

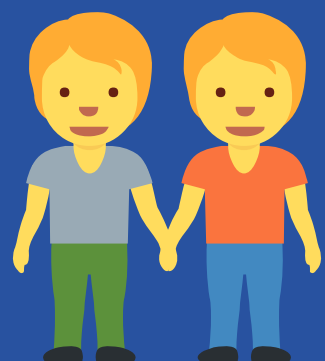
A framework for Preventing Escalation

Reducing Restrictive Practices in Schools

Prioritise Relationships & Safety

Build trusting, consistent relationships between staff and pupils

- A “Go To” Staff Member
- Practice Emotion Coaching
- Safe Spaces
- Predictable Routines



Understand the Roots of Behaviour

Recognise that all behaviour is communication

- Reframe Behaviours
- Ask “why?”
- Assess Triggers, Identify Patterns
- Multi-agency Collaboration



Embed Professional Curiosity

Go beyond the surface to understand the child’s lived experience

- Ask Open Questions
- Use Reflective Conversations
- Challenge Assumptions
- Use language that reflects curiosity, not judgement



Centre the Voice of the Child

Actively listen and, involve them in decisions about themselves

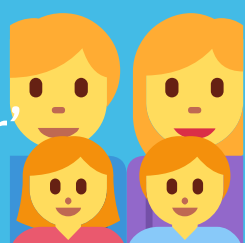
- Explore varieties of feedback and communication methods
- Involve them in Planning
- See the **NYSCP Voice of the Child** toolkit for further support and ideas



Support Families and Caregivers

Recognise the emotional toll, be transparent and build trust

- Communicate ‘open, honest, clear’
- Offer Family Support Sessions
- Lead with Empathy and acknowledgement of differing experiences
- Understand families are the experts



Consider Language

Reframing behaviour with respectful, curious language shifts perception, and how we respond



- Describe behaviour factually (e.g. “shouts when overwhelmed” vs. “aggressive”)
- Replace labels like “attention seeking” with “connection-seeking”.
- Avoid blame, focus on needs and context

Limit the Use of Restrictive Practices and Restraint as a last Resort



Stay Calm and Regulate Yourself - Deep breaths, gentle tone, keep your body language open and non-threatening

Use De-escalation Strategies First - Simple choices, use distraction, give the child time and space to calm down

Avoid Power Struggles - Focus on connection, not control, use “we” language, validate the child’s feelings

Call for Help and Follow Individual Plans - Alert a colleague if needed, check the child’s support plan for agreed strategies