

# **RIVERSIDE SCHOOL**



## **Regulation Support Policy**

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – HEADTEACHER

May 2023

## **Introduction**

The school's 'Regulation Support Policy' has been updated in line with the school's Pursuit of Happiness agenda. All school staff have ownership of and are fully committed to the policy and the policy will be reviewed regularly, and at least once annually. In order for the school to be able to support each pupils' regulation needs successfully, we have a robust and profoundly personalized regulation support policy in place.

Please see page 20 for the Legal Framework.

## **Ethos and Rationale**

We are a school where every pupil is truly valued for who they are; a school that gives every pupil the opportunity to 'Be All That They Can Be' and we keep our core values at the heart of everything we do:

*Aspiration Resilience Creativity Humility Integrity Trust Enthusiasm Courage Teamwork*

We recognise that language is powerful. As a school we use consistent and intentional language, which is dignified, respectful and purposeful. Therefore, throughout our policy and when our staff are supporting or discussing our pupils, the terminology we use when referring to pupil wellbeing is '**regulation**' and '**dysregulation**', as opposed to 'challenging behavior'. This language may be used in reference to both emotional regulation and sensory regulation needs. Further to this, we use the language '**physical support**', rather than 'restrictive physical intervention' (RPI). This reinforces the fact that our staff's primary aim is always to act in a supportive and reassuring way towards our pupils.

The school's policies place a high emphasis on positive wellbeing support. We recognise that our pupils' wellbeing and their social development is key to their successful participation in the community and the quality of their lives. We must therefore, ensure that our pupil's personalised curriculums reflects this.

We recognise that successful pupil wellbeing support is dependent upon staff understanding that all dysregulation is a form of social communication or may be a result of an unmet sensory need. As such, it should be responded to accordingly. All staff should demonstrate a commitment to 'Our ARCHITECT Guide to Supporting Pupils' Happiness, Wellbeing and Regulation'. This combined with our commitment to establish supportive, trusting relationships with pupils and their families. This allows us to work together to positively and consistently support or pupils' regulation needs.

Pupil dysregulation should always be managed with sensitivity and professionalism, ensuring the language used when discussing, supporting or reflecting on our pupils' regulation reflects our policy. All staff will constantly examine and reflect upon their own values, attitudes and interactions, to ensure the wellbeing support they are giving pupils is in line with our school values and policies. Staff are actively encouraged to be reflective about their own practice and ask themselves 'how would I like someone to support this pupil if they were my own child or loved one?'

All staff supporting an individual pupil or class will be familiar with the clear guidelines and strategies included within that individual pupil's 'Happiness Passport' and ensure these are

followed, discussed and updated as needed. These are holistic, working documents and are quality assured by Line Leaders and discussed and shared with families.

Regular, high quality in-service training supports staff to achieve a better understanding of pupil wellbeing, raises awareness and draws attention to recent legislation, research, relevant literature and successful practices related to wellbeing support.

### **Staff induction, development and support**

All new staff will be inducted clearly into the school's regulation culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable regulation to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's regulation, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading regulation or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs regularly and no less than annually, and in response to any serious or persistent regulation issues impacting on other pupils significantly.

### **Defining and understanding dysregulation**

At Riverside School we understand dysregulation to be actions that:

- Can prevent pupils' participation in appropriate educational activities or their personalised curriculum.
- Can be a barrier to their learning.
- Can isolate a pupil from their peers.
- Can affect the learning and wellbeing of those around the pupil.
- Can reduce opportunities for the pupil's involvement in the community.
- Can place the pupil and/or those around at risk or in physical danger.
- Can make the possibilities for future placement difficult.

*(Adapted from Royal College of Psychiatrists, British Psychological Society, Royal College of Speech and Language Therapists, (2007), Challenging behaviour – a unified approach.)*

We recognise and reinforce that it is ***the pupil's dysregulation that can be complicated to support and never the pupil***. We strive to always ask first, is there something we can change in our approach, response, support, before asking for or seeking a change in the pupil.

We acknowledge that ***all dysregulation is a form of communication*** and emphasise that it is the responsibility of school staff to seek to understand the function or the 'why' behind any dysregulation presented by a pupil (Ofsted, 2021.) We recognise that dysregulation may have many causes and these may not always be clear to us. However ***there is always a function***

**and reason.** We recognise that these functions could include:

- An organic or physical basis- The pupil is communicating that they are feeling unwell or are in physical pain or discomfort. It is particularly important to consider the positioning of our pupils who have physical needs when they are experiencing dysregulation.
- A sensory imbalance- The pupil is trying to communicate that they are experiencing sensory overstimulation or sensory under stimulation.
- A difficulty communicating- The pupil is finding it difficult to communicate what they want/need/ how they feel or they are finding it difficult to understand what you are trying to communicate to them.
- A difficulty around transitional times- The pupil is finding the process of changing from engaging with one activity/item/place to another difficult.
- A difficulty understanding or accepting that an wanted item/activity is 'not available'- The pupil is finding it difficult to accept that a wanted item or activity is 'not available' when they have requested it.
- Trigger; a learned response or coping mechanism- resulting from a previous experience.
- Escape or avoidance- from a demand, situation or environment the pupil finds difficult, a 'fight or flight' response.
- To obtain something tangible- an object or activity they would like.
- To gain the attention of others- to be noticed or acknowledged.

## **Aims**

- At Riverside School, we aim to:
- Ensure a personalised, meaningful and appropriate curriculum is in place for every pupil- one that is truly irresistible.
- Create a physical and emotional environment in which all pupils and staff feel safe and secure.
- Consider and respect our pupils' dignity, rights and voice at all times.
- Use consistent and intentional language when referring to pupil wellbeing, which is respectful and purposeful.
- Focus on de-escalation and proactive, positive strategies, rather than reactive responses wherever possible.
- Use supportive strategies that meet individual needs through pupils personalised 'Happiness Passports'.
- Ensure high expectations are positively maintained for all pupils- believing that our pupils can succeed in whatever they do and offering them the tools to do this.
- Develop pupils' strategies to identify, cope with and regulate their emotions- striving to support and develop self-regulation wherever possible.
- Support pupils to be as independent as possible.
- Support and develop pupils' self-esteem, self-awareness and self-worth.
- Ensure there are robust systems and procedures to support staff in responding to pupil dysregulation.
- To record, analyse and look for patterns in pupil dysregulation, in order to offer the best support.

