

Difficult-interaction response record

Use facts first. This record helps staff keep a learner's dignity apart from judgement of an act. It is not a therapy note, diagnosis or attachment assessment.

Context

Date and time:

Place and lesson:

Staff present:

Learners present:

1. What was seen or heard?

Use plain facts. Avoid "always", "attention seeking", "manipulative", "aggressive child" or a guessed motive.

2. What came just before?

Note the task, change, peer event, instruction, noise, wait, feedback or transition. Do not infer a cause.

3. What did the adult say and do?

Write the key words used, the safety step, support, consequence and who was called.

Review the response, then plan the next step

PERSON

Did our words keep dignity in place?

What gave a fair way back?

BEHAVIOUR OR WORK

What exact act, word or part of the work did we name?

BOUNDARY

What had to stop or happen now?

What safety or policy step applied?

NEXT STEP

What repair, help, consequence or return plan follows?

Access and communication check

☐ Task and instructions

☐ Reading or language

☐ Sensory or health

☐ Communication route

☐ Time and place

☐ Reasonable adjustment

ROUTE CHECK

☐ Safeguarding action is due now

☐ SENCO or inclusion review is due

☐ Pastoral or health route is due

☐ No extra route at this point

Safeguarding and risk action take priority. Do not promise secrecy, investigate alone or delay the school's process.