



'Growing, loving and learning in the arms of Mary'

Behaviour Policy

Behaviour Policy

Author: Siobhan Carton

Date: September 2017

Review date: September 2018

Ratified by governors: October 2016 – Updated September 2017

At St Mary's RC Primary School we aim to create in school a positive and caring atmosphere, based on a sense of community and of shared Christian values and in line with the school Mission Statement, one in which teaching and learning can take place in a safe and happy environment.

We are proud to be a UNICEF Level 1 Rights Respecting School.

This Policy covers the following Rights in respect of UNICEF's The Convention on the Rights of the Child:

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes

Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally.

Article 28: (Right to education): All children have the right to a primary education, which should be free. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way. Any form of school discipline should take into account the child's human dignity.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Article 37 (Detention and punishment): No one is allowed to punish children in a cruel or harmful way.

We aim

To have a whole school approach to good behaviour with a collective responsibility among staff, both teaching and non-teaching, to support and implement the good behaviour policy.

To promote positive behaviour both in and outside of school.

To have the support of parents, children and governors in implementing this policy and to have the acceptance of parents and children of the need to insist on good behaviour at all times.

To encourage good behaviour by providing a range of rewards for children of all ages and abilities.

To teach through the school curriculum, in RE, PSHE, the National Curriculum subjects and the 'wider curriculum', values and attitudes, which will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.

To be models of good behaviour, the basis of this being Christian values and mutual respect.

To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.

To treat problems when they occur in a caring and Christian manner in the hope of achieving an improvement in behaviour.

To tailor our expectations of children's abilities and behaviour according to their age and their stage of physical, intellectual and emotional development in order to offer them the opportunity to succeed and therefore gain confidence.

To be aware of vulnerable children and issues that surround them (Child Protection & Safeguarding Policy).

To encourage and praise effort as well as achievement.

To understand other people's feelings and offer an empathic response.

To respond positively to good behaviour and fairly and reasonably to negative behaviour.

Code of Conduct

This code of conduct has been formulated with the safety and well being of the children in mind and to enable the school to function efficiently as a place of learning. It sets out the expectations of behaviour during the school day, whether in school or on a residential or educational visit.

All members of the school community are expected to respect each other.

All children are expected to respect all adults, teachers, non-teaching staff, visitors and all fellow pupils.

Children should address adults formally i.e. Mrs, Mr, Miss

Children are expected to be well behaved, well mannered and attentive.

All children are expected to respect their own and other people's property and to take care of books and equipment.

Children are expected to follow the school and class rules.

If a child has a grievance against another child, he or she is encouraged to report it to a member of staff who will deal with the matter.

Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.

Foul or abusive language must not be used.

Toys, games and other inappropriate items are not to be brought into school.

Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem.

Children must not wear jewellery other than wristwatches in school.

Children in Key Stage 2 who walk to school unaccompanied are allowed to bring mobile phones into school provided they are switched off and handed into the office on arrival into school. They can be collected by the child before leaving school. Any children's mobiles found in class or in the playground during school time will be confiscated and will be returned at home time to the child's parent/carer.

Implementation

St Mary's RC Primary School follows a positive discipline approach. We aim to pay most attention to what children are doing right rather than what they are doing wrong. Positive discipline uses methods that are fair, firm and consistent. It teaches the difference between right and wrong, what behaviour is acceptable and what is not in a positive way. It emphasises what children are doing well, rather than focussing attention on their mistakes and inadequacies.

Positive Discipline

Establishes and maintains clear boundaries;

Rewards positive behaviour;

Uses reasonable penalties in response to negative behaviour.

1. Establishing and Maintaining Clear Boundaries

The school Code of Behaviour 'Good to be Green' is positively fostered and made explicit throughout the school. It is displayed in classrooms of the school. All staff are expected to reinforce the Code in everyday school life. It is shared with parents through the Home/School Contract.

School Code of Behaviour (6 rules)

We are kind, polite, helpful and are aware of others' feelings

We listen carefully to others without interrupting them

We look after our own and other peoples' belongings

We try our best to work hard and learn from our mistakes

We treat people the way we would like to be treated

We always tell the truth

2. Rewarding Positive Behaviour

We praise and reward children for good behaviour in a variety of ways;

- Verbal praise
- Stickers and certificates
- Collaborative class and whole school behaviour targets in which the children negotiate their rewards;
- Awarding 'dojo' points

3. Use of Reasonable Penalties in Response to Negative Behaviour

All sanctions are progressive and last for one day only.

