École Française de Bristol

Behaviour Policy

Day Release classes and clubs

Last review date:	March 2025
Next review date:	March 2026

Contents

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Maintain high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied fairly to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- For our nursery children, please refer to our Behaviour policy - Nursery

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

3. Good behaviour at school

Mathilde Monnet has the overall responsibility for behaviour management issues at the school. The named person for managing behaviour in our nursery is Claire Vallorge, the Early years lead and deputy headteacher.

All adults have a responsibility to implement whole school behaviour policy and to set a good example by modelling appropriate behaviours wherever they are in the school and whatever they are doing. Modelling ideal and expected behaviours will provide our learners with a positive model on which they can base their own actions.

Encouraging Good Behaviour

Good behaviour is established through regular attendance at school to enable learning through experience, and the fostering of supportive relationships.

We aim to encourage good behaviour by:

- Offering every child and their family support to ensure every child feels safe and cared for. In each class, staff will strive to build relationships with families as well as to liaise with pupils' main school and professionals, when necessary, to achieve the best outcomes for each learner.

- Demonstrating and encouraging kindness.

- Modelling, explaining, forming and practising class rules alongside learners to offer them ownership of their rules.

- Ensuring we deliver an "Emotionally Literate" curriculum where self-esteem and self-control are fostered in order to enable our learners to become more socially and educationally successful.

- Addressing any incidents of bullying in a timely manner (as per our **anti-bullying policy**).

- Talking with children about the decisions which affect them so they are aware of, and can take ownership of what will happen.

- Adopting a child centred, personalized curriculum and that encompasses all learning preferences.

 - Recognising, acknowledging, reaffirming and celebrating when learners show expected behaviour in all areas of their school life.

- Encouraging learners to be responsible and to take responsibility for all they do.

- Celebrating successes, no matter how small they may be and in a way which acknowledges and celebrates the significant successes of every child.

- Ensuring any criticism is constructive, restorative and fair with the overall focus being one of "making a good choice" or "making the correct decision".

- Making sure we are fair and consistent both in what we ask of and expect from our learners according to their individual needs.

- Recognising opportunities for learners to improve their behaviour in a positive manner.

- Planning and organising the school environment, classroom and curriculum so that learners are interested and involved in their work.

- Ensuring transition times are well thought through, planned accordingly and communicated with learners in a sensitive and timely manner.

- Communicating with parents in order to celebrate children's successes and help them further improve their behaviour, when needed.

4.De-Escalation

De-escalation is used to describe how we would reduce the level or intensity of a given behaviour and it accounts for a considerable part of behaviour management.

Staff develop excellent working relationships with pupils and have in depth knowledge about their needs through collecting and sharing relevant information. Staff observe pupil's behaviour and aim to intervene early using de-escalation (see appendix 4) techniques allowing staff to minimise risk for themselves and others around them. De-escalation techniques are often very subtle and may even be missed by people who are unfamiliar with the pupil. When used, techniques are monitored for their effectiveness and this is recorded on pupil's behaviour plan. (see appendix 3).

5.Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Choosing not to engage in learning

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Violence
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting

- Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

6. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

See our anti-bullying policy

7. Roles and responsibilities

7.1 The governing board

The board of Directors is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

7.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the board of Directors
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

7.3 The role of staff

In their role at L'École Française de Bristol, members of staff are acting in a position of trust and authority and have a duty of care towards the children and young people they work with. They are likely to be seen as a role model by young people and are expected to act appropriately.

We expect people who take part in our services to display appropriate behaviour at all times. This includes behaviour that takes place outside our organisation and behaviour that takes place online.

Staff is responsible for:

- prioritising the welfare of children and young people
- providing a safe environment for children and young people
- ensuring equipment is used safely and for its intended purpose
- having good awareness of issues to do with safeguarding and child protection and taking action when appropriate.
- following our principles, policies and procedures
- including our policies and procedures for safeguarding and child protection, whistleblowing and online safety
- staying within the law at all times
- modelling good behaviour for children and young people to follow
- challenging all inappropriate behaviour and reporting any breaches of the behaviour policy to our DSL or DDSL
- reporting all concerns about abusive behaviour, following our safeguarding and child protection procedures, this includes inappropriate behaviour displayed by an adult or child and directed at anybody of any age
- creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)

Challenging pupils to meet the school's expectations

The senior leadership team (HT and DHT) will support staff in responding to behaviour incidents.

