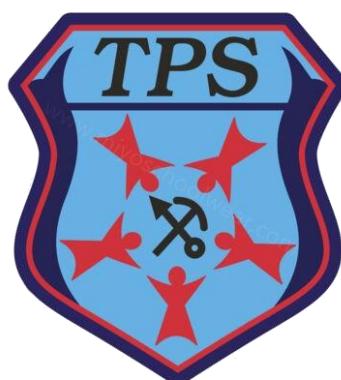


Tannochside Primary School



De-escalation Policy

24-25



Rationale

The purpose of this de-escalation policy is to provide staff, parents and pupils with a clear and consistent approach to de-escalating dysregulated behaviour and supporting our pupils in managing their emotions when dysregulated behaviour arises. This approach ensures that all pupils are treated with dignity and respect while fostering a safe, supportive, and inclusive environment.

This policy applies to all Tannochside Primary School staff, who may encounter dysregulated behaviour from pupils in the classroom, areas within the school or out with the school setting.

De-escalation strategies within our school is the process of reducing the intensity of dysregulated behaviour in pupils. It involves calming high intensity interactions to prevent escalation into aggression or violence, often utilising communication strategies, behavioural techniques, and social clues. This is to help promote understanding and co-operation among all parties involved. The aim of this is to diffuse tension and encourage peaceful solutions to dysregulated behaviour.

Principles of De-escalation

At Tannochside Primary our approach to de-escalating dysregulated behaviour is based on the following principles:

- **Safety:** ensuring the safety of all pupils and staff is paramount. Techniques are used with the aim to prevent harm to pupils and staff and maintain a calm, safe environment.
- **Respect and Empathy:** all interactions with pupils should be grounded in respect, empathy and understanding. Dysregulated behaviour is a form of communication.
- **Clear Communication:** Calm, clear communication is key to preventing and resolving dysregulated behaviour. We will speak calmly and in a way that pupils can understand.
- **Consistency:** Staff will respond consistently to dysregulated behaviours to help pupils understand expectation and feel secure.
- **Positive Reinforcement:** in Tannochside Primary, we aim to encourage positive behaviour and emotional resilience. We embody this through our school vision, values and aims, supported by our Promoting Positive Behaviour and Relationships Policy and the 6 Principles of Nurture.



De-escalation Strategies

When responding to dysregulated behaviour, staff should use de-escalation strategies that are age appropriate and mindful of individual pupil's needs and circumstances.

- Remain calm: stay calm. Try to avoid raising your voice or becoming visibly upset.
- Use non-threatening body language: maintain open posture and avoid gestures that may be received as threatening.
- Give space: allow the pupil some physical space to help them calm down. Sometimes stepping back can help.
- Voice: use a calm, neutral and steady tone. Avoid shouting or becoming frustrated.
- Offer choices: give the pupil choices to regain a sense of control
- Language: use clear, simple language. Speak clearly, in short sentences that are easy for the pupil to understand.
- Empathy: show understanding of the child's feelings, even if the dysregulated behaviour is not acceptable.
- Dynamic Risk Assessment: Staff member leading de-escalation will do a dynamic risk assessment of situation and will either:
 - a) Remove child from situation: if necessary, help the child move to a quieter space where they can calm down/ This will be done calmly and with reassurance.
 - b) Remove other pupils: where it is not possible to remove the pupil from the situation, other pupils would be removed from the area.
- Calm environment: minimise distractions and noise in the environment.

If the dysregulated behaviour continues to escalate or becomes unsafe, staff should seek additional support from:

- Senior Leadership Team: HT, DHT, PT
- Parent/Carer would be called to the school
- Police: in exceptional circumstances.
- External Agencies: if the behaviour persists, external professionals such as education psychologists or social workers may be involved.

Post Incident Reflection

After the dysregulated behaviour has de-escalated, it is important to:

- Ensure the pupil is safe: check that the child is feeling safe and calm. Provide reassurance and comfort if needed.
- Ensure staff are safe: check that staff involved are safe. Provide reassurance and comfort if needed.
- Wellbeing check-in: a wellbeing check-in with other pupils affected.
- Discuss with pupil: At an appropriate time, talk to the pupil about what happened. Encourage the pupil to reflect on their feelings and how they could handle similar situations differently in the future.
- Record incident: document the incident, including the strategies used, the pupil's response and any follow-up actions taken. This helps identify patterns and informs future interventions.
- Education and Families: where necessary, report incident to school Education and Families Manager.
- Implement NLC procedures

This policy will be reviewed annually, or sooner if necessary to ensure its effectiveness.

This policy should be used in conjunction with the following school policies:

- Promoting Positive Behaviour and Relationships Policy
- Anti-Bullying Policy
- Child Protection. Safeguarding Policy.