young People (Scotland) Act 2014
- Education (Scotland) Act 1980
- The Equality Act 2010
- UNCRC Incorporation Bill (Scotland)

We are also guided by local authority frameworks and child protection procedures.

Vision, Values and Aims

School Vision

We have high aspirations for all of our learners and this is reflected in our school vision:

Driving Ambition through Support, Challenge and Creativity

School Values

At Girvan Primary School we uphold three core values, encouraging learners to be **ready**, **respectful**, and **safe** at all times.

Aims

Through this policy, we aim to:

- ✓ Foster positive relationships based on mutual respect, rights, and responsibilities.
- ✓ Promote emotional literacy and regulation through the **Zones of Regulation** (see Appendix 1).
- ✓ Resolve conflict and repair harm using **Restorative Practices**.
- ✓ Support all learners using the **Principles of Nurture**, recognising the impact of attachment, trauma, and developmental needs.
- ✓ Create a culture where positive behaviour is taught, modelled and expected from all.
- ✓ Enable all young people to take responsibility for their own behaviour.
- ✓ Encourage a positive, inclusive ethos through consistent expectations.

Roles and Responsibilities

Responsibility of All

The promotion and facilitation of respectful relationships and behaviours is the responsibility of children, parents, carers and members of staff.

Parents/Carers

“Parental engagement is recognised in the National Improvement Framework as one of the seven key drivers in achieving excellence and equity in Scottish education.”

Education Scotland

Girvan Primary School will strive to work in partnership with parents, ensuring that pupils will receive consistent and appropriate support with behaviour. We ask that parents/carers:

- work in partnership with school staff to encourage and support their child in displaying our school values;
- ensure their child fully understands the responsibilities and the consequences of not displaying these; and,
- inform school staff of any changes in circumstances which may affect their child’s wellbeing or behaviour.

Young People

In and around the school, at all times, young people have the responsibility to be:

- Ready;
- Respectful; and,
- Safe.

Staff

At Girvan Primary School, all staff have a responsibility to:

- recognise that all behaviour is a form of communication and be responsive to the wellbeing of each individual;
- develop, maintain and model positive working relationships with parents and young people;
- develop and maintain a safe, secure and caring learning environment;
- provide a challenging and interesting curriculum which engages learners and develops skills for learning, life and work;
- value diversity, promote equal opportunities and foster inclusion allowing children to reach their full potential;
- celebrate the strengths and achievements of all children;
- promote and refer to the school values on a regular basis;
- develop annually, in consultation with the pupils, a Class Charter which outlines rights and responsibilities and ensure that all pupils understand the consequences of not adhering to these; and,
- use positive behaviour strategies and consequences clearly and consistently.

It is the responsibility of the Senior Management Team to:

- ensure that all staff are skilled and supported in the implementation and monitoring of this policy;
- offer support and guidance to all pupils, particularly those with challenging behaviour and additional support needs;
- promote wellbeing, school values and responsibilities at assemblies each week; and,
- continue to develop positive partnerships with parents and the wider community.

At Girvan Primary School we have high expectations of all pupils, however it is the responsibility of all staff to understand and recognise that some pupils require additional support to meet these expectations. These are outlined on universal and targeted support plans.

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How We Promote Respectful Relationships

At Girvan Primary School, we understand that positive relationships are the foundation of effective teaching, learning, and behaviour. We actively teach, model, and nurture strong relationships between pupils, staff, and the wider school community.