Respecting children and young people

Staff should:

- ● - listen to and respect children at all times
- ● - value and take children's contributions seriously, actively involving them in planning activities wherever possible
- ● - respect a young person's right to personal privacy as far as possible
  - - if staff need to break confidentiality in order to follow child protection procedures, it is important to explain this to the child or young person at the earliest opportunity.

7.4 Parents and carers

Parents and carers, where possible, should:

- ● Get to know the school's behaviour policy and reinforce it at home where appropriate
- ● Support their child in adhering to the school's behaviour policy
- ● Inform the school of any changes in circumstances that may affect their child's behaviour
- ● Discuss any behavioural concerns with the class teacher promptly
- ● Take part in any pastoral work following misbehaviour (for example, attending reviews of the behaviour plan)
- ● Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- ● Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

7.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- ● The expected standard of behaviour they should be displaying at school
- ● The school's key rules and routines
- ● The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- ● The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will establish the classroom rules with their teacher at the beginning of each year.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

8. School behaviour curriculum

Pupils are expected to:

- ● Have a positive attitude towards learning

Behave in an orderly and self-controlled way

Show respect to members of staff and each other

Move quietly around the school

Treat the school buildings and school property with respect

Accept sanctions when given

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

8.1 Mobile phones

Pupils should not use their mobile phones during the school day, including during lessons, in the time between lessons, at breaktimes, at lunchtimes and during wraparound care.

If pupils bring their mobile phones in school, staff will collect them on arrival and keep them securely during the time pupils are in the premises. For more details, see our Mobile phone policy.

9. Responding to behaviour

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- - Establish a trustful relationship with the pupils

- - Create and maintain a stimulating environment that encourages pupils to be engaged

- - Display the behaviour curriculum or their own classroom rules, established with the pupils at the beginning of the year

- - Develop a positive relationship with pupils, which may include:

  - Greeting pupils in the morning/at the start of lessons

  - Establishing clear routines

  - Communicating expectations of behaviour in ways other than verbally

  - Highlighting and promoting good behaviour

  - Concluding the day positively and starting the next day afresh

  - Having a plan for dealing with low-level disruption (see appendix 7 for ideas)

  - Using positive reinforcement (i.e. "Walk" instead of "Don't run")

  - Maintaining a good sound level using visuals (sound level gauge…)

  - Managing transitions using different tools as necessary: visuals such as Now and Next board, visual timetable, sand timer; verbal warning, time keeper job; sound warning with the xylophone…

  - Keeping the door closed during the afterschool club to avoid pupils wandering in the corridor and to keep them safe

  - For Reception and Year 1: use 2 lines Blue and Green for pupils to walk in the corridors

  - For pupils in Year 2 and above, pupils walk two by two in the corridors

  - On rainy days when outdoor play is not possible, make sure pupils engage in fun collective games

  - Develop and renew the "Rainy day box"

9.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our [child protection and safeguarding policy](#) for more information.

9.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise

- Stickers in some classes

- Communicating praise to parents/carers at the end of the day

- Whole-class or year group rewards, such as a popular activity

9.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques (see appendix 4), including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

For Reception & Year 1 pupils	For Year 3, 4, 5 and 6
- Use of the sand timer to help the pupil calm down and use of the calm box (different sensory objects can be chosen by the pupil) followed by a discussion with one of the adults of the class. -Verbal warning for physical disruption (possibility to use it several times during the school day) -Removal of some toys or resources if misused -Limitation of the choice of activities at lunch time and restricting them to only individual ones. -If the behaviour does not improve, the pupil can be sent away from the group, with an adult, for a short time.	-Verbal warnings (maximum 2) with discussion and reminder of the expectations of behaviour, given outside the classroom/ apart from the others pupils, when possible -Time out in the class at another table or in the corridor (under adult supervision) -Reflection sheet to be completed at the Head teacher's office and to be signed by parents