- Put our relationships with pupils and families at the heart of all we do, providing open, honest and respectful communication.
- To engage in effective multi-agency working, in order to achieve the best outcomes for pupils.

***In addition, Riverside School sets out to maintain best practice by:***

- Regularly updating and reviewing pupil 'Happiness Passports', ensuring any changes are shared with all staff supporting that pupil and agreed with families.
- Always aiming to identify underlying causes of dysregulation.
- Offering regular staff training, to develop a whole school approach to supporting dysregulation.
- Engaging in productive multi-agency working, in order to gain a full overview of a child's situation and establish a co-ordinated approach to providing the most effective support.

**Mutual- Regulation and Self-Regulation**

*At Riverside School we look at regulation in terms of 'self-regulation' and 'mutual-regulation'. We define these as:*

**Self-regulation:** A pupil's ability to adjust and manage their energy level, emotions and attention in response to what is happening around them. We recognise the processes involved in self-regulation to include both sensory regulation and emotional regulation. Examples may include: bouncing on a physio ball, asking for an alternative space or walk using preferred method of communication, independently using a fiddle toy and taking deep breaths.

**Mutual-regulation:** A supporting adult providing assistance to support a pupil in regulating their arousal, energy levels and emotions. Examples may include: deep pressure massage, direction to an alternative calming space, direction to visual supports, the reading of social stories, speaking to an ELSA or other relevant professionals and as a last resort and only to maintain the safety of the pupil or those around them, physical support.

We recognise that some pupils will be able to self-regulate and others will rely on supporting adults to help them regulate their emotions. The long term goal for all of our pupils is to have strategies in place in order to self-regulate. However, we recognise that for pupils working at earlier cognitive levels or those who struggle with their regulation, progression within this area may look like pupil's developing independence within 'mutual-regulation', for example placing a supporting adults hand on their shoulder to indicate they would like deep pressure or responding to a visual support to make a choice.

**Positive regulation support:**  
**Environment**

*At Riverside School we are aware that many factors can affect pupil wellbeing and we carefully consider the role of the environment in supporting pupil regulation. We carefully consider the physical environment in our classrooms, around the school and our outside spaces and how*

*they can support pupil wellbeing.*

At Riverside School we adapt our surroundings to positively support regulation. When pupils at Riverside are grouped into classes their academic, communication, physical, sensory and regulation needs are carefully considered and this allows the staff to adapt the classroom environment to meet their pupil's needs.

We know that our pupils are very aware of and are responsive to their environment and pupil's sensory processing needs are considered at all times. For the pupils who need it, we will provide enough space within the classroom to allow for movement breaks or sensory circuits in order to support regulation, as needed throughout the day.

*In addition to physical environment, we also recognise the importance of creating an emotional environment where pupils feel secure. In order to ensure this we aim to:*

- **Build positive, trusting relationships:** use body language, tone of voice and eye contact to make pupils feel valued, secure and heard.
- **Be responsive to pupils' individual needs:** ensure all staff working with a pupil are aware of their context- home environment, past experiences, motivators and relationships.
- **Teach regulation skills:** give pupils strategies to recognise, express and regulate their emotions at a level that is appropriate to the level they are working at.
- **Be predictable:** establish clear expectations and ensure all supporting adults uphold and follow through with these. We are aware our pupils need consistent routines and boundaries in order to feel safe and secure.
- **Celebrate diversity and create sense of belonging:** Encourage pupils to express themselves. Encourage families to share what is important to them and ensure we recognise and celebrate this within the school environment.

At Riverside school we strive to ensure that all pupils have appropriate visual and communication supports in place. This should be meaningful and personalised to each individual pupil and consider their level of understanding and preferred communication methods. Appropriate communication supports should allow pupils to effectively use communication for a range of purposes, for example expressing what they would like, what they need, to ask and answer questions, to make comments and express their thoughts and feelings.

A visual timetable which reflects the needs of pupils will also be on display in every classroom. This may consist of photographs, objects of reference or symbols- or a combination of these. All transitional times are supported by transitional supports personalised to our pupils, these could include: songs of reference, objects of reference and photographs. We recognise that at times changes to the structure or sequences of the day are unavoidable, however we endeavor to prepare pupils for change as far in advance as possible.

We acknowledge that there may be times when pupils require access to a space away from

the classroom when they are finding regulating their emotions a challenge. Our 'Oasis', 'Peaceful Pod', 'Safe Space' and 'Proactive Room' are spaces where pupils can spend some time away from any outside distractions in a safe, quiet and calm environment either alone or with a chosen and trusted adult. It can be requested by a pupil or where appropriate, directed by an adult. The use of the 'Oasis', 'Peaceful Pod', 'Safe Space' or 'Proactive Room' for particular pupils is carefully considered in conjunction with families and is reflected in a pupil's Happiness Passport. On very rare occasions, a particular space may have to be used in an emergency situation to support a pupil who is finding it hard to keep themselves or those around them safe. A separate space should only be used when it is in the best interests of the child and other pupils and we acknowledge that using a space that prevents a pupil from leaving of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the pupil to themselves and others (Ofsted, 2021). In this instance, families are informed and appropriate recording measures are in place. If it is decided in conjunction with families, that it may be in the pupil's best interest to use this space again in the future, their Happiness Passport is updated accordingly.

If a pupil's use of the space was directed by an adult, even if this is listed on their 'Happiness Passport' and the pupil is still in the space after 15 minutes, staff should call a member of the Wider Leadership Team.

### **Communication**

*At Riverside School, we endeavour to ensure that pupils can communicate their wants and needs as effectively as possible. We believe that increasing a pupil's ability to communicate is key to support their regulation.*

Speech and Language Therapists assess pupils and support class teams to implement communication strategies and supports related to their SCERTS communication partner stage. We recognise that communication skills can be variable dependent on the environment, levels of anxiety and demand. We also recognise that a pupil's preferred communication method/methods may change over time or vary across environments. We aim to ensure that all pupils have a voice and pupils preferred methods of communication are considered at all times. Therefore all pupils should have the communication support they need in order to:

- Express wants, needs and choices.
- Gain the attention of a supporting adult.
- Make comments.
- Ask and answer questions.
- Refuse items, people or demands- a way to express "I don't want/like it".
- Understand and express their emotions.
- Follow instructions and understand routines.

