

## **Dundee City Council Children and Families Service**



### **Nurturing Approaches in Dundee Building Positive Relationships**

#### **Part 1**

#### **De-escalation Guidelines**

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## **1.0 Introduction:**

Effective professional development for school staff, in managing behaviour, is best understood within a framework comprising structures, procedures and strategies aimed at supporting students and managing behaviour in a planned and systematic way.

In keeping with the principles of Getting it Right for Every Child, the De- Escalation guidelines explicitly recognises established practices and procedures which enable schools and other establishments to make provision for managing students' behaviour effectively. The most effective methods are preventive and proactive and employ whole school strategies and approaches. These include: whole-school nurturing approaches, developing positive relationship, self-regulation techniques, restorative approaches and many other generic strategies which minimise conflict and support calm, high quality learning environments.

### **A Whole School Response:**

It is essential that school managers ensure that all procedures and initiatives are in place so that the school environment functions to manage student behaviour effectively and positively - these are the foundations of appropriate staff support. If schools' procedures and systems are functioning well, there is high quality learning and teaching, and communications and organisational planning are effective, it is much more likely that school staff and students will experience a positive school ethos. A positive school culture will in turn, facilitate positive staff relationships with students and nurturing approaches towards them.

## **2. Aims**

- to support senior management in schools and organisations to ensure all appropriate proactive procedures regarding positive behaviour management and staff support are in place and functioning effectively.
- to provide customised training for staff and managers which is context specific and supported by their link educational psychologist through Nurturing and Inclusive Approaches – CLPL Framework
- to support schools and organisations to develop strategies to defuse very challenging situations and avoid such situations using the ABLe framework
- to support school and organisations senior management teams to identify appropriate staff training needs
- to support schools to promote positive relationships between staff and between staff and students

## **3.0 School Audit**

- 3.1 The School Self-Evaluation Audit Tool (SEAT) (Appendix 1) provides a framework for identifying the elements which should be in place so that a safe, positive and proactive school, school development and improvement planning. The SEAT should be completed with the support and advice of the school's link educational psychologist. A copy of the completed SEAT should be made available to the school's Education Officer for information. Schools should use Nurturing Approaches in Dundee document to which provides a much more 'in depth' look at whole-school nurture approaches and a framework for CLPL opportunities for each of the Nurturing Principles.

## **4.0 Preventive Approaches and Strategies for Staff**

It is recognised that students' needs must be understood by all staff, alongside awareness of competing family pressures such as interactive media, shifts in social attitudes, poverty and adversity issues. Positive behaviour in education settings can be promoted and encouraged by staff through the development of positive relationships and resilience building. A balance between effective support and good school discipline helps to create a positive ethos within the school. Barriers can be addressed through adapting the learning environment in response to identified need. ABL provides a framework for supporting this.

<http://www.ableschools.org.uk>

### **4.1 Whole school nurturing approaches:**

Staff who understand that attachment issues are key to why children behave in certain ways are better equipped to create positive solutions and nurturing environments so that students are emotionally ready to engage with learning. Staff who are able to provide students with a consistent and reliable response to their needs will help them to develop and maintain trusting relationships. In turn, the child or student is more likely to develop confidence and a sense of security and independence. In this context 'nurture' is taken on as a whole school/organisational responsibility where all students have frequent opportunities to observe and learn from nurturing adult role models via everyday interactions, communication and relationships.

### **4.2 Self-Regulation:**

A way of working with students which gives them a framework to help them to manage their own responses, behaviours and impulses, by supporting them to develop, over time, new ways of thinking and managing their behaviour. It enables the individuals to make goals/targets and think through the actions required to achieve those goals (Goal, Plan Predict, Do, Review). Routine repetition of agreed scripts is a significant part of the self-regulation development. Use of tools e.g. 5 point scales and calm down sequences

### **4.3 Restorative Approaches:**

These approaches aim to improve behaviour and relationships in schools by moving away from a blame and retribution model of dealing with unacceptable behaviour towards one, which is based on social responsibility and self-awareness. Based on a non-judgemental approach, key questions are asked to engage the individual who has been involved in an incident in taking responsibility for their actions and repairing the relationship with those who have been affected.