- As a last resort, the pupil could be sent to another class or to the Head teacher's office to avoid disruption in another class, for a short time. - An adult will always take time to have a restorative conversation once the pupil has de-escalated.	
All pupils: - School-based community service, such as tidying a classroom if messy - Phone call home to parents/carers - Agreeing a behaviour contract - Suspension - Permanent exclusion, in the most serious of circumstances	

9.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. The intervention will be recorded as soon as possible on a "physical intervention report form" – see our Physical contact policy.

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

● Causing disorder

● Hurting themselves or others

● Damaging property

● Committing an offence

Incidents of reasonable force must:

● Always be used as a last resort

● Be applied using the minimum amount of force and for the minimum amount of time possible

● Be used in a way that maintains the safety and dignity of all concerned

● Never be used as a form of punishment

● Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

9.6 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

● It poses a threat or causes harm to another pupil

● It could have repercussions for the orderly running of the school

● It adversely affects the reputation of the school

● The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the responsibility of a staff member.

9.7 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / deputy headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.8 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - o   Manage the incident internally
    - o   Refer to early help
    - o   Refer to children's social care
    - o   Report to the police

Please refer to our child protection and safeguarding policy for more information

9.9 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

10. De-briefing post Incident and supporting pupils following a sanction

Where appropriate pupils are given the opportunity to think about an incident afterwards. This is done on an individual basis which is linked to the pupil's level of understanding.

De-briefing aims to help pupils understand what has happened and why, learn better ways to act in given situations and rebuild relationships with those involved. It focuses on how the pupil feels and what their unmet need was or what they were trying to communicate. An example of de-briefing sheets can be seen in Appendix 6.

In addition to this it is also important for staff to have the opportunity to debrief following an incident. This is usually done informally during a class meeting at the end of the day. Staff also have the option to meet with and discuss an incident or behaviour with the DSL or DDSL

To fix problems and repair, we can

● Draw social stories (comic strips/story map) alongside the child. Looking at what could have avoided the problem

● Agree how to fix a problem e.g. helping to clear up resources if they have been tipped out or apologising to someone if an unkind act has taken place

Children with SEND may not be able to cope with these reparation strategies or may indeed time before they can approach reparation. In this case their Individual Behaviour Plan will have specific helpful techniques

Staff can also contact pupils' main school to work together and support pupils.

11. Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND or unidentified SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

 See SEND policy.

12. Monitoring this policy

This behaviour policy will be reviewed by the headteacher, the deputy headteacher and the Directors at least annually, or more frequently, if needed, to address findings. At each review, the policy will be approved by the the Directors.

13. Links with other policies

This behaviour policy is linked to the following policies:
- Child protection and safeguarding policy
- Physical contact policy
- Mobile phone policy
- SEND policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

INCIDENT FORM

CHILD'S NAME: _____

DATE OF INCIDENT: _____

TIME OF INCIDENT: _____

NAME OF MEMBER OF STAFF WHO WITNESSED INCIDENT:

_____

WHERE INCIDENT HAPPENED:

_____

HOW INCIDENT OCCURRED:

_____

_____

_____

ACTION TAKEN BY STAFF:

_____

_____

_____

SIGNED (MEMBER OF STAFF): _____

SIGNED (PARENT): _____

[] Copy of the form given to the Headteacher
[] Headteacher/Deputy has given a copy of this form to the
   Nominated Individual Serge Cren

My Plan

Date: _____

Name: Date of plan: /   /202   Review date: /   /202

What does my behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
My Behaviour: What I can do to help myself? What adutls can do to help?	My Behaviour: What I can do to help myself? What adutls can do to help?	My Behaviour: What I can do to help myself? What adutls can do to help?
Stage 4 Depression	**Stage 5 Recovery**	**Stage 6 Follow up**
My Behaviour: What I can do to help myself? What adutls can do to help?	My Behaviour: What I can do to help myself? What adutls can do to help?	My Behaviour: What I can do to help myself? What adutls can do to help?

