

## BEHAVIOR · ALL GRADES

# Crisis Response Flowchart

Who does what, when

## How to use this

Print at A3, mount in every classroom and the staff room. Every adult in the building should know it. Most behavior incidents don't need this flowchart — they need calm, patient, well-known de-escalation. This flowchart is for the moments when behavior is genuinely escalating and decisions have to be made fast.

## Step 1 — Assess the situation

Question	Answer guides next step
Is anyone in immediate physical danger?	If YES → clear the room, get help, call senior leader
Is the child a danger to themselves?	If YES → do not leave them alone, get a second adult
Is property being damaged?	If YES but no injury risk → manage calmly, witnesses note
Is the child accessible (talking, listening)?	If YES → de-escalation script applies
Has it happened before this week?	If YES → SLT and SENDCo need to know today

## Step 2 — Stabilise the room

<p><b>If safe, keep other children where they are</b></p> <p>Moving 27 children adds chaos. If the situation can be contained where it is, do so. Have other children turn away to give space.</p>	<p><b>If unsafe, clear the room</b></p> <p>Send other children to the next-door classroom, the library, or the hall. Have a child runner take a note to the office.</p>
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<p><b>Get a second adult</b></p> <p>Class teacher should never manage a major crisis alone. Send for the SENDCo, deputy, or any nearby colleague.</p>	<p><b>Stay close, stay calm</b></p> <p>One adult focuses on the child. Another adult focuses on the rest of the room. Don't try to do both.</p>
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### Step 3 — Connect with the child

<p><b>Lower your voice</b></p> <p>Quieter than they expect. The brain interprets volume as threat.</p>	<p><b>Get to their level</b></p> <p>Don't tower. Sit down or crouch nearby.</p>
<p><b>Use minimal words</b></p> <p>'You're safe.' 'I'm here.' 'I'll wait.' Don't lecture, don't ask why, don't list consequences.</p>	<p><b>Wait</b></p> <p>Crisis is a wave. Peak intensity passes in 5-10 minutes most of the time. From peak, expect 20-30 more minutes to baseline. Don't rush.</p>

### When to call SLT / senior leader

Situation	Call?
Child verbal but very upset, manageable	Manage in class, log later
Child throwing items, no injury risk	Manage in class, second adult helpful
Child harming themselves	Call SLT now, second adult, parents
Child harming another child	Call SLT now, separate, get help
Threatening to leave the school site	Call SLT now, parents, possibly police
Repeated incident this week	Tell SLT and SENDCo today, even if managed
Member of staff hurt	Call SLT, log incident, report H&S
You're scared or out of options	Call. Don't wait until it's worse.

### On physical intervention / restraint

Physical restraint should be a last resort, not a first response. Schools should have a clear policy on when it's permitted, who can use it, and how it's logged. GENERAL PRINCIPLES: • Never restrain alone if avoidable • Never restrain unless trained (Team Teach, MAPA, or equivalent) • Never restrain except to prevent immediate harm • Always log immediately afterwards • Always inform parents the same day • Always debrief — what could have prevented escalation? If you find yourself reaching for restraint frequently with the same child, the situation is not under



control and needs more support — specialist help, behavior plan revisions, possible referral. Restraint is a sign that prevention has failed; it shouldn't become a regular tool. This is a topic for school policy, not a flowchart. Make sure your school has one and you've read it.

## After the incident

1. CHECK ON THE CHILD. They will be exhausted, possibly ashamed. 2. CHECK ON OTHER CHILDREN. They've witnessed something distressing. Brief reassurance. 3. CHECK ON STAFF. Anyone involved needs a moment. Tea. A debrief. A walk. 4. LOG IMMEDIATELY while it's fresh. Time, trigger, response, outcome. 5. TELL PARENTS the same day. Even if difficult. They will hear something — let it be from you. 6. PLAN. What can prevent next time? Who needs to be involved (SENDCo, EP, parents, outside agencies)? What needs to change? A single crisis is a crisis. Repeated crises are a system that needs adjusting.