### **4.4 Time out approaches:**

Time Out can be a useful strategy to allow young people to have some time and space to calm and self-reflect. Staff should consider strategies which empower students to make the right choices and where students can be enabled to choose time out as a safe option.. The aim of this approach should be to de-escalate a situation or to support a young person to become calmer when feeling overly agitated. Consideration should be given to how the young person might perceive it, so they don't feel excluded or rejected in this case a Time In approach should be considered.

There should be a distinction made between Time Out and Seclusion which is supported. Seclusion which is supported is documented in the Dundee City Council Physical Intervention Guidelines.

## 4.5 Staff response styles

Staff attitudes and skills and the nature of the interactions teachers have with students are essential elements of behaviour management.

A confident response style strikes the correct balance we must try to demonstrate a positive, confident response style to ensure that the wellbeing of both parties is preserved. This is an interactive style in which the staff member is appropriately directive without being inappropriately demanding. Rules and acceptable boundaries are fair and set in advance, without being overbearing or didactic.

## 4.6 Model the behaviour you want to see:

- Behave as you wish the students to behave
- Make sure you start classes on time
- Avoid meeting anger and agitation with anger and agitation
- Avoid taking things personally
- Acknowledge – don't react.

## 4.7 Refocusing

- Bring students back on task by asking questions, quiet praise or privately repeated instructions;  
e.g. "Are you finding this bit tricky?"
- Give students thinking time and time to respond;
- Walk away, give the student time to get started without feeling under pressure
- Be confident and assume compliance, smile, say 'thank you', and 'please'.

## 4.8 Avoiding confrontational practices

It may be possible to ignore confrontational posturing and tones of voice that students may use. It is important to stay focussed on the issue which is of concern. If the situation is becoming difficult, try to take time-out from the situation for the sake of both yourself and the student. Time to review and reflect is crucial.

Avoid what, how, why questions as these are likely to cause the student to respond defensively, especially if he/she perceives that blame is being directed towards him/her. Use solution focused conversations which involve the pupils in order to reach a mutually agreed solution and plan for the future.

Time Out/Time In approaches when correctly used, can be a beneficial de-escalation tool. They can provide the student with an appropriate means of reducing anxiety and frustration, resulting in feeling calmer.

## 4.9 Other Practical Strategies –

ABLE should be used in the first instance to investigate strategies to help support the young person, there are a wealth of strategies and information on the website including classroom management, behaviour management and self-regulation. Some examples include:

- **Calm Down Sequence** –examples of these can be found in the Boardmaker Folder on Nursery Primary Share or Masterclass drive in Self-Regulation Folder
- **5 Point Scale:** examples of these can be found in the Boardmaker Folder on Nursery Primary Share or Masterclass drive in Self-Regulation Folder

- **Calm Box** – this would be used in time out, usually it would include things that are known to help relax the student
- **Sensory Equipment** – to help children who require sensory input to help them deescalate
- **Quiet spaces** – areas around school/nursery/class
- **Workstation**- to help with low arousal environment.
- **Use of scripts**- to help with consistency of approach.
- **Social Stories**- to help with social situations
- **Happy Book**- this would be used in time out to help the student focus on positive images to help the student calm
- **Reward System**- examples of these can be found in the Boardmaker Folder on Nursery Primary Share or Masterclass drive in Self-Regulation Folder
- **Blether Board**- use to find out more about the situation, needs and possible solutions can be found in the Boardmaker Folder on Nursery Primary Share or Masterclass drive in Self-Regulation Folder

#### 4.10 Exit strategies

It is important that all members of staff are fully aware of departmental and school procedures for dealing with potentially violent and dangerous incidents. This is particularly important if a student threatens to leave or actually leaves a classroom without permission. It is also important to know the procedure for getting assistance when a teacher believes that it is no longer safe or appropriate for a student to remain in class. If the student is threatening to leave class they should be reminded that this will be a choice that they are making.

Staff should not try to physically block the exit route of an angry or highly agitated student. As soon as the student leaves the room agreed school procedures should be put into action.

### 5. Staff responses

#### 5.1 Managing emotions

Individual staff should be aware of their own emotional state and what can upset them. Everyone gets emotional at times. Being aware about what may trigger an emotional response is vital for all professionals who work with a range of students. Awareness of potential triggers means staff are more likely to manage themselves calmly and takes steps to maintain a sense of calmness even when being challenged significantly by a student.

