



Individual Graduated Response Plan for School Staff



Compliance Routine

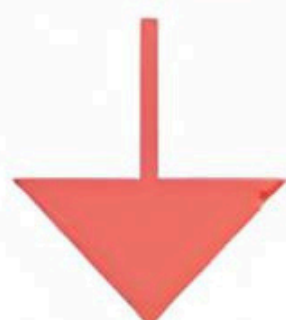
Compliance Routine:

Give clear, calm instruction (not phrased as a question) to start or stop a behaviour.




Crisis:


If child escalates, repeat warning, support, or use usual classroom system. If time out occurs 3 times consecutively, refer to class teacher or SLT.




Extended Crisis:

If the graduated approach and strategies such as de-escalation and distraction are unsuccessful and the child continues to escalate—posing a risk to themselves or others (e.g., throwing equipment, climbing on furniture)—positive handling should be used to ensure safety and support emotional regulation. Ideally, this should occur in a quiet, designated area (e.g., library, office, empty classroom, or outdoor space) to aid quicker de-escalation and recovery.


 **Time out**
Enter & pause quiet area

 **Escalation**
Time, space, listen and handle

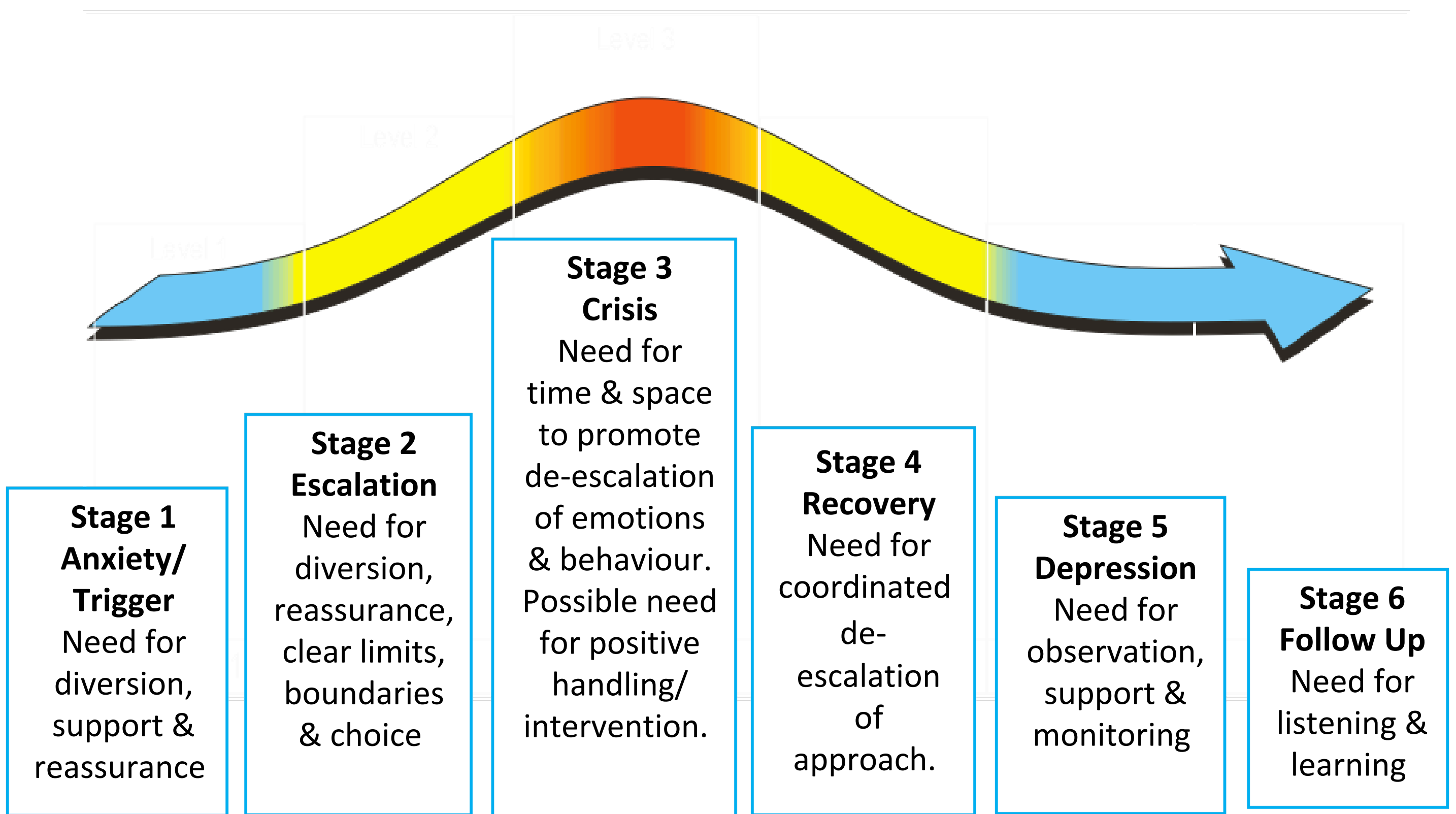
 **Escalation**
Time, space, solution

 **Recovery**
Time, space, positive active support.

 **Recovery**
Observation, planning

 **Parents**
SLT to make the decision of contacting parents.

 **Recovery**
Alternative trigger Follow-Up reflection/planning



Praise in Public, Reprimand in Private.

