• **Appear calm - be aware of your own feelings and actions**  
  *(See Advice Sheet No 15: Communicating Calmness in a Crisis)*

• **Avoid contributing to the incident with your behaviour**  
Be respectful - use directive statements *(See Advice Sheet No 17: Directive Statements)* - give wait time – offer choice.

• **Work for an effective outcome rather than winner / loser**  
Don’t engage in a battle. Remember that you are the adult. Be prepared to walk away. Losing the battle is probably not as bad as losing yourself. Live to think and work during the next incident. There will probably be another even if you ‘win’ this one.

• **Acknowledge other person’s feeling / emotion**  
‘I know you’re angry / frustrated…..I can see how upset you are……..’

• **Think safety – of all people in the room**  
This is your priority. If there is a threat to safety of others, it is recommended where possible, to remove the others from the room.

• **May need to seek outside help – calmly and planned**  
Following a serious incident, staff must plan and implement prevention and management strategies. This plan must be communicated to all involved so that any staff member involved in an incident should be aware of what to do in a crisis situation e.g. call for Mr. Roberts....

• **Think on your feet – be prepared to change**  
In order to think on your feet, you must be calm. *(See Step 1)* As the behaviour escalates, you must make decisions as to when to back off, remove others from room etc. Like wise, the pupil may begin to calm down, and you need to respond appropriately so as not to re escalate the behaviour.

• **Maintain control of your own communication style and body language**  
Other pupils may be present. They need to see you manage this calmly and with respect. You are their model for how to behave appropriately.

• **Have a plan for helping you to think and act**  
Strategies such as self talk, counting to ten, breathing exercises can help.

• **Expect a positive outcome but not all incidents end successfully**

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