

RIVERSIDE SCHOOL



Regulation Support Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON - HEADTEACHER

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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. The policy will be reviewed regularly, 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 personalised Regulation Support Policy in place.

Please see Appendix 10 for the Legal Framework.

1. 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'. 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 behaviour'. 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 reflect 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' (see Appendix 9). 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 our 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, raised awareness and draws attention to recent legislation, research, relevant literature and successful practices related to wellbeing support.

2. 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.

During the induction process, all staff will receive training provided by our Emotional Wellbeing Lead, focussing on Regulation at Riverside School and will be given 'Our ARCHITECT Guide to Supporting Pupils' Happiness, Wellbeing and Regulation'.

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, curriculum pathway and mental health needs.

Members of staff who 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 dysregulation impacting on their pupils significantly.

3. 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; and
- 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 but are not limited to:

- 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 that a 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.

4. 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, using an equity approach. Ensuring pupils receive the personalised and appropriate support that they require individually to succeed.
- Develop pupils' strategies to identify, cope with and regulate their emotions, striving to support and develop self-regulation wherever possible.
- Offer co-regulation strategies to pupils who are unable to self-regulate.
- 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 proactive 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.

5. Co-Regulation and Self-Regulation

At Riverside School we look at regulation in terms of 'self-regulation' and 'mutual-regulation' or 'co-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 process 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.

Co-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 or withdrawal.

We recognise that some pupils will be able to self-regulate and others will rely on supporting adults to help them regulate their emotions (co-regulate). 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 pupils developing independence within co-regulation, for example, placing a supporting adult's hand on their shoulder to indicate they would like deep pressure or responding to a visual support to make a choice.

6. 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.
- **Offer experiences for co-regulation and teach regulation skills:** provide pupils with experiences of co-regulation at times of dysregulation. This constant and consistent modelling of how to regulate in these moments is key in supporting the development of pupils' self-regulation skills.
- **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.

7. Trauma Informed Practice (TIP)

We know that when a child has been exposed to trauma, not only do they develop ways of coping which are often regarded as 'unhealthy', they simply do not have the opportunity to develop essential skills of daily living such as being able to retain and process new information, manage their impulses or solve problems. Instead, they live in the part of the brain which is responsible for their survival; all of their energy is focused on keeping themselves safe and there is often no capacity for learning other skills.

Our bodies are meant for survival. When something threatens this or is perceived to threaten this, whether emotionally or physically, our body does not easily forget. Instead, it may enter into a somewhat permanent state of stress. The impact of this stress and trauma can be seen in many forms. Many of which we may observe as forms of dysregulation at Riverside School.

- Disorientation
- Difficulties concentrating
- Forgetfulness
- Being easily overwhelmed
- Difficulties retaining and processing information
- Disengagement and withdrawal
- Intrusive thoughts and flashbacks
- Difficulties with and disturbed sleep
- Difficulties containing and regulating emotions
- Avoidance
- Irritability and anger
- Hypervigilance

As such we are committed to ensuring that all staff exemplify and use a trauma informed approach and practice (TIP).

Members of our wider leadership team have completed Trauma Informed Practice training and ensure this is cascaded to the wider staff body.

All staff have been invited to complete certified Trauma Aware Training; Bronze, Silver and Gold levels through Thrive LDN.

Trauma Informed practice is reassuringly inline and consistent with our school's ethos and approach to supporting dysregulation. From our training we understand that relationships that enable someone to recover from trauma are:

- The adult offers repeated, rewarding relational interactions

- The adult is warm, empathetic, engaging, curious and kind
- The adult is consistent and predictable in their communication
- The adult validates the child/ young person's feelings
- The child/ young person experiences an adult protecting them
- The child/ young person experiences an adult trying to take care of them

These are all strategies which we already expect our staff to demonstrate when supporting our pupils.

Whilst trauma informed practice is not concerned with rescuing, fixing, healing and problem solving, it is about forming connections in this place of darkness so that someone might just be able to reconnect with us, their families and their communities.

