

7.3 DE-ESCALATION STRATEGIES and POSITIVE HANDLING

There are 6 bands of consequences for children that demonstrate unacceptable behaviour:

1. Inappropriate Behaviour
2. Warning
3. Redirection
4. Time Out
5. Talk to Parents
6. Suspension

Although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Although most incidents will be dealt with by progressing through the stages of the consequence ladder, extreme behaviour or serious incidents may require more than one jump up the consequence ladder and depends entirely on the situation.

Support Systems for staff

Feltwell Playgroup will support all adults working with pupils to ensure they are achieving.

It is our practice to discuss behavioural issues in order that staff feel supported and we work together to provide a cohesive approach to supporting individual needs. This will be achieved following our behaviour management and safeguarding policies. All staff have access to this so that behaviour management is consistent.

Suspension

The manager will:

- be responsible for ensuring that the Behaviour Management policy is implemented;
- ensure that the policy and all procedures are in line with current legal requirements;
- ensure that all staff receive appropriate support, advice and training in managing pupil behaviour;
- ensure that staff work closely with parents and relevant specialist agencies when managing challenging behaviour;
- in the event of a suspension, officially inform the pupil's parent of the period of the exclusion, or that the exclusion is permanent;
- give the reasons for the suspension;
- in the case of a fixed-term suspension, advise the parent of the date and time when the pupil should return to school;
- arrange a reintegration interview with parents following the expiry of any fixed-period suspension. The interview will be conducted by the manager (or other senior member of staff) and deputy or key person (and if required the Chairman) and its purpose is to assist the pupil's reintegration and engage the parents in promoting the improvement of his or her behaviour.

De-escalation strategies and Positive Handling

All staff are or will be trained in the 'Norfolk Steps' Training programme.

As a result, we recognise and fully understand that not all children choose to behave the way they do 'consciously'. Some children, as a result of their experiences, have developed subconscious behaviours. In essence, subconscious behaviours are behaviours that choose us. These are based on anxiety, fear, frustration, confusion etc. These can also be medical, habitual, entrenched and learned behaviours. With such behaviours, it is important to be sure of what happens before, during and after situations. Some examples from the Norfolk Steps Training materials are:

BEFORE A SITUATION DEVELOPS

Children sometimes exert behaviours that could result in harm to themselves, others or property. As such, we at Feltwell Playgroup will use de-escalation strategies with such children in order to prevent that from happening. The sequence for such behaviours will be:

Positive Phrasing - 'Come and join us for a story'

Limited Choice - 'Would you like to sit on the chair or bean bag for the story?'

Disempowering the behaviour - 'That's ok you can listen to the story from there!'

Consequence - 'Let's talk about this then, but you won't be able to hear the end of the story and you will have to have a 'timeout'.'

We will not raise our voice to the child or use threatening phrasing such as 'get in here now'.

We will also be mindful of our body language in such situations. Escalating body language includes being inside of an outstretched arm, too close, toe to toe, eye to eye, aggressive gestures, or being over bearing.

De-escalating body language includes being outside of an outstretched arm, sideways stance, leaving an open door, relaxed hands, managing height.

When staff see a child about to have a critical situation, they will use a de-escalation script that is as follows:

- | | |
|---|--------------------------------------|
| i) David | ii) I can see something has happened |
| iii) I am here to help | iv) Talk and I'll listen |
| v) Come with me, I am keeping you safe and let's sort out the problem | |

DURING A SITUATION

Staff need to use reasonable force to prevent a child from:

- Causing personal injury or damage to property
- Committing a criminal offence
- Prejudicing the maintenance of good order and discipline at the setting

All photos are from the Norfolk Steps Training Materials

a. De-escalation Stance



- Outside personal space
- Sideways position
- Open hands
- Soft knees
- Feet shoulder width apart
- Repeat de-escalation script

b. Guiding and Escorting

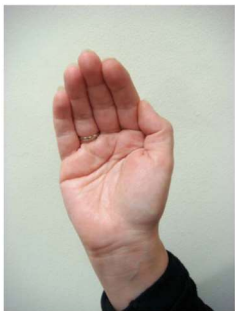
Open Mitten

- Fingers together
- Thumb away from fingers
- Palms parallel to floor
- The hand should remain in a mitten to avoid the possibility of gripping.

Gripping hands can result in bruising consistent with poor practice



Closed Mitten



- Flat hand
- Fingers and thumb together
- The hand should remain in a mitten to avoid the possibility of gripping

Gripping hands can result in bruising consistent with poor practice

Supportive Hug

- Hip in, head away
- Side to side stance
- Closed mittens
- Hand on each shoulder
- Use 'de-escalation script'



Supportive Arm

- Hip in, head away
- Closed mitten
- One hand on shoulder
- One hand cupped around arm between elbow and shoulder



Open Mitten Guide or Open Mitten Escort



- Open mitten hands
- Child's elbows close to the body
- Guiding just above the elbow
- Adult positioned slightly behind
- Arm across upper back
- Hip in, head away
- The hand should remain in a mitten to avoid the possibility of gripping.

Gripping hands can result in bruising consistent with poor practice.

AFTER A SITUATION

After a 'situation', children will be given the opportunity to reflect on their behaviour, repair any damage and restore any relationships. A restorative approach focuses on the harm that has been done and how it can be repaired, uses the conflict to reveal feelings and needs and through discussion ensures conflict is not likely to happen again.

More simply, it involves asking

- What happened?
- What were those involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so as to make different choices next time?

Restorative questions might include

- What would you like to happen next?
- How are you going to be friends again?
- If everything was going to be alright again, what do we need to do?
- How can you put this right?
- If it was your job to make this better, what would you suggest?
- What do you think "... " might need?

Where a physical intervention has been used

When a member of staff is required to use the Open Mitten Escort physical intervention, the member of staff will be required to complete the 'Physical Intervention Record' form (below) and keep it with the child's records.

PHYSICAL INTERVENTION RECORD

| | |
|--|--------|
| Member of Staff: | |
| Child's Name: | D.O.B. |
| Date and Time of crisis: | |
| What happened before the crisis? | |
| What happened during the crisis, including the type of intervention? | |
| What happened after the crisis? | |
| Signed: | |

This policy was adopted by

Feltwell Playgroup

On

11.03.2024

Date to be reviewed

(on or before) 11.03.2025

Signed on behalf of the provider

J.I.

Name of signatory

Jonathan Irving

Role of signatory (e.g., chair, director or owner)

Committee Chairperson