

## **The management of physical dysregulation which leads to harm at West Felton CofE Primary School**

Children are amazing little beings, navigating their way through a complex world and we understand, that at times, they can become dysregulated and struggle to manage their behaviour appropriately.

Physical dysregulation, including biting, scratching and kicking is distressing for all involved and must be managed carefully and consistently.

At West Felton CofE Primary School, we aim to instil a code of behaviour which reflects our values of kindness, dignity, community and aspiration:

- That we should treat each other in a **kind** manner, with kind words, kind hands and kind feet.
- That we all deserve to be treated with **dignity**; whether victim or perpetrator. All behaviour is communication.
- That as a **community**; we can raise children who can manage their own behaviour, make the right choices and know that they are supported.
- That we **aspire** to be the best versions of ourselves. That sometimes we make the wrong choices but that we can rectify them and learn from them.

Positive behaviour is recognised and rewarded; all staff are role models for our children: we model emotional regulation through our conversations and relationships with our colleagues, and in the way we speak to our children.

If a child becomes physically dysregulated, the following procedure will be followed:

### **At the time of the incident:**

1. Staff will employ our positive behaviour management strategies
2. Physical restraint/safe holding may be used to avoid further harm. Staff are trained in positive handling strategies. Parents will be informed if these strategies are necessary.

### **Immediately after the incident:**

1. Ensure that the immediate needs of those involved have been met. This may include child/staff time out, short break, fresh air etc.

### **A short time after the incident:**

1. Staff will reflect on the incident:
  - Unmet need?
  - Means of communication?
  - What was the perceived trigger?
  - What was the reaction of those involved?
  - Were de-escalation strategies employed/to what extent were these useful?
2. Ensure that an appropriate consequence is in place for when the child has recovered from the incident. This should be as immediate as possible. This might include:
  - Reflective time with a sand timer
  - Removal of an activity

- Removal from the classroom
  - Adult support to apologise e.g. a note, picture, card, verbal apology.
  - Time to debrief using supportive, restorative techniques/rebuilding of relationships/what could be done differently to avoid this incident happening again? - this may be done outside the classroom in a neutral space alongside a supportive adult.
3. The incident will be recorded factually on CPOMS before 7pm on the day of the incident with photographs if necessary.
  4. Parents of the those involved will be informed that day, either at pick-up or via telephone conversation. An email is acceptable if neither of these are possible.

**Repeated physical dysregulation:**

Repeated physical dysregulation suggests that there may be an unmet need which must be explored.

We advocate co-regulation as the driver to modifying behaviour and we know that consequences alone will not help children to modify their behaviour moving forward.

Each case will be judged individually, but as a guide:

Initial physical incidents causing harm to others	Ongoing physical incidents causing harms to others	Persistent physical incidents causing harm to others
Parents will be invited to attend a meeting with the class teacher.	Parents will be invited to attend a meeting with the class teacher, SENCO and/or headteacher. A behaviour plan will be put in place, incorporating ABC, & with the focus on building self-esteem, emotional wellbeing & self-management of regulation.	Parents will be requested to attend a Pupil Planning Meeting. These meetings are led by Shropshire Council for pupils who are at risk of exclusion.

We have people in school who can help, such as our Special Educational Needs Co-ordinator (SENCO), Mrs. Creaser and our Emotional Support Advisor, Mrs. Morris.

We have people outside school, who we can refer to including the Mental health Support Team (MHST) and Early Help.

*Physical dysregulation can be successfully managed when we all work together. We understand that it is equally distressing for parents and carers as it is for pupils and staff.*

*Open and honest communication is the key to success and we strive for the best outcomes for all pupils.*

Written by Mrs. Hughes Autumn 2023

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