### **Sensory processing:**

*Many pupils at Riverside School experience difficulties or issues with their sensory processing and we understand that there is a strong correlation between sensory processing and*

*emotional regulation.*

On their 'Happiness Passport', all pupils have a 'My Sensory Needs' page which outlines any sensory processing issues the pupil may experience and how best to support them. Pupils who have Occupational Therapy quantified hours listed on their EHCP's have input from the Sensory Occupational therapist and have specific sensory processing related targets they are working towards, as well as OT programmes which are embedded throughout their day by class teams. Sensory regulation is supported at Riverside School through:

- Access to specialist sensory equipment for pupils who have this listed on their Happiness Passports, for example, weighted equipment, fiddle toys, specialised seating etc.
- Playground equipment that provides sensory input.
- Access to spaces that support sensory processing (site dependent), for example, the sensory room, starlight room, nest and proactive room.
- Staff training on sensory processing.
- 'My Sensory Needs' Happiness Passport pages and detailed OT programmes for pupils with quantified hours of Occupational Therapy.
- A curriculum which includes movement breaks and the use of different spaces throughout their day.

### **Physical Support**

*At Riverside School, we use the language 'physical support', rather than 'restrictive physical intervention' (RPI). This reinforces the fact that our staff's primary aim is always to act in a supportive way towards our pupils. Incidents that have appeared in the media have heightened national and local concern about some more aversive methods of regulation management in schools and residential homes. All staff are committed to our 'Our ARCHITECT Guide to Supporting Pupils' Happiness, Wellbeing and Regulation', which outlines expectations around supporting our pupils. When staff are considering whether to physically support a pupil, they should know and consider what else has been tried, that the practice is kept under review and that steps are taken to use a less restrictive approach wherever possible. We are aware needs do change over time and any approaches to supporting them should be responsive to the pupil's current needs (Ofsted, 2021).*

#### ***We recognise 'physical support' (RPI) to include:***

- Any method which involves some degree of physical support to limit or restrict movement (Restraint Reduction Network 2019).
- Administration of PRN emergency medication- on a pupil specific basis, with adequate plans and risk assessment in place.
- Seclusion or deprivation of liberty.

Where appropriate, staff are trained in Team Teach. Team Teach is one of the largest worldwide training providers in behaviour support and management including physical interventions. It is built on an ethos of 95% de-escalation skills with intensive work on diversions, diffusion and positive proactive support. Staff take a 12 hour course which is topped up with regular follow up support. Class staff are involved in a rolling programme of



training. As recognised by Team Teach, techniques seek to avoid injury to the pupil but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the pupil remains safe. Further information can be found on their website [www.team-teach.co.uk](http://www.team-teach.co.uk)

***In line with guidance, physical support should only be used:***

- Rarely and as a last resort.
- If it is reasonable, proportionate and necessary- it should not be used to simply 'move' a pupil unless this is for the purpose of safety.
- When all possible alternatives have been considered.
- When documented within a pupil's personalised 'Happiness Passport' and agreed by Line Leaders and families.
- When the purpose is to restore safety.
- When it can be justified as being in the paramount interests of the pupil, without which, the pupil is considered to be in immediate danger of harming self or others.
- When its implementation is fully recorded on an ABC chart/Behaviour Watch (for all occasions when physical support is used to support dysregulation).
- By staff who have been Team Teach trained.

(Ofsted, 2021), (DFE, 2013)

**Observation, Analysis and Assessment**

Staff at Riverside School are familiar with looking at ways of understanding dysregulation and always seek to understand the function for the individual pupil and the contexts in which it is likely to happen. We understand that the best way to support pupil wellbeing and regulation is to truly understand the 'why' behind the dysregulation. This then allows us to develop meaningful Happiness Passports that best support our pupils. We review and analyse data regularly and consider whether the intervention remains the most appropriate support for the pupil (Ofsted, 2021).

We use our Wellbeing recording systems to help track and identify factors that may be acting as triggers or may inadvertently be encouraging stressful situations e.g. changes to a routine. Recording mechanisms include ABC charts and 'Behaviour Watch'. Tracking of incidents involving physical support is undertaken using 'Behaviour Watch' and patterns and trends are analysed by the Sensory and Regulation Lead and the Wider Leadership team. This then informs further next steps and interventions to be planned and embedded.

**Recording measures in place:**

- All significant changes in regulation or incidents that require physical support should be recorded on an ABC chart/Behaviour Watch (please see appendix 2 for ABC chart).
- Any 'deprivation of liberty' should be recorded on a 'Deprivation Of Liberty Monitoring Form' – This should be filled out, if staff have to close a door when a

pupil has not requested this and they are unable to leave the space freely. This includes areas such as outside spaces, soft play and the 'Proactive Room', as well as the 'Oasis', 'Peaceful Pod' and 'Safe Space'. The start and end time should be clearly stated and staff involved listed. The form should be filled out in increments of 1 minute, recording levels of dysregulation as well as any responses and interactions with the pupil. Staff should be continually monitoring and ensure that they can see the pupil at all times. Families should be informed unless this is the result of a pre agreed strategy listed in the pupils Happiness Passport, which all parties have read and agreed to, for example using the 'Oasis', 'Safe Space' or 'Peaceful Pod' to regulate. Regardless of this being noted on a pupils Happiness Passport, staff should get a member of the Wider Leadership Team, if the pupil has spent 15 minutes in the space (please see appendix 1).

- Monitoring forms are only completed when staff have directed the use of a space and a pupil's liberty has been deprived. Monitoring forms are not completed if a pupil has requested the space and the door is left open or a staff member is in the space with them- teachers and their team will record this on ABC charts/Behaviour Watch. These records are monitored on a regular basis by the Sensory and Regulation Lead and Wider Leadership Team.