Our Approach to Building Positive Relationships Includes:

✓ **Relational Practice**

- Warm, consistent adult interactions every day
- Staff taking time to get to know every child and family
- Greeting and checking in with pupils at key points in the day
- Co-regulation strategies to help pupils feel emotionally safe and connected

✓ **Restorative Practice** (see Appendix 2)

- A focus on **repairing harm**, not punishment
- Restorative conversations after conflict or disruption
- Opportunities for all voices to be heard and feelings acknowledged
- Development of empathy, responsibility, and self-awareness

✓ **Zones of Regulation**

- Daily emotional check-ins and emotional literacy teaching
- Validation of feelings, and strategies to return to a 'ready to learn' state
- Shared language across the school for recognising and supporting emotional needs

✓ **Classroom and School Culture**

- Class charters created collaboratively and revisited regularly
- Circle time and discussion-based activities promote respect and inclusion
- Play leaders, peer buddies, and pupil roles to support inclusion and kindness

✓ **Recognition and Celebration**

- Acknowledging kind, inclusive, and respectful interactions through:
 - Verbal praise
 - Stickers, certificates and postcards home
 - Weekly celebration assemblies
 - Praise walls and pupil voice displays

✓ **Adults as Role Models**

- All staff modelling respectful language, listening, and non-judgemental responses
- Adults managing conflict calmly and restoratively
- Consistency in approach across all settings (classroom, dining hall, playground)

✔ SEL Education

Regular health and wellbeing lessons teach and promote social and emotional learning (SEL), focussing on:

- Self-awareness;
- Self-management;
- Social awareness;
- Relationship skills; and,
- Responsible decision making.

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How We Promote Learner Engagement and Positive Behaviour

At Girvan Primary School, we encourage learners to be **ready**, **respectful** and **safe** at all times. Examples of how young people can demonstrate these values in and around the school can be found in Appendix 3. Within the school, learner engagement is promoted in the following ways:

- Expectations are co-created with learners – these are visible and regularly referred to;
- Routines are clear and well established;
- Learning spaces are organised and tidy;
- Resources are easily accessible and labelled;
- Learning experiences are well-planned, differentiated and engaging, making use of a range of activities and resources;
- Learning Intentions and Success Criteria are shared, co-constructed and revisited;
- Seating arrangements are organised to ensure the most effective learning environment possible;
- Transitions (between activities and areas) are supported;

In order to support learners at Girvan Primary School, we promote positive attitude and behaviour in a variety of different ways. Positive choices are showcased and rewarded in the following ways:

- Personal points – prizes are earned through collecting individual points.
- Successes are celebrated at school assemblies, including prizegiving.
- Class assemblies celebrate learning and achievements.
- Non-verbal and verbal praise for effort and achievement.
- Positive jotter comments.
- Stickers, praise postcards and phone calls home.
- Work showcased on wall displays and/or taken to a member of the Senior Leadership Team.
- Positive news is celebrated on school newsletter/website/social media and/or local news/media.
- Extra-Curricular Awards.

We see pupil participation as vital in maintaining a positive ethos and this is ensured through opportunities for pupils to have their voices heard, including in groups such as the Pupil Leadership Team. Learners are also supported in displaying positive behaviour through:

- Additional support arrangements
- Flexibility within the curriculum to meet the needs of all learners
- Break and lunchtime support arrangements
- Buddying
- Lunch hall supervision
- P7 wet break monitors

We offer a number of groups to support learners to develop social and emotional skills, including:

- Lunchtime activities
- Seasons for Growth groups
- Social skills groups
- Lego workshops

- Draw and Talk groups
- Let's Introduce Anxiety Management (LIAM)

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House Points

Pupils are allocated to houses when they enter P1. House Captains and Vice-Captains form the Pupil Leadership Team, promoting our school values, promoting achievement, providing house point updates, updating the achievement/house boards and organising whole-school and house events.

Our houses are:

Arran

Bute

Cumbrae

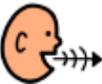
Davaar

House points (tokens) are issued during house events to young people for demonstrating positive team effort. Throughout the year, the house with the most points earn a special reward, decided by the House Captain and Vice-Captain.

Managing Behaviour

Promoting positive behaviour is the responsibility of all staff. Staff are well-equipped to respond to behaviours, using de-escalation techniques (examples of these are provided in Appendix 4). This allows us to intervene early, supporting children to regulate. We believe that all behaviours have a meaning and we encourage staff to consider what this may be. It is the role of the Class Teacher to investigate alleged classroom incidents and for School Assistants to investigate playground incidents. If required, playground incidents can be escalated to a member of the Senior Leadership Team for further discussion. We have a whole-school approach to consistently and fairly dealing with behaviour that is not in line with our expectations.

