

Managing an incident

A suggestion for implementing the strategy

'Respond safely to challenging situations'

from the Guide: [Behaviour and learning](#)

Includes:

Assess first

Respond/ defuse

Debrief with compassion

Plan and prevent

Reflective questions

Useful resources

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Respond safely to challenging situations](#)

Suggestion: [Managing an incident](#)

Date

18 November 2019

Link

www.inclusive.tki.org.nz/guides/behaviour-and-learning/managing-an-incident

Assess first

Before you respond or take action, assess the situation.

- Stay calm, give direction, and give the child the chance to move out of the situation or away from other children, with dignity.
- Support the child to calm themselves.
- Seek assistance from another staff member, if you think it will help rather than aggravate the child more.

Note, if the student has a safety or behaviour plan already in place, follow that process.

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Respond/ defuse



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[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

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Calmly tell the child or young person what you want them to do, giving them a choice and allowing them to make that choice.

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Debrief with compassion

Create a space for listening.

Once a child is calm:

- give them an opportunity to say what happened and why
- listen in a non-threatening and non-judgemental way
- avoid lecturing.

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Plan and prevent

Problem-solve with other staff, the child, and their parents and whānau, if appropriate.

Work as a team.

- 1 What is the purpose of the behaviour, for example, to avoid or obtain something?
- 2 What triggers it?
- 3 What is the child getting from the behaviour? Can you replace the need?
- 4 What do you want the child to be doing instead?
- 5 Do you need to teach them new skills or positively reinforce what they already know?
- 6 What changes can you make in the whole school or whole centre and at home to support this change?
- 7 Put in place a safety/behaviour plan to prevent the behaviour from recurring and to ensure a consistent response if it does.

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Reflective questions

Adapt for your own context.

Where in your learning environment could a student move to, to calm themselves?

Who will you contact when an incident happens?

What environments in your school are safe, conducive spaces to have debriefing conversations?

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Useful resources

Behaviour support tools

Publisher: Positive Behaviour for Learning

[Visit website](#)

Positive Behaviour for Learning information sheet: Process for responding to an incident

Publisher: Positive Behaviour for Learning

[Download PDF](#)

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