




for SEND
School DSLs

Share challenges, solutions and
good practice related to
safeguarding children with SEND

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SEND DSL Forum

Meeting each half term, this forum is for any DSL who works with SEND pupils either in specialist or mainstream education provision. It offers an opportunity for DSLs to come together, discuss challenges relating to safeguarding children with SEND, share good practice and solutions and to offer peer support.

Each meeting of the SEND DSL Forum will have a theme, so that colleagues can decide if they wish to attend or not.


And the best bit? It's completely free!

[Book now >](#)



Next Forum dates:
Thursday 7th March
Wednesday 1st May

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SEND Forum

1. Masturbation & Sexualised Behaviour
2. Personal & Intimate Care
3. Online Safety
4. Child on Child abuse

<https://sendforum.lgfl.net>

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What is Self-Injurious Behaviour (SIB)?



Self-injurious behaviour refers to behaviour that causes physical harm, which may include bruising, wounding and bleeding.

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Examples



14 year old pre-verbal young man with Autism is head banging with high intensity against walls in the classroom

12 year old female is picking off her fingernails and skin around fingers throughout the day at school and at home

6 year old pupil is picking up (inedible) objects around school and eating them

10 year old pupil is biting her forearms periodically during the school day.

Other examples:

- Pinching skin
- Hitting self
- Making self sick
- Poking eyes
- Biting self
- Pulling out hair
- Eating inedible objects *

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Group discussion



In your group, either choose one of the prepared scenarios or feel free to share a real-life scenario from your experiences, and answer the following:

1. What could be the function of the behaviour?
2. What would you do?
3. What might you not do?

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Collation of responses



Strategies to support/reduce pupils displaying SIB

- Give space
- Unpick and understand the behaviour so know how best to respond
- Triggers can be brought into school from home/transport
- Find someone who the pupil has a relationship with
- Mechanical intervention – helmet, arm guards, gloves, cushions – but consider if anything becomes a restrictive intervention and the implications of this
- Consistent team approach from team
- Think very carefully and seek advice about using any physical intervention as can put self and others at risk of harm – Physical intervention must only be used when necessary, proportionate and appropriate i.e. if risk of significant harm to self or others
- Professional advice from OT, Ed Psych, Paed, GP
- Sharing knowledge between staff and other professionals
- Good record keeping and reviewing very regularly to help understand SIB
- Sensory toys, putty, things to distract and fiddle with
- Is your school's approach and desired practice principles captured in your pupil Behaviour Policy?
- Use one page profiles, care plans and risk assessments to help with consistency

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Potential Causes of SIB

PHYSIOLOGICAL	SOCIAL
<ul style="list-style-type: none"> • Pain • Seizures • Arousal • Sensory – hyper/hypo stimulated 	<ul style="list-style-type: none"> • Communication - frustration • Seek attention • Boredom • Obtain tangibles – food, water, toys, • Avoidance/escape

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Functional analysis <ul style="list-style-type: none"> • Explore with parents etc • Is the SIB related to a specific time/place/activity/person/smell etc? or generalised? 	Positive Behaviour Support e.g. reframing behaviour, not punishing, seeing behaviour as a symptom of something else	How to meet unmet needs?	Child centred
Teaching ways to communicate – signing, symbols, verbally	Offering sensory input – massage, sensory activities throughout the day	Coping strategies – relaxation, breathing techniques, stress toys, removal from environment, ear defenders, weighted garments etc..	Consistent response
Risk assessment <ul style="list-style-type: none"> • Avoid • Minimise • Reduce harm 	Protective devices	Physical intervention??	External advice
Support for staff who witness SIB		Support for other children who witness SIB	How to respond

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Links



- Challenging Behaviour Foundation fact sheet:
<https://www.challengingbehaviour.org.uk/wp-content/uploads/2021/02/006-Self-injurious-behaviour.pdf>
- NAS info: <https://www.autism.org.uk/advice-and-guidance/topics/behaviour/self-injurious-behaviour/all-audiences>

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Keep in touch



Social Media: @lgflsafeguarded
Newsletter: safenewsletter.lgfl.net
Main portal: safeguarding.lgfl.net
SEND Forum site: sendforum.lgfl.net
Resources: saferesources.lgfl.net
Training: safetraining.lgfl.net
Email: safeguarding@lgfl.net
 (Mark, Mubina and Alex)



AUP in symbols for pupils with SEND (Updated for Sept 2023)



Josh & Sue animation for pupils with learning difficulties on staying safe online



Poster: Neglect and disabled children



STAR SEND Toolkit



Anti-Bullying Alliance SEND guidance page



Know it All for SEND



Supporting children with SEND when talking online



Online Safety Guidance for Adults and Young People with Learning Disabilities



Relationships, the Internet and you booklet for 11-16s with SEND

<https://sendsafe.lgfl.net>

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