

De-escalation Techniques

Information for teaching staff to support behaviour management.

Group control

Do

- ☒ Be on time. Starting and finishing on time are very important. This sends signals to children about the importance and value that the adult places upon the activity/ lesson and makes colleagues' tasks easier.
- ☒ Be efficient. The more efficient you are, the better you feel, the higher your level of confidence, the better things are likely to go.
- ☒ Settle the group to its task with as little delay as possible.
- ☒ Clearly state the expected task, which must be relevant to the ability and interest levels of all children.
- ☒ Check that you have been understood.
- ☒ Try to be clear and decisive.
- ☒ Address and resolve situations- don't let them drag on or escalate without attention.
- ☒ Be alert to what is going on and ensure that your attention is distributed across the whole group. Scan the group regularly.
- ☒ Relate to all the children by verbal exchanges and social reinforcers, such as eye contact, facial expressions and nods.
- ☒ Know the management system already in the school and know how to make it work.

ATTITUDE AND APPROACH

Do

- ☒ Remain calm and collected.
- ☒ Be clear and firm about boundaries.
- ☒ Show a non-biased nature and be aware of labelling children.
- ☒ Be prepared to listen.
- ☒ Know when the situation is in stalemate. Don't create a win – lose situation without it being a calculated decision.
- ☒ Be flexible in thought and response.
- ☒ Value people as individuals.
- ☒ Wherever possible, show trust and allow pupils to resolve their own problems.

NON – VERBAL BEHAVIOUR

The primary reason for using and interpreting non-verbal signals is to reinforce positive behaviour quietly, but frequently; to de-escalate at a very early stage, or to signal low key staff involvement. Once sent, there will normally be a response. Similarly, acknowledging such signals from a pupil or the group, also enables low key responses from staff.

Do

- ☒ Make an attempt to look at an individual when you are making an important point; intermittent eye contact is very powerful.
- ☒ Be aware of the signals given out by your body language
- ☒ Try to sit down.
- ☒ Nod your head to indicate attentiveness.
- ☒ Smile – particularly to show agreement.
- ☒ Be aware of the physical distance between yourself and others and the message it conveys.
- ☒ Raise your eyebrows to question.
- ☒ Use hand, shoulder and whole body gestures to support discussion.
- ☒ Use appropriate physical contact as reassurance.
- ☒ Seek signals that your message has been correctly received.

VERBAL BEHAVIOUR

DO

- ☒ Acknowledge the existence of a problem – check for anxiety
- ☒ Give reassurance and offer support.
- ☒ Be aware of voice, pitch and strength; make good use of pauses.
- ☒ Paraphrase what has been said and check back with the child that it is accurate.
- ☒ Present facts or issues which may not be known to the child.
- ☒ Put the onus on the child to resolve the situation wherever possible; pointing out consequences, offering choices and alternatives.
- ☒ Use the word “we” in discussion and explain that the solution can be a “together” one.
- ☒ If you can, offer “If I were you, but it’s up to you” , programming leads.
- ☒ Identify the options – give three, with the preferred choice always last.