### **Motivators and Rewards**

*At Riverside School we aim to offer irresistible learning experiences to facilitate a love of learning and promote positive engagement in the learning environment. We believe it is key to offer our pupils praise and encouragement and support the development of their intrinsic motivation in relation to tasks and activities, for example by providing a task that carefully considers their motivators, as opposed to providing a reward for completing it. We recognise that our pupils have a range of motivators and these may be personalised to them and their needs.*

We understand that praise can be given in many ways and emphasise that rewards should only be used if meaningful to the pupil. Any system of rewards should recognise that the long-term aim must always be to encourage pupils to self-regulate and in turn will impact positively on their self-esteem, confidence and sense of wellbeing.

*A small selection of rewards is listed below. For each pupil rewards and motivators will differ depending on what motivates them:*

- Private praise- e.g a high five, a shared moment or intensive interaction.
- Public praise - e.g., to the group, class or phase.
- Praise communicated to parents or care givers - e.g., in the home-school contact book.
- Special marks of achievement, e.g., star of the day/ week certificates, stickers or 'Riverside Values certificates'.
- Being given a special responsibility.
- Time on a favoured activity or with a favoured person.
- Class 'Dojo' system.

## **Consequences**

At Riverside School there may be natural consequences, never punishments. We see reinforcement and praise as an important part of supporting regulation. We also recognise that there is a need for pupils to develop an understanding of the consequences of their actions. However, pupils working at earlier developmental levels may need something different, for example redirection or a change of environment. Thus, the use and type of consequence will depend on the individual needs of the pupils and their level of development.

It is important that consequences do not undermine a pupil's sense of worth or their feeling of belonging. If appropriate, any consequences should be explained fully and sensitively to the pupil - to include reasons for the consequence, they should be relevant to the age and cognitive level of the pupil. They should also be realistic, sensitive and contemporaneous, i.e., applied as soon as possible.

## **Approved consequences**

- A supporting adult talking to the pupil about an action, for example "I can see that you were feeling upset and I would like to help you", a pupil being taken to a different member of staff for further communication if this is appropriate or a message to be sent home about a pupil's moment of dysregulation.
- Reparation - a pupil might be asked to complete a task to compensate for the behaviour. The task should be relevant to the situation and appropriate to the pupil. Tasks should not be demeaning or futile and should usually benefit the community rather than an individual.
- Separation - a pupil may be separated with supervision within the classroom or another room, for a short period of time.
- Fixed-term exclusions in line with LA policy are only to be used after all other interventions have been tried and when agreed by the Head teacher and Governors.

*The following sanctions are prohibited:* corporal (i.e., physical) punishment in any form, including rough handling, deprivation of food or drink or withholding part of a pupil's daily curriculum (unless for safety purposes agreed by Line Leader).

## **Happiness Passports**

All pupils have a Happiness Passport which contains key information about their communication and SCERTS Communication Partner Stage and information about how best to support their sensory and regulation needs. Where appropriate these are contributed to by other professionals working with the pupil, for example Occupational Therapists, Physiotherapists and the Nursing Team.

Happiness Passports are personalised and the pages included vary on a pupil by pupil basis, for example pupils with medical needs will have a 'My Medical Needs' page. These documents aim to provide everyone who works with the pupil with a greater understanding of their holistic

needs and are based around what makes each pupil happy. Environmental factors are outlined and families are invited to contribute to their child's Happiness Passport and sign these to indicate they are happy with the support their child is being offered. If appropriate, these are contributed to and shared with pupils in order to ensure their views are reflected and they understand how they will be supported to regulate at school. Happiness Passports are a working document and reviewed regularly. Any changes at home or school are reflected in these documents (*see appendix 3 for example Happiness Passport*).

### **Reflection and Repair**

The school understands the importance of reflecting on events and also the need to repair relationships after incidents. Staff reflect in class teams, supported by the school's Sensory and Regulation Lead and the Wider Leadership Team. Class Teachers use this reflection to feed into Happiness Passports as well as to refine best practice. 'Repair' is very pupil specific and may range from an in depth discussion to a hand massage, depending on the cognitive level / need of the pupil. It may not be appropriate to do this directly following moments of dysregulation, however pupils will be supported to reflect and repair at a time that is most meaningful for them. This is because we recognise that when a pupil is experiencing a moment of dysregulation, they are unlikely to be able to learn or reflect on what has happened, without a processing time that is appropriate for them.

### **Appropriate Touch & Complaints**

Please refer to the school Moving and Handling, Safeguarding and Complaints Policies when considering these associated areas. They can all be found on the school website [www.riversideschool.org.uk](http://www.riversideschool.org.uk)

### **Roles and responsibilities**

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

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- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any moments of dysregulation.
- Acting in accordance with the statement of behaviour principles made by the governing board.
- Establishing high expectations of pupils' conduct and implementing measures to achieve this.
- Determining appropriate consequences in specific circumstances.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any regulation difficulties that could be driving disruptive responses.

The Regulation Lead will be responsible for:

- Collaborating with the governing board, headteacher and regulation Lead, as part of the SLT, to determine the strategic development of regulation policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the Regulation policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related difficulties, and how the school engages pupils and parents with regards to the social communication and dysregulation of pupils with SEMH regulation difficulties.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents and where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expectations and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of dysregulation difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in regulation.

The relevant figures of authority include:

- Headteacher and Senior Leadership Team
- Regulation Lead
- ELSA (Emotional Literacy Support Assistant).

Parents will be responsible for:

- Informing the school of any changes in circumstances which may affect their child's regulation.

### **Monitoring and Evaluation Policy**

This policy will be reviewed regularly and at least once annually by the Senior Leadership Team and Governors.

## Appendix 1- 'Deprivation of liberty monitoring form'

### Deprivation of liberty monitoring form

Please remember that regardless of the space used, if you have to close a door when a pupil has not requested this and they are unable to leave the space freely, this is depriving them of their liberty.

