

**Stretch Aim: To enable a child with Additional Support Needs presenting with distressed behaviour to have an incident free day to ensure his personal safety and wellbeing as well as that of his staff and classmates.**

AIM 1: By 01<sup>st</sup> October 2018, the number of Health & Safety (HS1) forms submitted in relation to pupil A to reduce to nil (Baseline: 13 in 1 week).

Aim 2: By 19<sup>th</sup> December 2018, pupil A to have no more than 2 distressed behaviours in a day (Baseline: 5 daily).

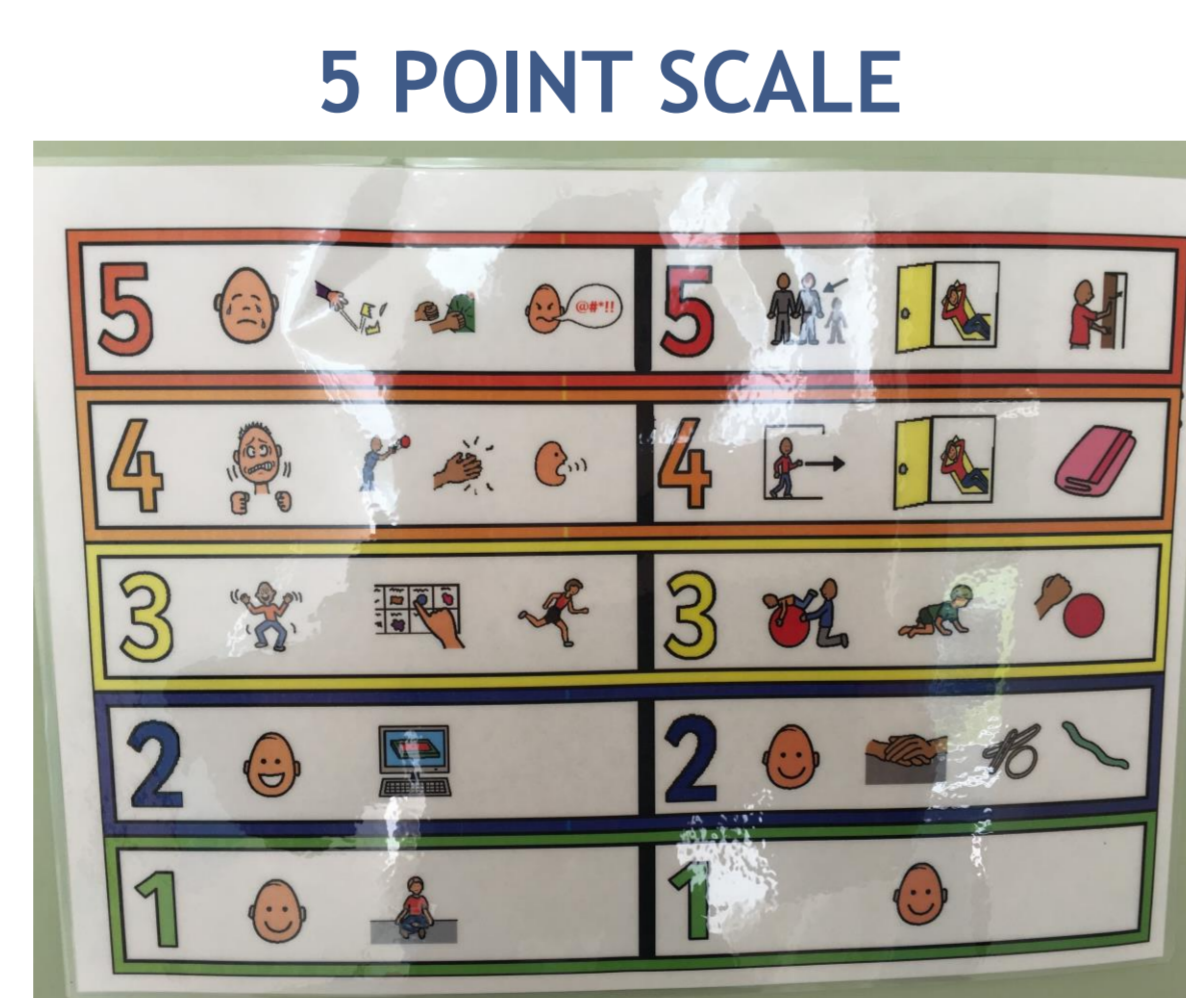
Aim 3: By 19<sup>th</sup> December 2018, pupil A to reduce the time taken to settle following an outburst from 20 minutes (baseline) to under 5 minutes.