The below Six Key Principles of TIP again are approaches we already consistently embed within our dysregulation support:

THE SIX KEY
PRINCIPLES OF
TRAUMA
INFORMED
PRACTICE

1. Establishing a sense of safety
2. Restoring choice and control
3. Supporting someone to cope
4. Facilitating connections
5. Responding to identity and context
6. Building their strengths

As a school we will continue to ensure that we are accessing the most up to date and relevant TIP research and training, in order to be confident in the support that we are giving to our pupils and their families.

Becoming 'trauma informed' need not be complex or opaque. What lies at the heart of a trauma informed approach is simply the ability to ask not what's wrong with someone or even what's happened to them. It **is about asking 'what's right' with them** instead; uncovering that which already exists so that it emerges from a place of darkness into the light where it can be examined, claimed and shared with the world.

Becoming 'trauma informed' is simply to be both 'human' and to extend that humanity to others through the offer of connection and reconnection.

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 endeavour to prepare pupils for changes 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 (Withdrawal Monitoring Forms). 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 who will make a decision regarding next steps.

8. 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 and/ or the communication lead will 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/s 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.

9. 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 pupils 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, specialist 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.

10. 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 'Restraint' to include:

- Physical restraint (referred to as physical support in our setting).
- Administration of emergency medication – on a pupil specific basis, with adequate plans and risk assessment in place and when given by a medical professional.
- Imposed withdrawal or seclusion – where the use of an alternative space in which to regulate, has been directed by a supporting adult.

Where appropriate, staff are trained in Team Teach. Team Teach is one of the largest worldwide training providers in behavioural 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.teamteach.com.

In line with guidance, physical support/ restraint 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 Behaviour Watch (for all occasions when physical support or withdrawal is used to support regulation).
- By staff who have been Team Teach trained wherever possible.

(Ofsted, 2021) (DfE, 2013)

If any form of physical support and/ or withdrawal has been necessary to support a pupil in a time of crisis, supporting adults are required to communicate this in detail with their family.

On occasions where physical support and/ or withdrawal is needed more frequently, a communication plan, that best suits the needs of the family (where possible) must be agreed between home and school. This should then be detailed on the pupil's happiness passport.

11. 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. We record this on 'Behaviour Watch'. Tracking of incidents involving physical support and/ or withdrawal is undertaken using 'Behaviour Watch' and patterns and trends are analysed by the sensory and regulation lead, the emotional wellbeing lead and the wider leadership team. This then informs further next steps and interventions to be planned and embedded.

We define 'Withdrawal' as:

- **Imposed withdrawal** – withdrawal that is adult directed, carried out under the school's duty of care to protect the pupil from harm, or risk of harm, to themselves or others.
- **Autonomous withdrawal** – withdrawal directed by the pupil, who has actively chosen to move to a quiet space for a period, in order to regulate.

12. Recording Measures in Place

The following recording measures are in place:

- All significant changes in regulation or incidents that require physical support or imposed withdrawal should be recorded on Behaviour Watch (please see Appendix 2 – Dysregulation Slip – Behaviour Watch).
- Any imposed withdrawal should also be recorded on a 'Monitoring Form' – this should be filled out, if staff have to direct a pupil to an alternative space in order to regulate and staff have had to leave the space in order to keep themselves safe. 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. 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 pupil's 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 pupil's 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 for monitoring form).
- Monitoring forms are only completed when staff have directed the use of a space (imposed withdrawal). Monitoring forms are not completed if a pupil has requested the space and a staff member is in the space with them – teachers and their team will record this on Behaviour Watch. These records are monitored on a regular basis by the sensory and regulation lead and the wider leadership team.

13. Motivators and Positive Reinforcements

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 that 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.

Positive reinforcements are used to support and motivate pupils. These will differ depending on what most motivates them and may include:

- 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 strategies, such as shared marble jar.

14. 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 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 – “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 local authority policy are only to be used after all other interventions have been tried and when agreed by the headteacher and governors.