Date:

Space used:

Adults present:

Detailed on pupils Happiness Passport: YES/NO (If no, please get a member of the Wider Leadership Team)

Start time:

End time:

Total time:

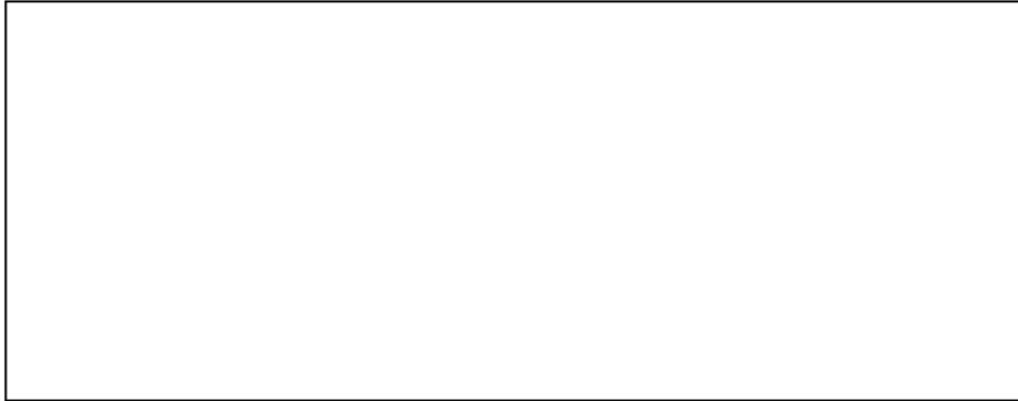
This should be filled out whilst the pupil is in the space, at 1 minute increments. Please ensure you can see the pupils at all times.

Minutes	Level of dysregulation 1 - Calm 2- Dysregulated 3- Highly dysregulated 4 - In crisis	Notes: <u>Pupil interactions with supporting adults and supports used</u> Detail any physical support needed, vocalisations from the pupil, questions asked by supporting adults, answers from pupil or supports used (visual or sensory).
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

After 15 minutes please get a member of the Wider Leadership Team, who will make a decision about next steps- This is regardless of the space being detailed on a pupils Happiness Passport.

**Resolution:**

*(How did the pupil's time in the space come to an end? How did you repair your relationship and ensure the pupil understands what has happened and that they are valued?)*



***Please note: an ABC chart MUST be filled out and given to Line leaders, alongside this form.***

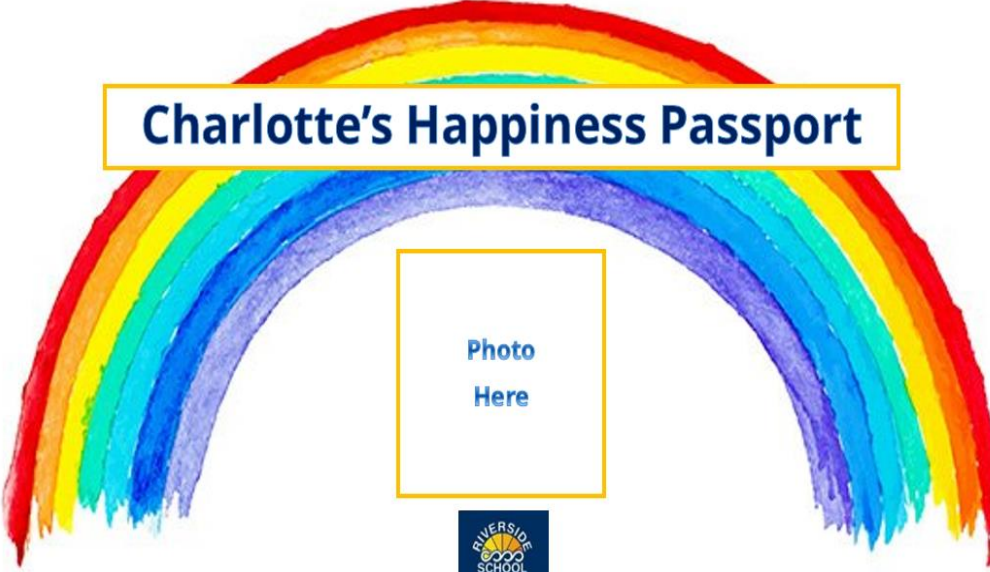


## Appendix 2- 'ABC chart

Date, time, supporting adults	Antecedent (circumstances, trigger)	B – Dysregulation (What did you see)	C - How did you support their dysregulation?	Was any Physical Support needed?	How was this resolved? Next steps?	Debrief & Share (Signed by you and your line leader)
Please use full names.	How did the incident begin?  What was the trigger?	What was the pupil communicating to you?	What was your response?  What proactive support could you and did you put in place?  Was the pupil's deprivation of liberty considered at all times? How?	Was the use of an PS reasonable, proportionate and necessary?  Was the pupil's deprivation of liberty considered at all times? How?  - Was the pupil at immediate risk? - Was the pupil placing others (pupils or staff) at immediate risk? - Was significant property about to be damaged?  Describe the pupil's response, body language, tone of voice and words.	How did the pupil get to a place of regulation?  How did the Physical Support end?  Would you have done anything differently?	Has the pupils Happiness Passport been updated?  If appropriate – has the pupil been asked their reflections?  Have parents been told?  Have the SC team been informed?  What has the impact been on you?  What can your line leader do to support you?


Date, time, supporting adults	Antecedent (circumstances, trigger)	Behaviour	C - How did you support the behaviour?	Was Physical Intervention needed?	How was this resolved? Next steps?	Debrief & Share? (Signed by you and your line leader)

## Appendix 3- Example 'Happiness Passport'




# Charlotte's Happiness Passport

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Aspiration Resilience Creativity Humility Integrity Trust Enthusiasm Courage Teamwork


The signatures below signify our shared commitment to (CHILD'S NAME) personal pursuit of happiness.	
Signed (Class Teacher):	Signed (Parent/Carer):
Date Written:	Date Reviewed:




## My Life, Culture & Community



**People who are important to me:**



This is my sister: Bonnie. I call her Bonbon.



This is my Grandad. I see him on Saturdays.