In most cases an initial request to change behaviour should suffice.

If a request is ignored either repeat the request or issue a 'Yellow Warning Card' dependent upon severity of behaviour. Continued bad behaviour will result in a 'Red Consequence Card' being issued. In extreme instances a 'Red Consequence Card' will be given immediately.

Dinner Time

Children are expected to follow school rules outlined above. In addition, when entering/leaving premises for lunch, the children are expected to move quietly around the school in single file under adult supervision, and follow routines for toilet/hand washing.

Choices and Consequences

Offering children choices, with related consequences, helps them to understand that they are responsible for their behaviour. It keeps adults in charge without the need for coercion or making children feel powerless. When giving choices and consequences, keep the emphasis on the positive.

"X.. you have a choice. You can...or you can choose not to...If you do...you will get.... If you do not you will have to move near to me...It's your choice."

(See Appendix 2)

Consequences

Ignoring behaviour / not the child (see Appendix 3)

A verbal reprimand – not in front of other children and in a measured manner.

Time out within the classroom. Time out is useful for helping children to calm down when angry or getting out of control. It is not intended to be punishment banishing a child but an opportunity for the child to calm down, to reflect on behaviour and to make a fresh start. It should be reserved for behaviour such as violence that the child knows is unacceptable and not used at random for minor misdemeanours (see Appendix 4). This will be followed by a 1 to 1 discussion.

Extra work or repeating unsatisfactory work until it meets the required standard.

The setting of written tasks as punishments, such as writing lines or an apology letter.

Withdrawal of privileges. (Appendix 1). This will be followed by a 1 to 1 discussion.

School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom or helping to clear up the dining hall after meals.

The issue of a 'Red Consequence Card' results in referral to Deputy Headteacher and incident recorded on CPOMS. Parents may be notified verbally by class teacher.

The issue of two 'Red Consequence Cards' in one week results in referral to Headteacher. At this stage there will be formal communication home to the parents.

Guidelines

Show empathy and concern – emphasise discussion not a punishment but to help and offer guidance.

Ask child(ren) questions to try and find out the reasons for the misbehaviour.

Ask what you, as class teacher, can do to help.

Discuss with the child how they can improve and change behaviour (suggest strategies)

Refer Nurturing Programme guidance (see Appendix 5)

Individual Education Plans

If there are underlying reasons why a child might be displaying certain behaviours, the Wellbeing Lead should discuss concerns with parents and possibly the school counsellor and/or CAMHS.

If a child needs more than or different to normal classroom or school strategies, class teachers should liaise with the Special Needs Coordinator (SENCO)

Unacceptable Behaviour

Examples:

- Refusal to work or to move.
- Cheekiness and defiance towards adults.
- Bad behaviour in the classroom, playground or dinner hall.
- Use of bad language including use of bad language towards staff or pupils.
- Misuse of other children's belongings and/or damage to their clothing or shoes.
- Deliberate damage to school property.
- Theft.
- Leaving the school premises without permission.

Repeated unacceptable behaviour as mentioned above may result in a fixed-term exclusion.

The Role of the Class Teacher/Practitioner

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Education Inclusion Officer or LA Behaviour Support Service.

The class teacher reports to parents about the progress of each child in their class, in line with whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the School Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the Policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the Policy, by setting the standards of behaviour, and by supporting staff in the implementation of the Policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

The Role of the Parent

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the 'Parent Code of Conduct' and we expect parents to read these and support them.

We expect parents to support their child's learning and to cooperate with the school, as set out in the 'Parent Code of Conduct'. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If school uses reasonable penalties with a child, parents should support the actions of the school. If parents have any concerns, they should initially contact the class teacher. If they wish to discuss matters further, they should contact the Headteacher/Deputy /Assistant Headteacher. If discussions cannot resolve the problem the parents would be advised to follow the School's Complaints Procedure.

The Role of the Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness, through an annual report to Governors presented and discussed at their Autumn Term meeting. The Governors support the Headteacher in carrying out these guidelines.