What are my triggers?

Rewards

Appendix 4: De-escalation techniques

| Techniques	try	avoid	notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Limited Choices			
Humour			
Logical Consequences			
Tactical ignoring			
Take up time			
Time-out			
Supportive touch			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			
Apologising			
Agreeing			
Removing audience			
Others			

Appendix 5: Dealing with low level disruption

Ideas:

- Have something for students to do as they walk in focuses minds instantly.
- Have something quick and easy to do for those that are finished.
- Give students responsibilities. This helps build self-esteem.
- Be a dynamic presence keeps students engaged. Move around the classroom, engaging with students. Ask questions, provide feedback, and redirect attention.
- State what the pupils are doing and what you want them to do instead.
- Explain exactly what will happen to them if they continue disrupting the lesson or ignoring you.
- Give them time to think about your instruction.
- If they do as you have asked, acknowledge it.
- Try to get to the bottom of low-level disruptive behaviour and figure out if there are any ways you can support the child, or cater to their needs.
- Create the right climate over time to try to eliminate low-level disruption.
- When giving an instruction or explanation, physically move to stand next to the students who you feel are most likely to disrupt.
- Divert it in an unobtrusive manner, such as by using eye-contact or questions to distract pupils who are misbehaving and to make them aware that we have noticed their misbehaviour and now want them to refocus on the lesson.
- If poor behaviour continues, try to find a way to prevent it, such as changing your seating plan or altering the way in which your classroom is set up.
- Talk to the pupil about their behaviour and make clear that it falls below the standard we expect of them and, crucially, that their behaviour falls below the standard we know they are capable of producing. We still need to be firm and make sure that the pupil understands they have been warned and know the consequences of any further disruption.
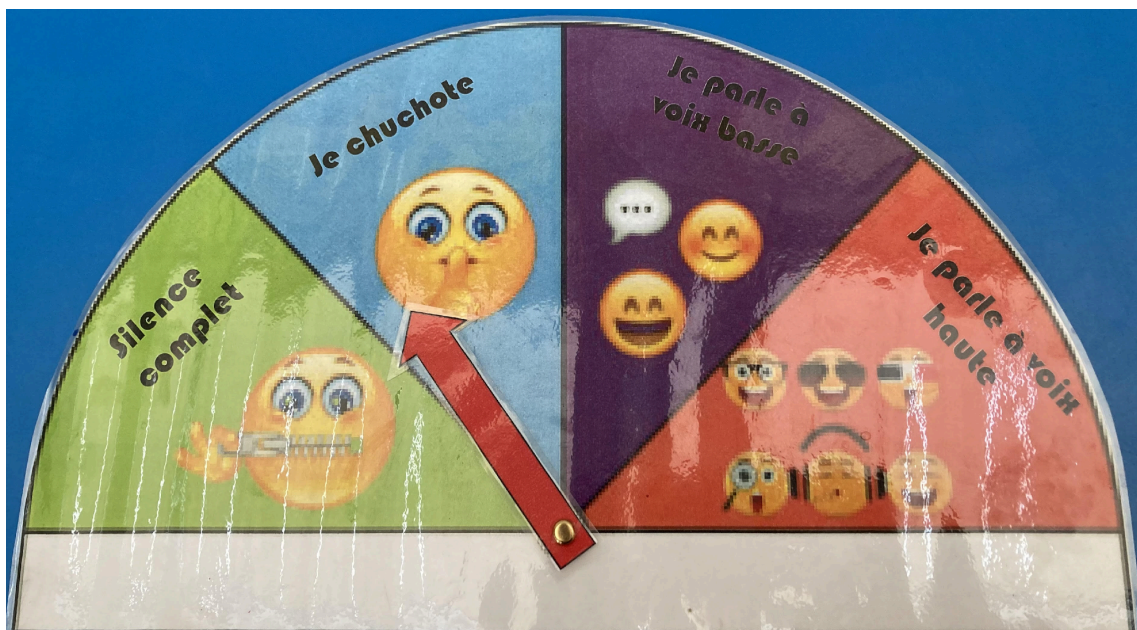
Remember, managing low-level disruption is an ongoing process. Be patient, build relationships, and adapt your strategies as needed. By creating a positive and respectful classroom culture, you will empower your pupils to thrive.