Please chose one, and ask your pupil for contributions if appropriate – please use the 'Great Dream' to link to: 'My Hopes and Dreams'/'Things that people admire about me'/'My Strengths':

**My Hopes and Dreams:**

- Giving: "I love to help other people, one day I think I'd be really good at doing this as a job."
- Trying out: "I would like to help with cooking and cleaning. I don't think anyone can clean windows as well as I can!"
- Relating: "I would like to make friends with kids from other sites. I would really like to play football with them."
- Appreciating: "I would like to help my Mum do the shopping. I like helping her cook our favourite meal: fish and chips."

**My Strengths:**

- Resilience: "I am learning how to self-propel when in my wheelchair. I don't give up until I've done a whole lap of the school."



**My World at home:**  
(Including... Any religions/faiths, languages spoken/heard at home (are there any key words they would like you to include/refer to throughout their day?) any important rituals that take place, anywhere important that they visit or attend, anything else that is important to their family)


**Dates, celebrations, occasions and events that are important to me and my family:**


- My birthday is 9<sup>th</sup> June. Me and my family go to my Grandma's every year to celebrate and have chocolate cake.
- Pride is an important celebration in my family. We have a big party and go to London on Pride Weekend.
- My Dad is from America, so we celebrate Thanksgiving. I love the turkey.




## My Communication: 'I am a language Partner'



<b>How do I communicate?</b>	<ul style="list-style-type: none"> <li>I can verbally request objects or activities that I want/like</li> <li>I can verbally request a snack when I am hungry (I want cracker)</li> </ul> <p>Please use the SCERTS second whole staff meeting PowerPoint which can be found in (Media share: Riverside Whole Staff SCERTS Training) to help you to complete these sections.</p>	<p>My communication book looks like:</p> 
<b>How can you support my communication?</b>	<ul style="list-style-type: none"> <li>I have some singular words which I can use in familiar contexts/daily routines</li> <li>Ask for the toilet</li> <li>Name my peers</li> <li>Terminate an interaction 'no' 'stop'</li> <li>Sign toilet when I need to use the bathroom</li> <li>I can use more than one method to make my choices/feelings known. (signing, singular words)</li> <li>Use my communication folder. Use my sentence strips. #</li> </ul> <p>Reduce unnecessary background noise when asking me questions</p>	<p>My key visuals are:</p> <div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around;">   </div>
<b>How can my school environment support my communication?</b>	<ul style="list-style-type: none"> <li>Ensure that symbols or objects of reference are available for me to collect or refer to at all times.</li> <li>Ensure my visual timetable is accessible throughout the day..</li> <li>Ensure my communication folder and visual sentence strips are available throughout the day</li> <li>Sign along with me, showing new signs where appropriate</li> <li>Encourage me to verbalise requests</li> </ul>	
<b>How can you support my engagement?</b>	<p>Things that support my engagement:</p>	
<b>How do I show you I am engaged?</b>		



## My Sensory Needs



In what sensory systems do I need support?	What are my sensory needs in this area? <b>Am I seeking or avoiding?</b>	What can you do to support me?
<b>Proprioception</b> - Proprioception relates to the awareness of the position and movement of the body. It affects balance, co-ordination, agility and the force and heaviness of our actions.	<ul style="list-style-type: none"> <li>I seek proprioceptive sensory input</li> <li>I am very active and like to run, climb and jump down from a height.</li> <li>I will stamp my feet and bang my hands into hard surfaces such as tables.</li> <li>I can sometimes run into furniture.</li> </ul>	<ul style="list-style-type: none"> <li>Regular sensory breaks.</li> <li>Opportunities to climb in a safe environment (outdoor climbing frames and the climbing wall).</li> <li>Placing a resistance band around the base of my chair during circle times.</li> <li>Regular 'heavy work' opportunities, for example using my weighted backpack.</li> <li>Access to extra firm therapy putty during circle times.</li> </ul>
<b>Vestibular</b> - The vestibular system functions to help the body maintain balance and be aware of where we are in space.	<ul style="list-style-type: none"> <li>I seek Vestibular sensory input.</li> <li>I like to spin on the spot.</li> <li>I seek out rocking motions such as the swing.</li> <li>I like to bounce and jump.</li> <li>I will often move my head from side to side very quickly.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities the outdoor sensory equipment for example the swing and ski rocker.</li> <li>Access to a physio ball to bounce on in class.</li> <li>Use of a mini trampette or the trampoline in the sensory room.</li> <li>Spinning equipment such as the whizzy dizzy,</li> </ul>
<b>Auditory</b> - This sense helps us interpret what we hear and the frequency of a particular noise or noises.	<ul style="list-style-type: none"> <li>I avoid some auditory input.</li> <li>I am very sound sensitive and loud or sudden noises can make me very distressed.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure I have access to my ear defenders at all times.</li> <li>Warn me if you aware of a noise that is about to happen that may cause distress, for example a fire alarm drill.</li> </ul>
<b>Tactile</b> - The sense of touch aids in how we respond to physical stimuli through the receptors of our skin. It helps us locate where we are feeling physical sensation within our body.	<ul style="list-style-type: none"> <li>I avoid some tactile sensory input.</li> <li>I find being touched very difficult and this can make me distressed.</li> <li>I prefer it when you use a firm touch as opposed to a touch that is light.</li> </ul>	<ul style="list-style-type: none"> <li>Provide me with a warning when you will need to touch me, for example when supporting me with my personal care.</li> <li>Use a firm touch when supporting me and let me know where you will need to touch me before you do, for example "I am just going to touch your arm to help you onto the changing bed".</li> </ul>