Fixed-term and Permanent Exclusions

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions, including lunch time exclusion.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a Pupil Discipline Committee which is made up of between three and five Governors. This Committee considers any exclusion appeals on behalf of the Governing Body.

When the Pupil Disciplinary Committee meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the Pupil Discipline Committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Use of Force to Control or Restrain Pupils

Circular 10/98 defines three broad categories of incident in which it may be appropriate or necessary to control or restrain a pupil. These are:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

All staff will be made aware of LA guidelines on the use of force to control or restrain pupils. Staff will be expected to adhere to these guidelines.

The following staff have been trained in Team Teach: Mrs Donkin, Miss English, Mrs Hughes, Mrs Jackson and Mrs King. When Team teach is used all events will be recorded on CPOMs.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher is aware of minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour and/or when two red cards have been issued. We also keep a record of any serious incidents that occur at break or lunchtime.

The Headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the School Policy is administered fairly and consistently.

APPENDIX 1

Playtime Organisation Consequences

Any member of teaching staff can use part of playtime to give time for reflection following the choice and consequence procedure.

Children who spend part of their playtimes reflecting on their behaviour are to be supervised within their own year group.

SLT are to be informed if this becomes a regular occurrence.

APPENDIX 2

Examples of Choices of Consequences

This technique is useful with children of all ages in many different situations.

They soon understand the idea behind the formula and that they can use their Personal Power in a positive way through the choices they make. Learning to think about behaviour choices helps them to acquire self-discipline.

1. Clearing up

X, you have a choice. You can help to tidy away the paints with everyone else, or you can choose not to help. If you join in, you will get a helpfulness sticker like the others; if you do not join in you won't get a sticker. It's your choice.

2. Disrupting other pupils

X, you have a choice. You can work quietly at this table with the others, or you can continue to disturb them. If you work quietly, you can stay at the table with your friends; if you choose to make a noise you will have to sit at another table on your own. It's your choice.

3. Getting down to work

X, you have a choice. You can work at your writing now or you can choose not to get on with it. If you do the work you can go out at playtime with the others; if you choose not to work now, you will have to stay in at playtime to catch up. It's your choice.

4. Making amends

X, you have a choice. You can say sorry to Y for being unkind, or you can choose not to say you're sorry. If you apologise, you can stay out in the playground; if you choose not to apologise you will have to go inside and sit outside the Headteacher's office on your own. It's your choice.

5. Ending an activity

X, you have a choice. You can either stop using the computer without making a fuss, or you can make a fuss about it. If you choose to stop when I ask, you can use the computer again tomorrow; if you choose to make a fuss about it, you won't be able to use the computer tomorrow. It's your choice.

6. Listening

X, you have a choice. You can either sit or listen quietly to the story or you can interrupt again. If you sit and listen quietly, you can stay with us and hear how the story ends; if you go on interrupting you will have to leave the circle and sit by yourself on the other side of the room. It's your choice.

7. Sharing

X, you have a choice. You can share the bricks with Y, or you can refuse to share them. If you choose to share, you can go on playing with them until lunchtime. If you choose not to share them, you will have to stop playing with them in 10 minutes so that other children get a turn. It's your choice.

This is one of the most powerful techniques when used well with the choices and consequences stated clearly and putting the emphasis on the positive. It is effective with children of all ages, from toddlers to teenagers.

EXAMPLE

James, you have a choice.

You can either sit quietly and do your maths now with everyone else, or you can do it later.

If you choose to do the work now, you can have a turn on the computer later. If you choose not to do the work now, you will have to do your maths later and won't have time to play a computer game.

It's up to you – it's your choice.

EXERCISE

..... You have a choice.
You can either [positive alternative].....
or you can [negative alternative].....

If you choose [positive alternative].....
then [positive outcome].....
.....
but if you choose [negative action].....
.....
then [negative outcome].....
.....

It's up to you – it's your choice.

APPENDIX 3

Behaviour to Ignore

Some minor forms of behaviour are better ignored than given attention. Ignoring irritating behaviour is quite a challenge as it can be very distracting and provoke great annoyance. It is worth reminding ourselves that what we pay attention to is what we get more of. It therefore makes sense to encourage and praise the behaviour we do like, and whenever possible to ignore what we do not like.