## Method

Held multiagency planning meeting for child. Used Cause & Effect Diagram (Fishbone) to identify, explore and graphically display all the possible causes relating to the pupil's distressed behaviours to discover the root causes. This process provided the opportunity to explore feelings, attitudes and values. It refocused our commitment to 'Get it Right' for this child.

## Process Change

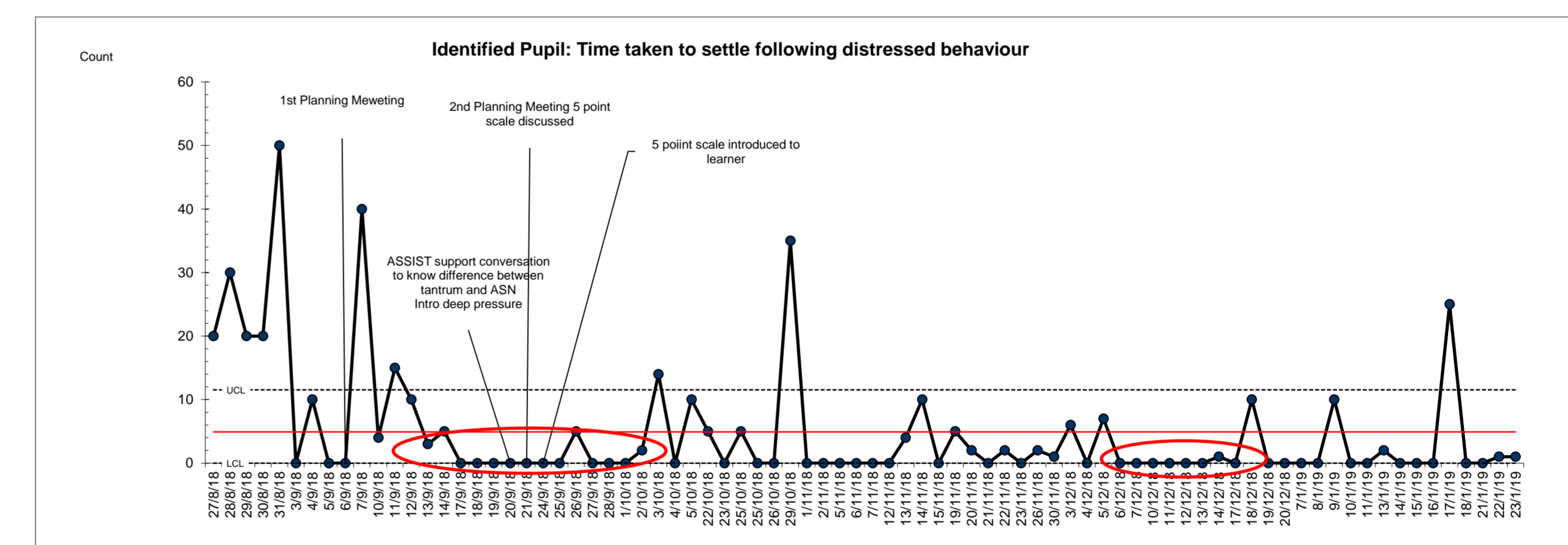
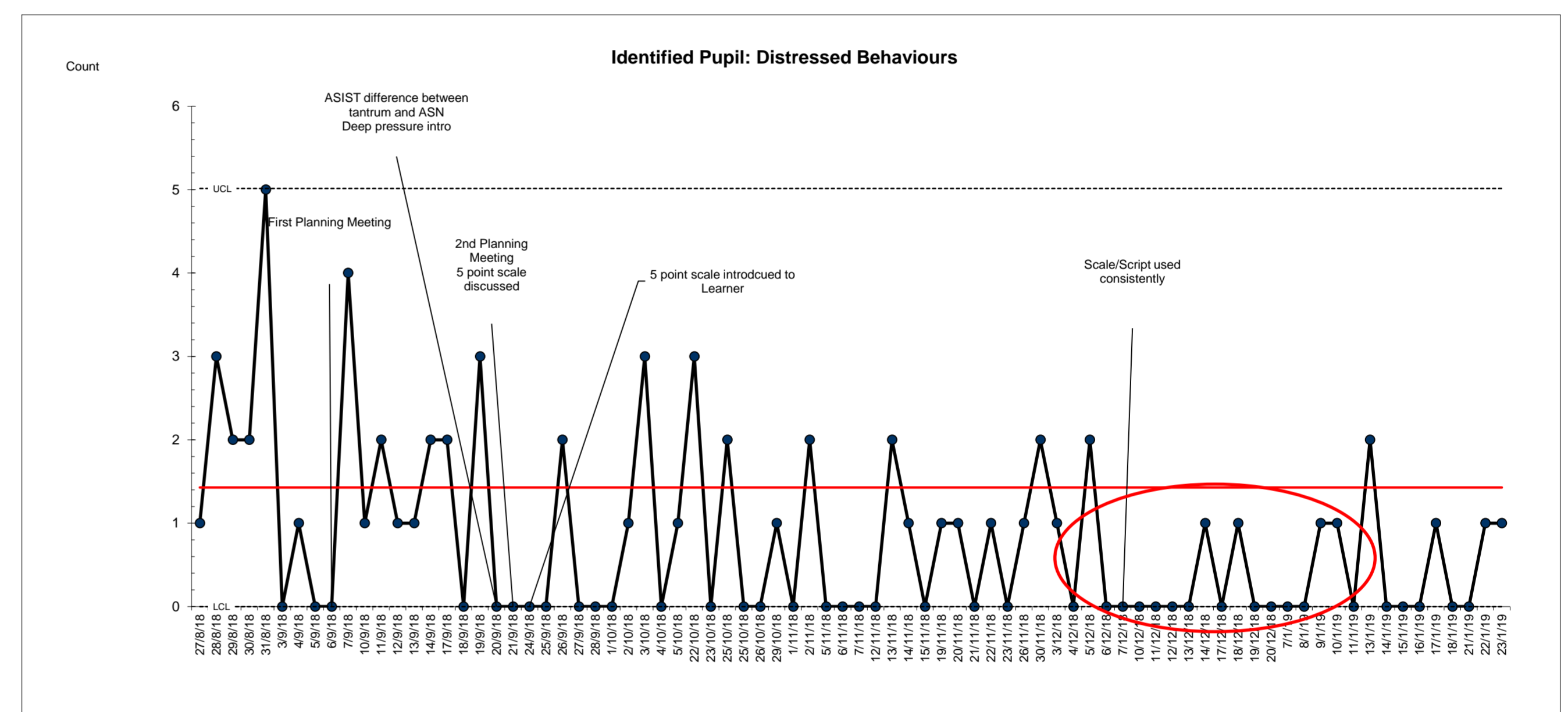
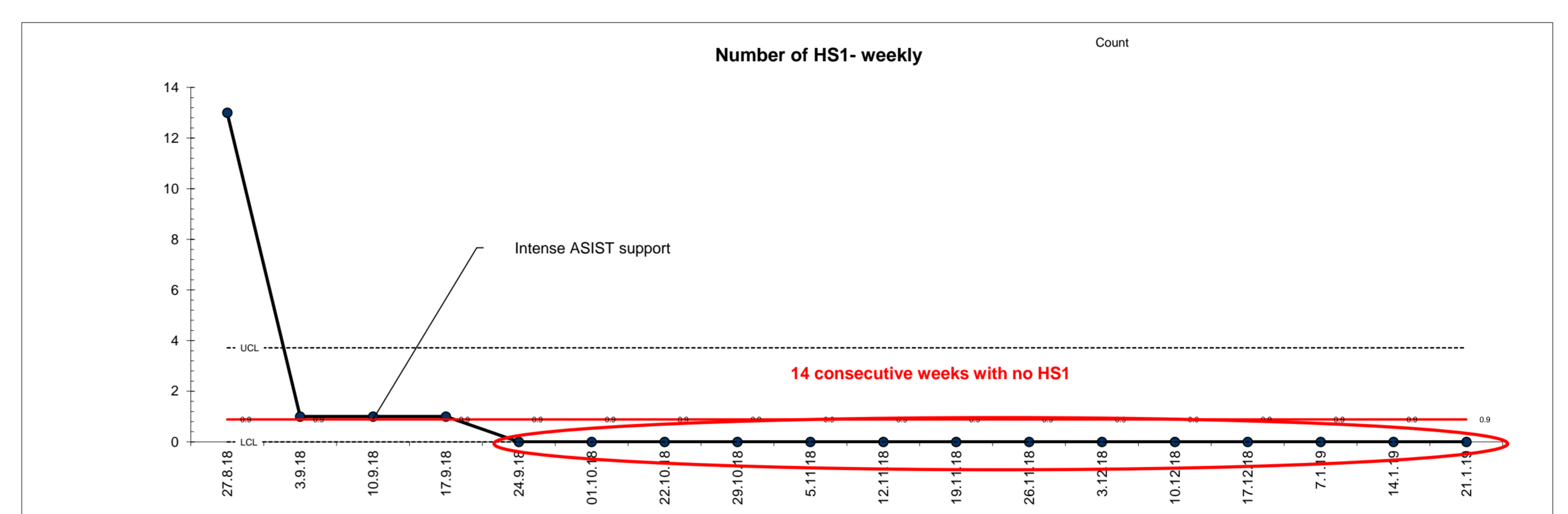
- Multiagency planning meeting placing the child at the centre.
- Using QI Tools to unpack the root causes and delve below symptom level issues.
- A systematic approach to improvement where we agreed aims, measures and tested change ideas.
- ASIST (Autism Spectrum Information & Support Team) providing short intensive input. This consisted of six 1 hour support visits over a 2 week period).
- Upskilling staff on the difference between tantrum and Additional Support Needs.
- Introduction to staff on usefulness of deep pressure technique.
- Devised and introduced 5 point scale to support pupil to self regulate.
- Provided child with a plan to support with routine.
- Devised and introduced a script for all staff to use consistently.