My Sensory Needs		
In what sensory systems do I need support?	What are my sensory needs in this area? Am I seeking or avoiding?	What can you do to support me?
<b>Olfactory</b> - The sense of smell is considered the oldest system in the brain as it is connected to our memories and emotions. An input of smell could cause you to feel comfort or alarm, depending on the smell.	<ul style="list-style-type: none"> <li>I avoid strong smells and these can cause me to have a gagging response.</li> <li>Smells that I find particularly difficult include: fish, garlic, spices and strong smelling essential oils.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that I am not ordered any school meals that include strong smelling foods items.</li> <li>Provide me with a warning, if another pupil or adult is going to eat a food item with a scent that I may find difficult.</li> <li>Please do not use any strong smelling essential oils on or around me during sessions.</li> </ul>
<b>Gustatory</b> - The purpose of taste is to identify what kinds of foods a person likes, and what foods are dangerous or foods to stay away from.	<ul style="list-style-type: none"> <li>I avoid certain food textures and tastes.</li> <li>I may gag or vomit in response to textures of tastes that I find difficult.</li> <li>I prefer to eat crunchy, dry textures and avoid foods that have a wet or slimy texture.</li> <li>I currently only eat foods from my lunchbox that I bring from home.</li> </ul>	<ul style="list-style-type: none"> <li>Offer me opportunities to explore new foods and textures through food exploration sessions, allow me to go at my own pace and do not push me to touch or try any foods that I find difficult.</li> <li>Ensure I am offered foods I enjoy at snack times, these include: crackers and rich tea biscuits.</li> <li>Order me a school meal each day and offer this to me to explore, before giving me my lunch box.</li> </ul>
<b>Visual</b> - This sense helps interpret what we see through colours, shapes, letters, words, numbers, and lighting.	<ul style="list-style-type: none"> <li>I seek visual sensory input.</li> <li>Items that spin or light up are highly motivating for me.</li> <li>I will bring light up items up to my eye in order to get the most visual feedback from them.</li> </ul>	<ul style="list-style-type: none"> <li>Engage me in my learning through the use of visual resources and lights.</li> <li>Offer me to my 'visual sensory bag' at choosing times- this contains light up and spinning toys.</li> </ul>
<b>Interception</b> - This sense helps us understand and feel what is going on inside our bodies. People who struggle with their <u>interceptive</u> sense may have trouble knowing when they feel hungry, full, hot, cold or know when they need the toilet.	<ul style="list-style-type: none"> <li>I find it difficult to know when I am feeling full and may over fill my mouth at meal times or take food from others.</li> </ul>	<ul style="list-style-type: none"> <li>Please ensure you load my spoon for me and then allow me to feed myself. Please move the plate out of my reach, so I am not able to place too much food in my mouth.</li> <li>Be aware that I may take food from others and take me straight to the playground when I have finished my lunch to avoid me becoming fixated food that is not mine.</li> </ul>

My Regulation: I currently require - 'Universal', 'Targeted', 'Specialist' support		
<b>Things that are important to me and help me to regulate</b> <ul style="list-style-type: none"> <li>I'm motivated by praise</li> <li>Visual timetables and understanding what's happening.</li> <li>Having choices and my voice heard.</li> <li>Being given tasks and responsibilities</li> <li>Trampoline sessions</li> <li>Writing numbers</li> <li>Drawing with chalk outside, Toy cars</li> <li>Playing with Zion</li> <li>Time in the Sensory room</li> <li>Swimming</li> </ul>	<b>What can affect my regulation and ways I may show this to you:</b> <p>If I have not slept well, I may choose to sit on the sofa and lie down. I become more sensitive to light and will cover my eyes. High pitched, loud and sudden noises can make me upset. I will put my hands over my ears to block out the sound.</p> <p>When I am anxious about a change in routine I may start pinching my thighs and appear fidgety, this may lead to self harm.</p> <ul style="list-style-type: none"> <li>Fidget more</li> <li>Ask you lots of questions</li> </ul>	<b>How you can you support me to regulate: (Self/Mutual Regulation and Transactional Support)</b> <p><b>Self Regulation:</b> Offer me a safe space to go of my choosing to relax.</p> <p><b>Mutual Regulation:</b> Tickle my hand and reduce your spoken language.</p> <p><b>Transactional Support:</b> Show me visual photos to support my understanding</p>
<b>Things that may dysregulate me</b> <ul style="list-style-type: none"> <li>Loud sudden noises - balloons popping</li> <li>Noisy, unpredictable peers</li> <li>Waiting for my turn</li> <li>Thinking something is unjust/unfair</li> </ul>	<p>If I have had a difficult morning at home I may find my usual school routine overwhelming. I maybe unable to cope with adult demands and shout "no". I might try and knock over chairs and tables and throw things when I am feeling like this.</p> <p>I might hurt my peers if they are in a space close to me when I am feeling like this.</p>	<p><b>Self Regulation:</b> Offer me my ear defenders and a sensory fidget toy such as.....</p> <p>Allow me opportunities to jump on the trampoline.</p> <p><b>Mutual Regulation and Transactional Support:</b> Show me visual photos to support my understanding</p> <p>Reassure me by showing me visual photographs of what is happening now and next.</p> <p>Redirect my attention by providing me with a choice of 2 activities to choose from in the form of visual symbols i.e. "choose, would you like drawing or trampoline?"</p> <p>Provide me with verbal and visual [sand timer] countdowns for when a task is finishing. Refer to my personal timetable to show me what is happening now and next.</p>
<b>If I am becoming dysregulated, I might give these early indicators:</b> <p>Asking lots of questions</p> <p>Pacing</p>	<p>There are times when I may need further support to regulate my emotions</p> <p><b>Spaces that can be used to support me:</b></p> <p><b>Physical Intervention that may be used to support me for my safety if necessary:</b></p>	<p><b>Self Regulation:</b> Offer me a safe space to go to where I can complete a puzzle to help me calm down. Sometimes I like to go for a walk as a distraction.</p> <p><b>Transactional Support:</b> Offer me the walk symbol when you think I am ready. Use visual support of the timetable to show me what is happening now and next.</p> <p>If I look angry or upset, please show me the emotion symbol and say you can see I look... This will help me to label emotions and familiarise myself with my feelings</p>



## My Physical Needs - Independence & Motor Skills



To support my self-worth and confidence: *(Please adapt the below as appropriate):*

- **Feeding myself at meal and snack times**– please ensure I have a scoop bowl and load my spoon for me, before supporting me hand over hand to feed myself.
- **Putting on and taking off clothing such as my coat**– please ensure I wear this when appropriate and support me hand over hand to do my zip up.
- **I need support in changing my sanitary towel**. I use a social story to support my, and take my personal care bag to the toilet.
- I need reminders to ensure my personal hygiene needs are met. Please remind me to wash my hands after I go to the toilet and put on my deodorant after PE.
- **All aspects of my personal care routines**– please show me the toilet photo before taking me to the toilet area. I wear a size small pad and require 2 people to complete my personal care.