Behaviour to ignore includes:

Interrupting, fiddling with pencils, hair twiddling, snapping Velcro fastenings on shoes, doodling, eating messily.

Some behaviour should never be ignored:

- Behaviour that reflects real distress
- Behaviour that risks harm to the child
- Behaviour that risks harm to others
- Behaviour that risks harm to property/surroundings

When deciding to use ignoring as a technique, we need to be clear about the following:

1. What behaviour you want instead – e.g. listening quietly, sitting still, paying attention, keeping all four legs of the chairs on the floor, eating nicely, raising a hand in class to answer a question.
2. That you will ignore the behaviour for as long as it lasts – giving in after 10 minutes is a lesson in persistence for the child.
3. Ignoring is ignoring – not drawing any attention at all to the behaviour - so you say nothing to the child about the behaviour you have chosen to ignore and do not criticise, mimic, ridicule or ask the child to stop what he/she is doing.
4. Praising children who are behaving as you want can be a very effective deterrent – children want (and need) attention and when they discover that positive attention is available, rather than negative attention or none at all, they are far more likely to behave as you want.
5. To praise the child for doing what you want as soon as the behaviour stops and they start to behave as you wish – describing the desirable behaviour without making any reference to the annoying behaviour.

6. That ignoring annoying behaviour and ignoring a child are not the same – behaving as though the child does not exist is a harsh and potentially distressing response.

APPENDIX 4

Time Out.....to calm down

Time Out is a useful penalty for helping children (and adults) to calm down when angry or getting out of control. It is not intended to be a punishment banishing the child but an opportunity for the child to calm down, to reflect on their behaviour and to make a fresh start. Time Out is effective with children from about 3 to 8/9 years. It should be reserved for behaviour such as violence that the child knows is unacceptable and not used at random for minor misdemeanours. If a child is often angry and/or violent, it is helpful to consider why he/she might be feeling this way – and to respond to the feelings as well as the behaviour.

Before using Time Out

1. Explain clearly to the child what Time Out is
2. Establish the rules that warrant Time Out (e.g. hurting someone else)
3. Pick a (boring) Time Out place
4. Establish how long Time Out will last (2-3 minutes)

When a rule has been broken

1. Give one clear warning, reminding the child of the rule and that if it is broken again, he/she will have to take a Time Out.
2. If the child repeats the behaviour that breaks the rule, tell him/her he must take a Time Out, and tell him/her to go to the Time Out place-you may need to accompany the child.
3. Ignore all comments, promises, threats, pleading etc.
4. Remind the child that Time Out starts only when he/she is quiet.
5. Set a timer/sand clock so that the length of Time Out seems objective to the child (and you don't have to check the time).
6. When Time Out is over, praise the child for taking it well, and help him/her to rejoin an activity; make no reference to early bad behaviour.

Later

7. Ask the child how s/he was feeling just before making the choice that led to Time Out
8. Ask the child to suggest what s/he could do differently if the same situation comes up again

APPENDIX 5

“I” Statements

This is a very effective way of stating our own feelings about someone else's behaviour without blaming them, which is likely to arouse their anger, rejection or defensiveness.

EXAMPLE

I feel annoyed and disappointed

When the classroom is in a mess

Because I work hard to make it look attractive, and I like it to stay that way

I want each of you to remember to put things away when you have finished using them. Then we will have a room that we can all enjoy working in.

EXERCISE

I feel [state your feelings]

.....
when [describe the exact situation]

.....
because [state your need not being met]

.....
What I want is [describe the behaviour that would meet your need]

APPENDIX 6

Positive Handling

To be read with reference to the Policy on School Behaviour and Discipline

This guidance sets out to define the circumstances in which staff may judge it necessary and appropriate to use the application of force to control or restrain a child in their care and takes account of the Legal Framework in which the school staff operates in the care and control of children.