The following steps are followed when managing behaviour at Girvan Primary School:

Girvan Primary School		
Child Friendly Behaviour Ladder		
Level		What Happens?
★★ Making great choices		Positive note home
★ Making good choices		Sticker issued for points card
Starting Point	All pupils start here 	Ready to Go!
1 <small>(Verbal reminder)</small>		Verbal reminder 1 on record sheet
2 <small>(Time out in class)</small>		5 minute 'time out' within the classroom 2 on record sheet
3 <small>(Missed time in playground)</small>		15 minutes missed break time to reflect on behaviour/choices 3 on record sheet
4 <small>(SLT informed + missed time in playground + phone call/meeting with parent/carer)</small>		SLT informed 15 minutes missed break time to reflect on behaviour/choices Phone call or meeting with parent/carer 4 on record sheet

Please note:

- On the occasions where behaviour is significantly affecting the running of the class, a member of SLT should be summoned immediately.
- In light of violent/physical behaviour, pupils are immediately referred to SLT who will investigate any allegations.

Social, emotional and behavioural needs are recognised as additional support needs. In the same way that some learners require support in literacy and numeracy, some children require additional support to communicate their needs verbally and regulate their behaviour. All staff at Girvan Primary School recognise that this is a need that requires additional support and the above steps may be adjusted accordingly to provide this support. Similarly, depending on the severity of the behaviour, it may not be appropriate to use steps, such as a reminder, when dealing with serious incidents and so the approach is tailored to the specific circumstances.

On occasion, further intervention may be required in order to support children. The aim of intervention is to resolve difficulties at the earliest possible stage to allow learning to continue and to maintain and restore positive relationships. Interventions must be proportionate and focus on making things better. They must minimise disruption to teaching and learning for the learner demonstrating the inappropriate learning behaviour and for all other learners. The level of intervention will be determined by the seriousness of the behaviour.

Exclusion

National Guidelines in Scotland emphasise that exclusion of a learner from school should only be used as a last resort when there is no alternative. The purpose of the exclusion and the impact on the learner should be taken into consideration, including the long-term impact on life chances. Where exclusion is used it should be a short-term measure to allow the school time for planning with the aim of improving outcomes for the learner.

National guidance sets out expectations and processes in relation to exclusion from school. It recognises that excluding can be necessary in extreme circumstances only when all other attempts to resolve matters have been unsuccessful. It must not be used as a punishment but instead to provide an opportunity to plan support for a learner which will address the behaviour which led to their exclusion. In the case of a care experienced child (LAC; looked after), Social Work should be involved prior to making a decision around exclusion to ensure the integrity of the care placement.

Record Keeping

It is important that the school details a reporting, evaluation and learning process in response to an incident. Details of incidents should be reviewed at Senior Leadership Team meetings on a regular basis.

Please find below a list of documents and records that *may* be generated or amended following incidents:

- Pastoral notes (SEEMIS)
- Restorative conversation form

- Wellbeing concern form
- Child's plan
- Behaviour risk assessment
- Individual behaviour plan

Parent/Carer Concerns

If a parent/carers is not satisfied with the manner in which their child's behaviour has been addressed, they should take the following action:

- Contact the child's teacher through the school office
- Arrange an appointment with the teacher
- Arrange an appointment with a member of the Senior Leadership Team