My gross motor skills:	What are my needs?	How can you support me?
Physical skills that use large body movements, normally involving the entire body.	My gross motor skills are very good. I enjoy running, going up and down stairs and climbing on equipment.	Encourage me to: - throw and catch a ball when playing - throw a ball to a specific target - kick a ball during playtime.
<b>My fine motor skills:</b>  Smaller, more precise movements, normally using the hands and fingers	I need adult support to manipulate clothing fasteners, like zippers and snaps, when I dress up  I can trace lines and some shapes with a marker or a felt tip.  I can use my spoon and fork independently during lunch, but may need some support	Encourage me to complete fun activities to develop my fine motor skills and develop hand-eye coordination e.g:  - squeezing, pinching, rolling, squashing, cutting playdoh - using tweezers/grabbers to transfer objects - using an Easi-grip scissor to start cutting - manipulating shapes to fit them into holes




## My Medical Needs




What are my medical needs?	What does it look like?	What can you do to support me?
Epilepsy	I have multiple absence seizures throughout the day. I will not react to you when you say my name and will appear vacant.  I have focal seizures; I might look towards you but my pupils will be enlarged and I will reach out for you. I may pull your hair or bite down because I am scared.  I have tonic seizures; my left arm will raise, like superman, I may lose control of my bowels.	<u>Emergency Medication</u> I have 7.5ml buccal midazolam if:  • More than 3 seizures in 15 minutes • 1 seizure lasting over 5 minutes  You <u>must</u> call a 999 if you administer my buccal  My Medication expires: _____
Asthma	I have asthma. If I am having an asthma attack I might: • Wheeze on breathing out • Cough • Begin to turn blue	<u>Emergency Medication</u> I have a blue inhaler with spacer. I will need support to keep this on my face. I need 2-4 separate puffs via the spacer If my symptoms have not improved in 5 minutes, please give 2-4 more puffs. If my inhaler has no effect after 5 minutes, please call 999. Please continue to give my blue inhaler every few minutes until the ambulance arrives.  My Medication expires: _____
Respiratory Needs	I have an oxygen tank in my classroom for me to use if my SATs drop below <u>95%</u>  If I am lacking oxygen I might: • Look grey/ begin to turn blue • Become unresponsive	If my SATs drop below 95% please reposition me and provide suction via my NP airway/mouth. Please encourage me to cough  <u>Emergency Medication</u> If not restored to 98% within 5 minutes please administer 5 Litres of Oxygen via facemask.  If SATs decrease to Mid-80's quickly reposition and administer 10 Litres of O2 immediately then prepare to suction. You <u>must</u> call 999 within 3 minutes  My SATs often fall slightly post clonidine and paraldehyde doses  My Medication expires: _____
Allergies		My Medication expires: _____




## My Medical Needs



What are my medical needs?	What does it look like?	What can you do to support me?
Diabetes		
Eating and Drinking	I do not eat anything orally as I have an <u>unsafe swallow</u> . I have a Jejunostomy, all my water and feed go through here. My feed rate is: 300ml/hr My feed dosage is: 400ml My water flushes are: 30 ml pre & post	Please ensure you have read my feed regime carefully Please check that my feed bag is mine and has the correct feed and dosage before you attach me. Please ensure you tell me what you are doing as I do not like having my button touched, it can make me jump. Please ensure that my right angle extensions are changed <u>weekly</u>
Vision	I wear glasses and I have difficulties interpreting what I can see. I am registered as partially sighted	Please allow me time to process what you show me. Please ensure I wear glasses especially when you want me to focus on an activity.
Hearing	I have cochlear implants and am registered as deaf. I can struggle to hear what is happening around me	Please ensure that I wear my implants and hearing aids at all times, unless I am asleep, they can make a buzzing sound that makes me upset when I fall asleep on them.
Hickman Line	I have a small tube on the right side of my chest where some of my home medication is given. <u>This line goes directly into my heart.</u>	Please read my All About Me where you will find details about my Hickman Line. You must wash your hands before touching my line. Please ensure my line is properly dressed. You must not use scissors near me.
Bile Bag		
Recent Surgeries	I recently had double hip surgery.	Please hoist me for all transfers. Please ensure that I can be comfortable in my wheelchair with my bottom all the way back. I have permission for paracetamol to be given. Please see my Care Plan for dosage.
Daily Medication (given at school)	I require 5ml of Glycopyrrolate at 12:00 I require 8ml of Clonidine at 13:30.	Please ensure that I am calm and prepared before you administer my medication as sometimes I don't like to take my medication The nurses will draw this up, please check the dosage and bottle before administering.
Signed: (Nurse) (DHT/AHT)		



## My Physical Needs – My Equipment



What do I need support with?	What do I need to support me?	What can you do to support me?
I use a range of equipment throughout my day to support my physical needs.	Seating Support: • Home Wheelchair; Invacare Action 3 Junior • Class Chair; HardRock Size 2	Please ensure that I have position changes throughout the school day.
	Leg/Ankle Supports- AFO's (Insert picture here)	Please give my feet a rest from my AFO's at lunchtime when I am out on the mats.
	Head Support- Red helmet.	If I am in a safe space, such as soft play, I do not need to wear my helmet.
	Vision Support: Glasses	Please ensure that I wear my glasses during all circle session and 1:1 activities.
	Standing Frame	
	Pacer/ Walking Frame	
I need support for all of my transfers	Slings: • In Class: Glove Airflow Inchair Size 2 Red Loop Top Blue Loop Bottom • Swimming Sling: Helping Hands Size 2 Long Loop Top Middle Loop Middle Long Loop Bottom	Please ensure you check my slings before you use them. They should all have an up-to-date LOLA.  Please tell me that you are going to transfer me and give me time to process this. I can sometimes become unhappy in my sling if I have not been told.  I can rock in my sling, please make sure that my tummy strap is closed to help secure me.
	Hoists: I can use all the hoist options when in school.	





*"In all this world there is nothing as  
beautiful as a happy child..."*



## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- Ofsted (2021) 'Positive environments where children can flourish'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy