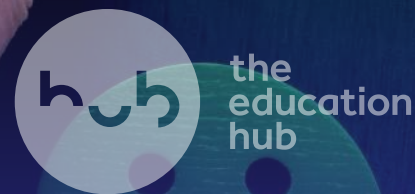


Sample safety or de-escalation plan



School resources

Name:		Room:	
Date:		Year:	

Narrative:

X is a 10-year-old boy who has been diagnosed with autism. He is generally quite placid and happy, although in some social situations he can become very agitated. This is particularly evident when working with particular students and while playing small group games.

Strengths and interests:

Klikko and LEGO
Minecraft
Decodable texts
Card games
Has started enjoying playing bob tag outside

Goal: Manage emotions to keep himself, teacher, and peers safe

Nature of potential risk:

If teacher intervention is not effective and timely, X's behaviour can escalate to a point where he can become physical with others. This can also include tipping over classroom furniture and throwing objects.

Triggers/antecedents:

Particular peers (see class teacher, LSC/SLT).
While playing games in break times (e.g. Exploding Kittens) Feels like others may be cheating. He also finds it hard to lose at times.
During writing time in class.
Transitions to other spaces at school.

Prevention strategies:

Strategic grouping & people, and things to play with during breaks.
Explicit teaching/reminder of rules prior to starting game, preparing him to cope with game outcomes.
Visual timetable, when and then, support from LSA, scaffolding with high interest pictures and graphic organisers.
Identify and validate feelings when moving to other spaces. Gather X's voice around what would support him. Potential ideas – take a squish toy, wear headphones, and pre-empt with visual timetable.

Emotional & engagement level:	Signs and symptoms of emotional state:	Staff response:
X is in a calm space and is ready to engage with learning	Engagement, smiling, laughing, and talks animatedly	<p>Goal: to maintain regulation through connection, curriculum adaptation, and realistic expectations.</p> <ul style="list-style-type: none"> • Predictable routine and boundaries • Clear, short instructions and then allowing time for compliance • Structure and consistency • Firm, fair expectations • Positive recognition for appropriate behaviours • Break down task or request into small manageable steps and give time frame to check back in • Give him agency by offering choice between activities • Notice and respond to how he is • Acknowledge his state, e.g. needing to rest if tired • Using visual feeling cards + supporting strategies
X appears agitated, heightened stressed, withdrawn or frustrated	<p>Change of behaviour:</p> <p>Body language changes</p> <p>Facial expressions show anger/ disappointment</p> <p>Less tolerant</p> <p>Eyeing the people he is unhappy with</p> <p>Physically gets up and moves around, may start to pick things up</p>	<p>Goal: to return X to a ready-to-learn state as quickly as possible</p> <p>Even if behaviour is inappropriate, ensure an even, calm tone and avoid threats of consequences.</p> <ul style="list-style-type: none"> • Check for physiological needs ('Let's grab a drink of water/some food') • Lower demands and questions <p>Active listening:</p> <ul style="list-style-type: none"> • Check in using feeling cards • If not engaging in conversation, repeat the emotion e.g. I can see you are feeling.... <p>Offer a break/use of a break card:</p> <ul style="list-style-type: none"> • Suggest a drink or snack • Take a walk outside (with an LSA) • Retreat to his safe space just outside the classroom in the breakout space (large table) <p>Offer an alternative:</p> <ul style="list-style-type: none"> • Work with a preferred peer • Differentiate task or environment <p>Give space and time:</p> <ul style="list-style-type: none"> • Gentle reminder of task at hand • Remove audience or trigger • Suggest an alternative task/learning environment: 'I notice you don't seem to be enjoying this, shall we'

Emotional & engagement level:	Signs and symptoms of emotional state:	Staff response:
X will have verbal and/or physical aggression towards others or property	Increasing challenge/controlling: Tipping over furniture Throwing objects around the room	Goal: Think de-escalation and safety <ul style="list-style-type: none"> • Keep interactions and communications to a minimum • Reduce direct proximity and audience (remove children from the class) • Give choice/redirect to alternative space (Build using klikko or watch the fish in Principal's office) • Keep calm and notify SLT immediately (send a runner with a red card) • Offer an out or a calm space (Principal's office to mindfully watch fish) if appropriate and responsive • Allow space and time to calm (Keep a distance but ensure visibility) Fresh face: <ul style="list-style-type: none"> • If not engaging with you, request support from a known/ trusted adult (LSA, Principal)
Out of control	Loss of physical and emotional control: Grabbing people around the legs and/or waist Pinning people down Running out of the class and into the playground	Goal: Safety and de-escalation: Ensure you are calm and using your own strategies to slow down/regulate (breath out for longer, drop your shoulders) Reduce direct proximity and audience (remove children from the class) <ul style="list-style-type: none"> • Give space around X (allow release of energy) • Refrain from checking-in/talking with him at all at this stage • One key adult managing the situation, a second adult to keep safe eyes from a distance • Tag-out with other 'safe-eyes' adult if necessary
Calming down	Regaining control/ more verbal: Time away from the classroom with minimal sensory input – quiet, activity of his choice	Goal: to increase regulation through distraction, relational connection, low demands, and realistic expectations. <ul style="list-style-type: none"> • Not the time to rehash a prior event and have a restorative conversation • Focus on the present and X's re-establishment of emotional regulation
School procedure following a major Incident	Etab the incident – SLT will get this notification Depending on the severity X's mum will be called (ie., physical incident involving furniture or people) Having an SLT member check in and acknowledge the incident and reaffirm support is appreciated.	

Click [here](#) to access a blank template to use in your own setting.