Related Documents

Scottish Government

- Getting It Right for Every Child (GIRFEC) - <https://www.gov.scot/policies/girfec/>
- Standards in Scotland's Schools etc. Act (2000) - <https://www.gov.scot/publications/statutory-guidance-standards-scotlands-schools-etc-act-2000-9781786528759/>
- Included, Engaged, Involved 2 (2017) - <https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019) - <https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/>
- Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour (2018) - <https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/>
- Additional Support for Learning Act (2004) – amended 2009 - <https://education.gov.scot/resources/education-additional-support-for-learning-scotland-act-2004/>
- Scottish Schools (Parental Involvement) Act 2006 - <https://www.gov.scot/publications/guidance-scottish-schools-parental-involvement-act-2006/>
- The Equality Act 2010 - <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Children and Young People Act 2014 - <https://www.gov.scot/publications/children-young-people-scotland-act-2014-national-guidance-part-12/>
- Improving Relationships and Behaviour in Schools: Ensuring Safe and Consistent Environments for All – Joint Action Plan 2024-2027 <https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2024/08/national-action-plan-relationships-behaviour-schools-2024-2027/documents/improving-relationships-behaviour-schools-ensuring-safe-consistent-environments/improving-relationships-behaviour-schools-ensuring-safe-consistent-environments/govscot%3Adocument/improving-relationships-behaviour-schools-ensuring-safe-consistent-environments.pdf>

Girvan Primary School

- Anti-Bullying Policy

Other

- The Principles of Nurture - <https://www.nurtureuk.org/the-six-principles-of-nurture/>
- The Principles of Restorative Practice in Schools - <https://www.restorativejustice.org.uk/restorative-practice-schools>
- United Nations Convention on the Rights of the Child (UNCRC) - <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

Appendix 1 – Zones of Regulation



The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as *'self-regulation'*.

Self-regulation is best described as the best state of alertness for a situation. Or the ability to maintain a well-regulated emotional state to cope with everyday stress. This means we are most available for learning and interacting.

Everyone (including adults) will experience times when they find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness. This can stop us getting on with our day effectively. Children will similarly find it hard to learn and concentrate at school.

The Zones of Regulation aims to teach children strategies to help them identify their emotions and cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called *'self-regulation'*.

WHAT ARE THE DIFFERENT ZONES?

The **ZONES** of Regulation™

			
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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From The Zones of Regulation™ by Leah M. Kuyper • Available at www.socialthinking.com

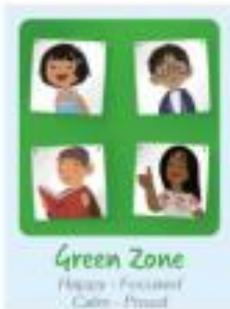
Using Zones of Regulation as a framework we aim to help children to:

- Recognise when they are in different zones.
- Learn how to change or stay in their Zone.
- Increase their emotional vocabulary so they can express how they are feeling.
- Recognise when other people are in different Zones.
- Develop stronger empathy skills.
- Understand what might make them move into different zones.
- Be aware that emotions, sensory experiences (e.g. hunger) and their environment might influence their Zone.
- Develop problem solving and resilience skills.

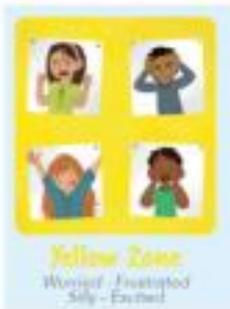
There are four coloured Zones to categorise states of alertness and emotional states:



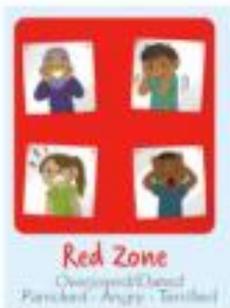
The Blue Zone is used to describe low states of alertness such as feeling sad, tired, sick or bored (the body/ brain is moving sluggishly).



The Green Zone is used to describe a regulated state of alertness such as feeling calm, happy or focused. This Zone is generally needed for school work, being social and being ready to learn. It shows control.



The Yellow Zone is used to describe a heightened state of alertness, but with some control, such as when experiencing stress, frustration, anxiety, silliness, nervousness or confusion. They may find themselves being fidgety, squirmy or sensory seeking. They are starting to lose control.



The Red Zone is used to describe extremely heightened states of alertness or very intense feelings such as anger, explosive behaviour, panic, terror or elation. They are often not in control of their body.

TOOLS AND STRATEGIES FOR REGULATION

There are many tools for young people to use to self-regulate which will be individual to them. However, it is useful to think about the types of activities that may help to regulate in each Zone.

Blue Zone Tools

- Think about what you might do as an adult to make yourself feel better when you're sad, tired or bored.
- This might include: talking to a trusted person, breathing, taking a break, having a snack, doing a hobby, physical activity or simply having a break.
- These things should wake up our bodies and recharge and activate our senses and help us to regain our focus.

Green Zone Tools

- Think about strategies you and/ or your child uses to maintain your happiness and alertness in the activity you are engaging in.
- This may involve some of the same strategies used within the Blue Zone but also consider whether your child is in an environment where they feel safe, calm and settled.

Yellow Zone Tools

- When you see a young person starting to become heightened, over-excited or unfocused, these calming strategies can prevent an escalation to the Red Zone.



Red Zone Tools

- Once in the Red Zone your child might need to be removed from the situation/ setting and encouraged to go to a safe, calming environment.
- Calming strategies can 'power down' the emotions your child is facing. These include:
 - Deep breathing.
 - Deep pressure/ heavy work activities.
 - Sensory activities (e.g. stress balls, fidget toys, theraputty).
 - Taking a walk in a quiet place.
 - Going to a quiet/ dark area.
- Minimise language when your child is in the Red Zone - be clear, concise and calm.

What ZONE Am I In?

Blue Zone	Green Zone	Yellow Zone	Red Zone																
<table border="1"><tr><td>Sad</td><td>Tired</td></tr><tr><td>Sick</td><td>Bored</td></tr></table>	Sad	Tired	Sick	Bored	<table border="1"><tr><td>Calm and Quiet Voice</td><td>Ready To Learn</td></tr><tr><td>Listening</td><td>Quiet Hands</td></tr></table>	Calm and Quiet Voice	Ready To Learn	Listening	Quiet Hands	<table border="1"><tr><td>Silly or Wiggly</td><td>Touching Friends</td></tr><tr><td>Lie On Floor</td><td>Hide/Playing Under Tables</td></tr></table>	Silly or Wiggly	Touching Friends	Lie On Floor	Hide/Playing Under Tables	<table border="1"><tr><td>Mad</td><td>Throw</td></tr><tr><td>Yelling</td><td>Climb</td></tr></table>	Mad	Throw	Yelling	Climb
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Silly or Wiggly	Touching Friends																		
Lie On Floor	Hide/Playing Under Tables																		
Mad	Throw																		
Yelling	Climb																		
Use these tools to get back and stay in the green zone!																			
Drink Some Water	Count To 10	Stretch	Talk To An Adult	Read A Book	Go To Safe Zone														
Go For A Walk	Sensory	Quiet Break At Desk	Squeeze Hands	Listen To Music															

Appendix 2 – Restorative Approach

Restorative approaches help ensure that pupils, staff and parents/carers can be part of a fair process, while helping all involved to understand the impact of their behaviours on others. Restorative approaches can be used:

- **As preventative** – to promote positive relationships within the whole school community.
- **As restorative** – to repair when difficulties arise.

This approach, which is all about mutual respect, supports children and young people to reflect upon their thoughts, emotions, and actions, and to understand the impact of these on other people.

Practice underpinning this approach has been outlined to be more useful in supporting children and young people than those based on reward and sanction (Included Engaged and Involved: Part 2, 2017).

Listening to young people allows them to feel involved in the process and empower them to contribute to decision making and solutions. Consideration requires to be taken of the individual needs of each child when using the approach.

Responding restoratively to an incident involves staff asking key questions:

1. What happened?
2. What were you thinking at the time?
3. What do you think now?
4. Who has been affected?
5. What should we do to put things right?

By using the restorative approach, we teach young people skills of:

- non-violent communication;
- active non-judgmental listening;
- development of empathy and rapport;
- understanding and managing anger;
- developing and maintaining self-esteem;
- valuing others;
- assertiveness;
- acknowledging and appreciating diversity; and,
- connecting across difference.

These conversations will also help our young people feel empowered and included. It also enables staff to consider and respond best to the individual needs of the young person. Staff can use these conversations to respond to difficult situations as a means to diffuse and respond positively to challenging behaviours without damaging relationships.

Appendix 3 - Demonstrating the School Values In and Around Girvan Primary School

	Ready	Respectful	Safe
	<p>Being on time and having everything that you need</p> <p>Walking quietly around the school and classroom</p> <p>Settling down quickly, ready to learn</p> <p>Stopping talking when someone is ready to talk</p>	<p>Listening when someone else is talking</p> <p>Helping others</p> <p>Looking after each other</p> <p>Looking after belongings and property</p>	<p>Keeping hands, feet and unkind words to yourself</p> <p>Travelling around the school by walking</p> <p>Following instructions the first time they are given</p>
	<p>Showing up late</p> <p>Not listening when someone is speaking</p> <p>Distracting other people from learning</p>	<p>Talking over someone</p> <p>Walking away when someone is stuck or upset</p> <p>Breaking or destroying things</p>	<p>Hurting someone</p> <p>Using bad or unkind words</p> <p>Running around the classroom or school</p> <p>Not following an instruction first time</p>

Appendix 4 – De-escalation Techniques

When a child or young person displays challenging behaviour, it is important for staff not just to respond to the behaviour, but to consider the feelings and needs behind the behaviour.

Staff should try to avoid confrontational approaches.

Staff should be aware that their own behaviour and body language, as well as the actual words spoken and the tone in which they are said, can influence the outcome of a situation.

To help prevent situations from escalating, behaviour should be addressed as early as possible to maintain a calm environment.

It is important that all staff use a range of strategies and approaches to prevent an escalation in confrontational behaviour. The de-escalation strategies can often be helpful in diffusing a situation.

This is not an exhaustive list and staff will require to use their judgement as to what is appropriate in any set of circumstances. This will include considering the child or young person's age, stage, level of understanding, any relevant pastoral or ASN information you have about the child, your knowledge of the child and your working relationship with the child or young person.

Strategies and approaches to prevent an escalation in confrontational behaviour:

- Talking quietly and calmly to the child or young person.
- Allowing children and young people time to think and make a choice.
- Giving children and young people the opportunity to explain their perspective – active listening.
- Re-directing attention to positive activities.
- Providing personal space.
- Removing others from the vicinity.
- Setting limits in a non-confrontational way.
- Positive reinforcement of acceptable behaviours.
- Planned time out.
- Involving another adult who has a positive relationship with the child or young person.
- Listening with empathy and acknowledging the views of the child or young person.
- Being aware that it is the adult who must initiate repairing the relationship.

Managing Challenging and Aggressive Behaviour

There is usually a predictable stage in the escalation of challenging behaviour when de-escalation can work, but once the crisis stage has been reached the child or young person is not likely to be rational.

It is important to do the following to help avoid an escalation of the situation:

- Talk to the child or young person in a calm, reassuring manner.
- Keep a safe distance.
- Avoid prolonged eye contact.
- Be understanding - do not be dismissive of the individual's feelings.
- Be non-judgemental - everyone is entitled to their own values and opinions.

- Use active listening.
- Listen to what is really being said and be clear in your response using short words and sentences that are jargon free.
- Use “I” messages.
- Respect personal space – invading that space can make the situation worse.
- Be aware of your own body language – standing to the side at an appropriate distance is less confrontational and safer.
- Avoid shouting – this can increase the challenge to the individual.
- Be clear about what is acceptable behaviour – consistency of approach is essential.
- Impose realistic and manageable sanctions.
- Keep calm, professional and objective when challenged.
- Follow the principle of minimum intervention – use a range of de-escalation techniques wherever possible.

Once the child or young person has regained control, they may still require some time and space before they will be able to discuss the incident and share their thoughts and views. Staff should seek help and support from the Senior Leadership Team if a young person has lost control and has reached this stage.

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