#### 5.2 Direct towards successful outcomes

The literature on classroom and behaviour management identifies a range of useful skills and tactics employed by effective teachers in managing low tariff disruptive and off-task behaviour. Being a good role model, using early intervention, consistently demonstrating respect, having high expectations and making appropriate use of praise all help to minimise the likelihood of unwanted behaviour spreading and escalating.

It's important to communicate what we want the students to do instead of what they should not do. Avoid using the words 'Do Not' and couch our language in more positive terms. Tactical ignoring can be useful; sometimes our attention can reinforce or encourage certain types of unwanted behaviour.

### **5.3 Catch them being good**

The vast majority of school students enjoy receiving, and respond appropriately to, genuine praise and recognition of their efforts and endeavour. Make good use of role models. Try to share responsibilities in class. Giving praise to students on task, frequently helps to bring others who were off-task back on board. Whenever possible, it is beneficial to give specific praise to the student who returns to task.

### **5.4 Non-verbal communication**

Individuals will pick up on non-verbal cues. Emphasise the importance of congruence between the words and non-verbal communication e.g. "Nice to see you back" will only convey the right message if accompanied by welcoming body language.

### **5.5 Body language**

The effect our body language has on others has a huge impact, always try to be aware of what message your body language is conveying. e.g. eye contact, smiling, nodding, thumbs up, relaxed but confident stance – shoulders down, arms

## **6 Individual Care Planning and Risk Assessment –**

**This would be only introduced if there is a foreseeable risk and used as staged intervention alongside the pupils ABL plan or Single Child's Plan**

### **6.1 Aims**

- aid anticipation and identification of likely causes of problematic incidents
- prevent or minimise the recurrence of problematic incidents
- identify positive solutions whilst promoting positive outcomes for students
- plan and intervene in the best interests of students and staff
- use school-based record keeping systems to inform the risk assessment and management process , i.e. Violent incident database and ICP (Appendix 2)
- ensure the involvement and participation of parents, students and relevant professionals for the best interests of individuals concerned
- improve learning and the learning environment for all and enhance life chances for students; getting it right for every child
- should include debriefing which will allow for reflection and forward planning (Appendix 3)

### **6.2 Responsive Care Planning**

Responsive Care Planning should be preventive and solution focussed and refers to the interventions and controls put in place following identification of risks. If there is a

foreseeable risk in relation to a young person then the planning process should begin. This would be in the form of an Individual Care Plan and/or Risk Assessment. (Appendix 2)

This should be carried out:

- to minimise future risks to pupils and staff
- to identify a plan of appropriate support for the pupil
- to provide a plan of appropriate support for staff
- to use the framework of GIRFEC and the child wellbeing pathway
- to provide a coordinated multi-agency response to the needs and risks identified by the individual care plan.
- to ensure the involvement and participation of parents, pupils and relevant professionals-! to ensure the best interests of individuals concerned
- to set a date for review within an appropriate timescale (level of risk dependent)
- to improve learning, and the learning environment, for all and enhance life chances for pupils; getting it right for every child

This should be carried out when there is evidence of one or more of the following:

- it is likely that a pupil's future behaviour may endanger his/her or other's safety (including a pupil due to return from exclusion)
- there is a perceived risk that a pupil may make a future malicious allegation against a member of staff
- there is a pattern of behaviour which has caused concern over an extended period
- there is a single, exceptional incident which may be repeated in the future
- a pupil cannot access a specific aspect of their learning as a result of risk-taking behaviour or Additional Support Need, e.g. in practical lessons.

An Individual Care Plan should be a working document, initially it would be written by the team around the child. It provides school staff with a simple tool to analyse behaviour and to support learning. When used appropriately it supports a proactive, collaborative, solution-focused approach which provides a structure to open up a dialogue about a difficult situation. It also provides a formal means of planning & recording interventions which can facilitate reviews and be used to inform formal record keeping e.g. Child's Plan.

After each incident there should be a debriefing meeting, this will allow for reflection and support for the staff member and the young person. The debriefing procedure is outlined in Appendix 3. This would then be reflected in the ICP.