Appendix 6: visuals

Now and next board
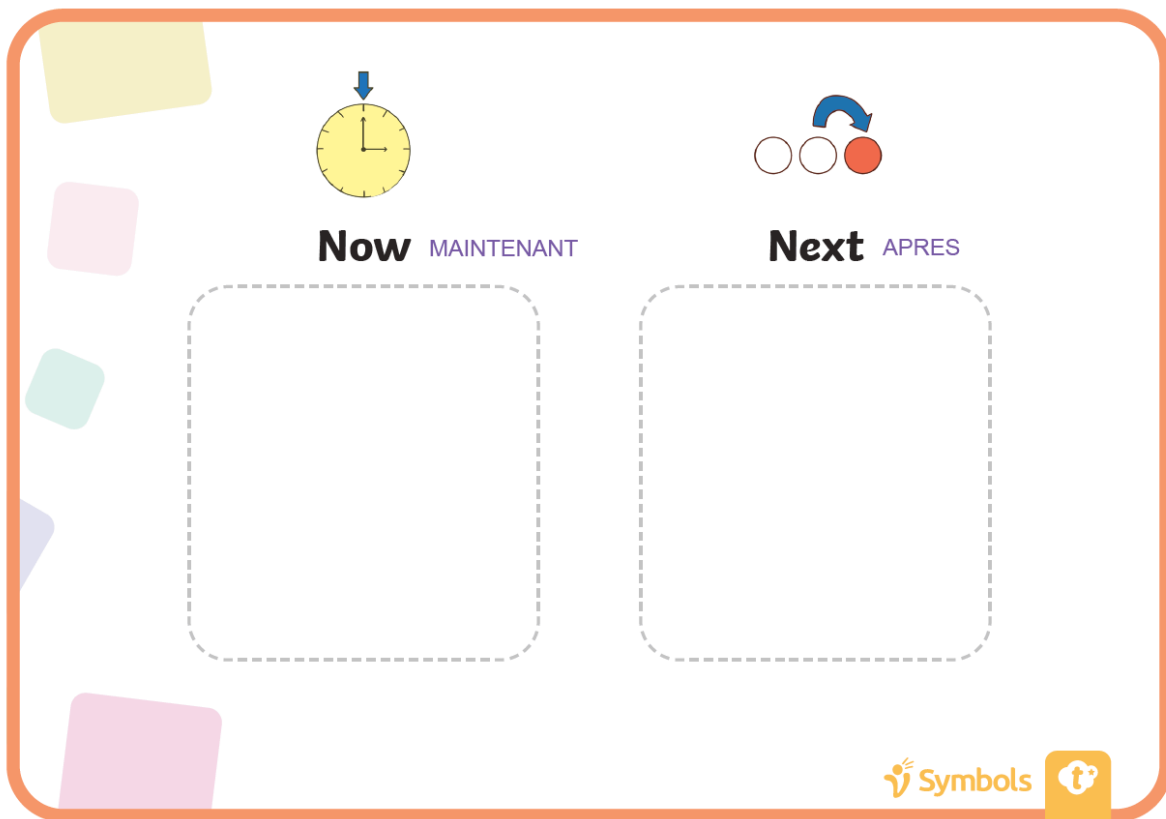
Noise gauge:

If invited to support, the lead adult will direct.

If as a second adult you witness a colleague who you deem it is essential to support you must say **"More help is available/Je vais t'aider"** at this point the first adult must transfer control of the situation. They may be requested to get another adult to assist.

If an adult supporting a child in crisis needs support from another member of staff, they must call for help and say **"I need help/ J'ai besoin d'aide".**