## Achievements

- In school everyday from being a non attender 2016/17: 45%, 2017/18: 34.6%, **2018/19: 95% attendance in school.**
- A happy, settled little boy who is learning in school.
- No HS1 forms submitted since 24<sup>th</sup> September 2018.
- Significant reduction in pupil A's distressed behaviours to consistently less than 1 daily.
- Significant reduction in the time take to settle for pupil A following distressed outbursts to consistently under 5 minutes.

## Results



## Conclusions

Intensive support from ASIST over a short period of time provided staff with the knowledge and confidence to turn it around and 'Get it Right' for this child.

Introduction of scale and script led to fewer negative behaviours and supported the child to self regulate their behaviour.

Having the ASIST practitioner in turned things around for us. We wanted to get it right for pupil A but we didn't fully know how to. She gave us not only the tools and strategies but also the confidence. Now that we have these strategies in place we have been able to take pupil A learning forward and we are seeing a little boy, happy, settled and learning in school (Class Teacher).

ASIST practitioner gave me the confidence to trust myself and my practice to make positive changes for pupil A. She supported us when we were all feeling low and she felt like she was part of our team rather than a visitor stopping by. The understanding she gave us for pupil A behaviours then strategies were invaluable. Some strategies I modified and ASIST practitioner was so supportive and positive saying we also had the experience and skills to make positive changes (PSA).

What do you think of school? "Great"  
 What do you like at school? "PC, Scratch, Chill Time"  
 Anything you don't like? "Doing work"  
 (Pupil A)