References:

British Institute of Learning Difficulties (2014), BILD Code of Practice for minimising the use of restrictive physical interventions. Fourth Edition [www.bild.org.uk](http://www.bild.org.uk)

Equality Act (2010) UK Government  
[www.legislation.gov.uk/ukpga/2010/15](http://www.legislation.gov.uk/ukpga/2010/15)

Scottish Government (2014) Children and Young People (Scotland) Act  
[www.legislation.gov.uk/asp/2014/8/pdfs/asp\\_20140008](http://www.legislation.gov.uk/asp/2014/8/pdfs/asp_20140008)

Scottish Government (2004a & 2009) Education (Additional Support for Learning) (Scotland) Act  
Edinburgh  
[www.gov.scot/Topics/Education/Schools/welfare/ASL](http://www.gov.scot/Topics/Education/Schools/welfare/ASL)

Scottish Government (2007 c) UN Convention on The Rights of the Child  
[www.gov.scot/resource/doc/217822/0058326](http://www.gov.scot/resource/doc/217822/0058326)

Self-Evaluation Audit Tool (SEAT)

**Name of school:**                      **School manager:**

**Link Educational Psychologist:**    **Date:**

**1a) Please record all relevant school initiatives currently implemented to support and manage behaviour:**

**Consider with your EP the impact and outcomes of the initiatives implemented and further steps required:**

- 2. When was the School Relationships & Behaviour Policy updated?**
- 3. Do all staff have a copy and an awareness of the school policy and Dundee| City Council Children and Families Service Nurturing Approaches guidelines**
- 4. Do all staff have knowledge of nurturing approaches?**
- 5. Do all staff demonstrate nurturing approaches as part of their classroom practice?**
- 6. Identify any necessary practical changes that could be made to the school environment to make it more nurturing and safer:**
- 7. Identify any school rules or routines which should be changed to make the school context more nurturing and safer:**
- 8. Are there any specific practice issues which need to be addressed? e.g. curriculum differentiation, teaching & learning approaches, classroom organisation skills etc?**

Pupil Name:

Updated by whom & date:

| BEHAVIOUR OF CONCERN | MEDICAL CONSIDERATIONS (As appropriate) | BEHAVIOURAL ANTECEDENTS | STAFF RESPONSES/SUPPORT |           | CALM or OTHER INTERVENTIONS (As appropriate) | PROTOCOLS IN PLACE |
|----------------------|-----------------------------------------|-------------------------|-------------------------|-----------|----------------------------------------------|--------------------|
|                      |                                         | Triggers & Cues         | Helpful                 | Unhelpful |                                              |                    |
|                      |                                         |                         |                         |           |                                              |                    |

Care Plan **to be reviewed termly, updated when there is a change to your response or the behaviour of concern, re dated and reissued for signing by the parent/carer. Updated copy to be retained by the class team.**

Parent/Carer Signature.....

Date.....

**CALM RISK ASSESSMENT (To be used in conjunction with Care Plan)**

| BEHAVIOUR OF CONCERN | PROBABILITY (√) |        |      |
|----------------------|-----------------|--------|------|
|                      | LOW             | MEDIUM | HIGH |
|                      |                 |        |      |
|                      |                 |        |      |
| 3                    |                 |        |      |

LOW = Possible but unlikely or infrequent and potential for minor injury

MEDIUM = Likely potential for minor injury

HIGH = Likely and potential for serious or major injury e.g. fracture or multiple/serious injuries

| Techniques                         | Suitable (√) | Unsuitable (√) | Reason for unsuitability |
|------------------------------------|--------------|----------------|--------------------------|
| T1 – Basic posture                 |              |                |                          |
| T2 - Turning                       |              |                |                          |
| T3 - Guiding                       |              |                |                          |
| T4 – Comfort Hold                  |              |                |                          |
| T5 – Secure Comfort                |              |                |                          |
| T6/1 – Directing (Part1)           |              |                |                          |
| T6/1 – Directing (Part 2)          |              |                |                          |
| T9 – Figure Four                   |              |                |                          |
| T6/2 – Cross Hold                  |              |                |                          |
| T11 – Figure Four seated           |              |                |                          |
| T13 – Arm & Chest                  |              |                |                          |
| T14 – Push Escape                  |              |                |                          |
| T18 – Two Person Hold              |              |                |                          |
| T21/3 – Seated Hold                |              |                |                          |
| T10b – Figure Four Sit             |              |                |                          |
| T21/2 – Seated Hold (Parallel Arm) |              |                |                          |
| T31 – Reverse Removal              |              |                |                          |
| T32 – Leg Hold                     |              |                |                          |
| T26 – Armchair Descent             |              |                |                          |

