

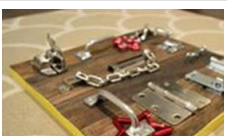
## Keeping safe

For some children keeping themselves safe can prove very difficult. This could be for any number of reasons such as: enjoying the feeling of risk taking, not being aware of or demonstrating understanding of dangers, having no previous experience of danger or risk in order to learn from it.



Environmental concerns - *Pulling at wires, fiddling with computers, turning light switches on and off, entrances and exits, climbing/scaling behaviours*

- ✓ Red cross/ card/ 'No entry' or 'STOP' sign visuals to be placed /used on items and areas where potential climbing occurs e.g. worktops/cupboards to indicate danger or onto objects that can't be accessed at particular times and/or those which represent possible danger e.g. *light switches, electrical sockets*
- ✓ Use 'stop' as 'No' can sometimes be a trigger in itself for children
- ✓ Try the element of distraction and re-direction - Busy style boards with lots to explore and keep fingers busy, could include use of buttons, switches, locks as safe alternative to unsafe behaviours or self-interests within rooms
- ✓ Provide alternative/ safe forms and opportunities to climb in supervised environments (outside equipment, climbing cubes)
- ✓ Provide a mixture of sensory input
- ✓ Extra vigilance may be needed for some children around the entry and exit points
- ✓ Ensure staff have eyes on the child, know where they are within the setting
- ✓ Higher door handles may need to be fitted in some cases



### KEY PRINCIPLES:

Careful/additional adult supervision within the environment may be needed for some children

An individual Risk Assessment may need to be in place listing potential dangers/ safety concerns and the measures required to minimise the identified risks

Choose which behaviours to respond to making safety a priority

All staff will need to be firm and consistent in dealing with incidents/dangers

Adults to agree/ use the same words, phrase/ actions when they stop a child from engaging in unsafe behaviours to avoid confusion



### Mouthing/ eating inedible items

- ✓ Teaching of what is OK, what is not OK to put in the mouth
- ✓ Suitable chewing substitutes can be found by searching for 'chewelry' [Chew buddy/ extra tough chew buddy](#)
- ✓ Ensure 'Chew buddy' is available and accessible
- ✓ Verbal/ visual reminders given for not putting objects in mouth

For further information, see: **'How to support and manage children who eat/mouth inedible items (PICA)' (Useful Tips)**

**Links to EYFS:** Personal Social & Emotional Development, Communication & Language,

**SEND Code of Practice:** Social Emotional & Mental Health, Communication & Interaction, Cognition & Learning, Sensory and/or Physical