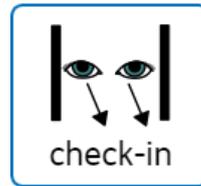
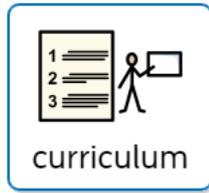




De-escalation with social distancing in mind

Prevention:



Curriculum: Focus on the children's interests and areas of need e.g. social skills, Zones of Regulation.

Consistency: Ensure all adults are recording and sharing possible triggers and successful strategies with staff who will be working with that child.

Check-in: Look out for signs that a child may be becoming unsettled and support them to use strategies to support self-regulation.

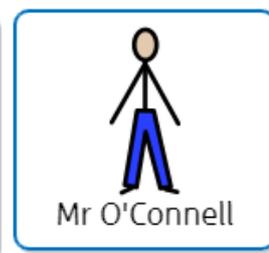
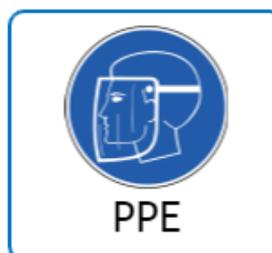
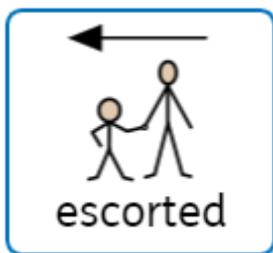
Support:

A range of strategies will be used to help the child to get back to green and stay safe.



Safety:

If a pupil's behaviour becomes a risk to themselves, other pupils and staff, it may be necessary to use some of the following strategies.



If a pupil's behaviour is deemed high risk it may be necessary for them to access education at home.





Behaviour Addendum

School acknowledges that children will have had a range of different experiences during the lockdown period, this, as well as their existing Special Educational Needs, are likely to have an impact on their behaviour presentation upon return to school.

Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. school trips, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual or more prevalent than usual. This may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

The school will consider this when reviewing their individual risk assessment and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response. We will also consider that some children are particularly vulnerable and therefore have an urgent need to remain in school.

Staff continue to follow our existing Behaviour Policy whilst taking into consideration the pupil's individual needs detailed in their EHC Plans and Impact Profiles when working with them. The following strategies continue to be in place to, as much as possible, prevent and reduce the risk of pupils becoming dysregulated. This includes PACE, activities linked to pupils' interests, humour, rewards (credits and more instant reward systems where needed).

Our high staff to pupil ratio means we are able to constantly check for signs of pupils becoming dysregulated and put support in place as quickly as possible. This includes- change of location/task e.g. go outside. Reduce/change demand, give two options e.g. please sit on this chair or that chair. Use a calm voice (symbols when needed), keep sentences simple and brief, body language is important. Use of words and phrases that de-escalate and give time for the pupil to follow instructions e.g. Let's try... It seems like... I wonder if.... Distraction both verbally or with resource. Where appropriate, pupils will be given the option to go outside or to a quiet space (side room). Staff may work with a pupil to create an action plan to complete before returning to the group or task, now and next boards might be useful. Radio for a fresh face from bubble, a staff member will be allocated B4L role in each bubble. If supportive, staff may also swap classrooms within their bubble.

If the situation continues to escalate and the pupil is identified to be a risk to themselves and others, they will be asked to go to the nearest safe room and SLT radioed. If the pupil needs to be escorted before SLT arrived, SLT will support to allow staff to wash hands, change clothes if required etc. Once in a safe room, the pupil will have access to a gym ball. SLT will assess situation and create an action plan. This might include the decision to use PPE. Once the child is ready to return to their group, the safe room is closed until cleaned (sign on door). Parents and carers will be contacted by a member of staff.

A child's behaviour is deemed high risk if, for example, they are refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or behaviours that put themselves or others at risk, including spitting or deliberately coughing at people. Whilst we consider behaviour to be communication, we will endeavour to follow our behaviour policy as much as possible. Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer. If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a meeting with SLT scheduled (phone/video call). School will work closely with parents and carers to implement supportive strategies where possible. It may be necessary for the pupil to access education at home for a period of time. If required, school will seek external support from other agencies such as Educational Psychologists, Social Care or Early Help.