|                       |  |  |  |
|-----------------------|--|--|--|
| T29 – Child Restraint |  |  |  |
| T28 - Side Restraint  |  |  |  |
| T15 – Wall descent    |  |  |  |

**Plan shared with (circle all that are relevant):**    **Parent/Carer**            **Class Team**            **Promoted Staff**            **P&A staff**            **NHS staff**

**SMALL HOLDS RISK ASSESSMENT (To be used in conjunction with Care Plan)**

|   | BEHAVIOUR OF CONCERN | PROBABILITY (√) |        |      |
|---|----------------------|-----------------|--------|------|
|   |                      | LOW             | MEDIUM | HIGH |
| 1 |                      |                 |        |      |
| 2 |                      |                 |        |      |
| 3 |                      |                 |        |      |
| 4 |                      |                 |        |      |
| 5 |                      |                 |        |      |

LOW = Possible but unlikely or infrequent and potential for minor injury

MEDIUM = Likely potential for minor injury

HIGH = Likely and potential for serious or major injury e.g. fracture or multiple/serious injuries

| Techniques                     | Suitable (√) | Unsuitable (√) | Reason for unsuitability |
|--------------------------------|--------------|----------------|--------------------------|
| SH1 – Infant Lift              |              |                |                          |
| SH3 – Supine Assist            |              |                |                          |
| SH4 – Prone Assist             |              |                |                          |
| SH5 – Secure Hug               |              |                |                          |
| SH6 – 2 Person Lift            |              |                |                          |
| SH7 – Armchair Descent         |              |                |                          |
| SH8 – Standing Control         |              |                |                          |
| SH9 – 2 Person Child Restraint |              |                |                          |

**Plan shared with (circle all that are relevant):**    **Parent/Carer**            **Class Team**            **Promoted Staff**            **P&A staff**            **NHS staff**

## Appendix 3

### Debriefing procedure to support staff/pupils following a challenging incident

#### Purpose of Debriefing

- to be supportive to staff and pupils
- to review the experience of the event on the pupil and the staff
- to review the part played by other people leading up to the event
- establish facts
- to help staff and pupils understand why the event happened
- what has been learned from the event , what can happen differently to help support staff and pupil
- to name and reinforce resources (internal & external)
- Plans/strategies to help support the member of staff and pupil through risk assessment and responsive care planning ( Appendix 2)

#### Staff Debriefing:

#### Process of Debriefing

Support staff member to decide whether to stay in place of incident or to withdraw



Allow time to recover



Another adult should be available for support, if appropriate or requested



#### Next Options

- Time to have some time to themselves
- To return to work once they feel able to
- To go home if they feel they can't go back to work
- To seek medical advice if it is required

The staff member could then be offered support within or outwith school  
eg Counselling Service



**Record keeping:** to include any intervention on a Violent incident Form, including use of CALM.  
Using Individual Care Plan (Appendix 2) to inform planning.



## Next Steps

- Reflect on the incident – what happened, how can we change our response/strategies?
- Identify necessary strategies/risk
- Assessment resulting from this
- Add necessary targets/information to record keeping in ICP

Questions to ask/points to consider:

Environment

Could the trigger be prevented?

Staff response

Was it an effective intervention?