1. It is important to recognise that the majority of our children behave very well and conform to the expectations of the school where good behaviour is encouraged and valued and where pupils are encouraged to respect and value others.
2. It is also important to recognise that the vast majority of behaviour that does not meet expectations is responded to through management strategies that do not rely on any form of physical intervention.
3. The impact of Section 550A of The Education Act 1997 on the action of teachers is that they are expected to use reasonable force to prevent a child from doing or continuing to do any of the following :
 - Committing a criminal offence including behaving in a way that would be an offence (if the pupil were not under the age of criminal responsibility);
 - Injuring themselves or others;
 - Causing damage to property (including pupil's own property);
 - Engaging in behaviour that is prejudicial to maintaining good order and discipline at school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere (playground, school trip or other organised out of school activity when the member of staff has lawful control of the child or children concerned).

NB: It is always understood that physical intervention is one element of the wider Behaviour Management Policy and that is a last resort.

Definitions

For the purposes of this guidance, the following definitions will be used to describe:

Behaviour Policy

- Escorting – accompanying for protection or guidance
- The level of compliance from the child being escorted and the degree of physical force being used by the member/s of staff will determine whether this act should be considered as restraint, for example, was the child overpowered in order to be escorted.
- Holding – to assert authoritatively
- The degree of force used in relation to the level of cooperation and compliance being displayed by the child determines when holding becomes restraining. The higher the level of force, the more likely the action will be deemed as restraint. Ultimately, it will rest upon whether the child was overpowered and had no choice but to remain in the hold.
- Restraint – physical control. As defined by the application of force with the intention of overpowering the child to prevent him/her from harming himself/herself or others.

Planning for Incidents

There are a wide variety of incidents in which reasonable force might be appropriate or necessary to control or restrain a child:

1. Where action is necessary in self defence or because there is an imminent risk of injury, e.g. a pupil attacks a member of staff, another pupil or is self-harming or where pupils are fighting.

In an emergency situation, the following may be necessary:

- Holding, pushing or pulling to save injury to another person or him/herself;
- Restraining to prevent an attack on someone else or putting him/herself in danger;
- Blocking a pupil's path;
- Breaking up a fight.

2. Where there is a significant assessment that risk of injury, or significant damage to property will result from the child's actions, e.g.

A pupil is engaged in, or is on the verge of committing deliberate damage to property or;

A pupil is causing, or at risk of causing injury or damage by accident by rough play, by out of control behaviour or by the misuse of objects.

Again, in an emergency, the following may be necessary:

- Restraining a pupil to prevent injury to himself or others through damage to property;
- Holding, pushing or pulling in an emergency situation to prevent injury.

Examples:**INCIDENT**

A pupil is running in a corridor or in a way which he or she might have or cause an accident likely to injure himself/herself or others.

ACTION

Blocking a pupil's path

Holding if possible accident or injury is imminent

INCIDENT

A pupil tries to leave the school without permission and such an action is judged to put them at risk.

ACTION

Blocking her/her path

Holding if necessary to stop child leaving premises

Escorting pupil by hand or arm

NB : In all cases, one would use the voice to de-escalate the situation, e.g. to reassure and to calm pupil down.

Planning Strategies for Individual Children

When the school is aware that a child is likely to behave in a way that might require physical control or restraint, we will plan how to respond. The plan will address:

- Managing the pupil (strategies to de-escalate the conflict, what holds to be used and what form of words are most likely to lead to calm);
- The involvement of the child and parents/carers in developing the plan so that all parties are clear about what action will be taken and why;
- Staff awareness of the plan and their part in it (this may include specific training for staff most likely to be involved with the particular behaviour);
- Planning, where appropriate, how additional support can be summoned in the event of the plan being used and;
- Ensuring that the individual needs of the child are taken into account. In some cases it will be necessary to consider the physical health needs of the child in order to ensure that the holds are safe.

NB : Every physical intervention should be planned and conducted within the context of the above guidance. Only in exceptional circumstances, where there is an immediate risk of serious injury, should a member of staff act or take any necessary action that is consistent with the concept of reasonable force.

Recording, Reporting and Repair

- CPOMS will be used to record any incidents where force has been used
- The record will be used to assist in planning to avoid a repetition of the incident. It will also be used to analyse what worked well and how it might be replicated as part of a planning response to any subsequent out of control behaviour. The outcome of such planning will be written down and shared with the child and their parents/carers
- A member of staff involved in an incident will be provided with support may need time to reflect and calm themselves before continuing with their duties. Pupils will be given time to calm down and reflect on their part in the incident.