What other interventions could be considered



**Ongoing evaluation of:**

- staff welfare
- organisation culture/ethos
- all recording processes in place
- all appropriate supports in place
- all services involved/consulted for advice



## For Pupil

### Immediately after incident staff should:

Support the young person to a calm environment or remove other young people to create a safe environment



Support young person to de-escalate using helpful techniques agreed in ICP

### Once calm

Investigate reasons/triggers e.g.:

- Stress
- Anger
- Misunderstanding
- Over-stimulation



If time out setting identified, clear rationale is required and agreed in ICP  
Clear plan for support must be developed and agreed with partners



Monitor student/evaluate plan



Progress next planning steps at earliest & most suitable point



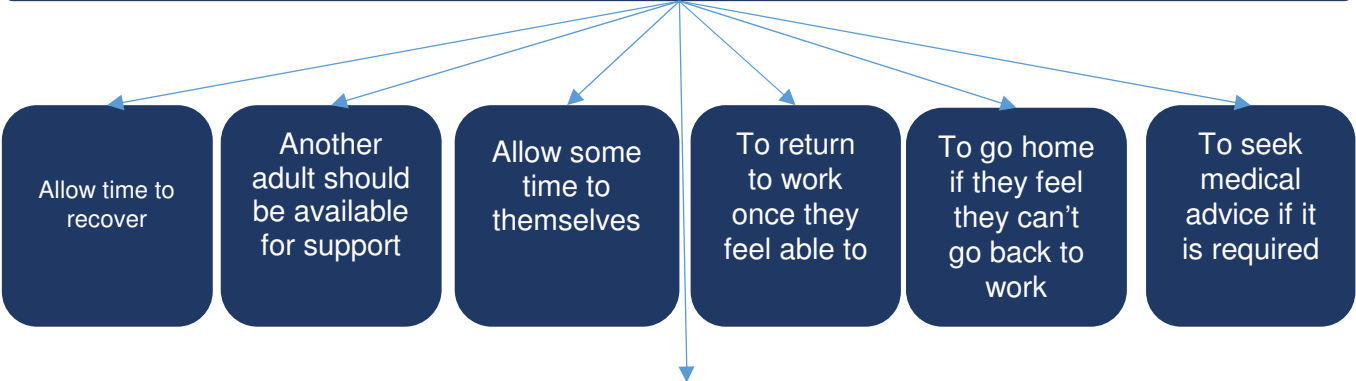
Self- Evaluation steps

- With student
- With staff team
- Partnership joint planning & review
- Ongoing consultation with Psychological Service, or other service

# STAFF DEBRIEFING PROCESS

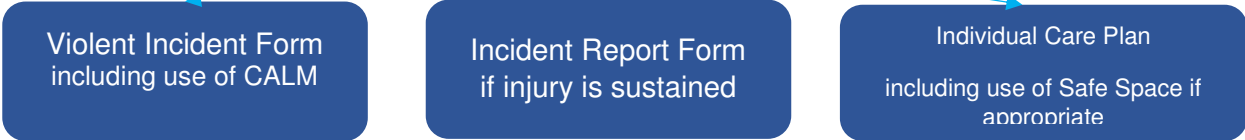
From National Approach to Dundee Parts 1 and 2

Staff member to decide whether to stay in the place of the incident or withdraw

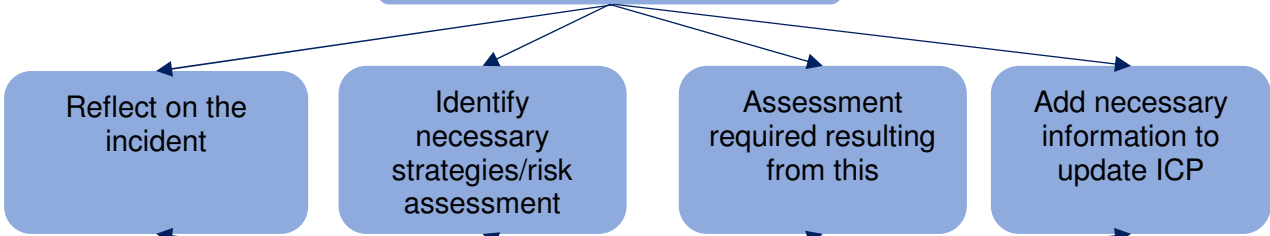


The staff member could then be offered support within or outwith school

## Record Keeping



## Next Steps



- Questions to ask/points to consider:
- Environment
  - Could the trigger be prevented?
  - Staff response
  - Was it an effective intervention?
  - What other interventions could be considered?

## Ongoing evaluation