The following sanctions are prohibited:

- Corporal (i.e., physical) punishment in any form including rough handling
- Deprivation of food or drink
- Withholding part of a pupil's daily curriculum (unless for safety purposes agreed by line leader).

15. 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, speech and language 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 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).

16. Level of Regulation Support

Pupils at Riverside School access one of the below Regulation Support Tiers, and this is reflected on their 'My Regulation' page of their happiness passport (see Appendix 4 for examples). If the regulation support a pupil requires changes, their happiness passport is updated to reflect this, and a meeting may be held with their families, depending on the support tier identified. There is a separate template for each level of support, ensuring those pupils who access a 'targeted' or 'specialist' support tier have 'My Regulation' pages which contain a higher level of detail. This ensures all staff working with the pupil are providing clear and consistent responses to their dysregulation at all times.

The school acknowledges that different pupils will require different levels of support with their regulation, at different times. We believe that the level of regulation support a pupil requires can change on a regular basis and therefore the approach and the support each pupil receives should be under constant review. Pupils do not access 'targeted' or 'specialist' support for longer than absolutely necessary, changes are made through the analysis of regulation data, alongside line leaders and where appropriate, through regular Specialist Support Reviews and in meetings with families.

Universal Support Tier

Pupils receiving universal support will be supported by their class team using strategies and approaches detailed in their happiness passports in order to successfully engage in their learning. These pupils are likely to require physical support and/ or withdrawal (unless in an exceptional situation), and this will not be listed on their happiness passport.

Targeted Support tier

Pupils that may require frequent co-regulation throughout their day. These pupils will be

supported by our in-house specialists. Their happiness passports will outline self-regulation, co-regulation and transactional support strategies to ensure they are able to successfully engage in their learning. They may require physical support and/ or withdrawal on some occasions to keep them and those around them safe. This will be outlined on their happiness passport.

In-house and external professionals/ services who may be involved:

- Emotional Literacy Support Assistant (ELSA)
- Child and Adolescent Mental Health Services (CAMHS) – if there is a significant risk to themselves or others and it is felt their regulation is not related to their current primary need e.g., Autism
- Speech and Language Therapy (SaLT)
- Occupational Therapist (OT)
- Community Paediatrician
- Social Care

Specialist Support Tier

Pupils that require extremely high levels of support. This will be from both in-house specialists and external agencies to maintain sensory/ emotional regulation, which will enable them to successfully engage in their learning. Their happiness passport will detail strategies to support their regulation throughout their day, as well as detailing the stages of their dysregulation and how to support them throughout this time.

Physical support and/ or withdrawal is likely to be required in order to keep them and those around them safe and this may be on a regular basis.

These pupils will also have a risk assessment in place to support their safety and the safety of others.

This level of support is required by a small proportion of Riverside School's population and is under constant review by the senior leadership team.

If a pupil requires specialist support, staff should complete the referral form (see Appendix 6) and discuss with their line leader in order to review the level of support necessary.

Before a pupil is moved onto the specialist support tier face-to-face meeting with the family must happen to discuss and review the happiness passport. This level of support will be regularly reviewed by the specialist support review group, which is primarily made up of the sensory and regulation lead, the emotional wellbeing lead and a deputy headteacher.

In-house and external professionals/ services who may be involved:

- Emotional Literacy Support Assistant (ELSA)

- Child and Adolescent Mental Health Services (CAMHS) – if there is a significant risk to themselves or others and it is felt their regulation is not related to their current primary need e.g., Autism
- Speech and Language Therapy (SaLT)
- Occupational Therapist (OT)
- DSR – if it is felt there may be a breakdown in placement and/ or risk of admission to a mental health facility
- Community Paediatrician
- Social Care
- Educational Psychologist (EP)
- The Specialist Support Review Group

17. 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.

18. Appropriate Touch and Complaints

Please refer to the school's Moving and Handling, Safeguarding and Complaints Policies when considering these associated areas. They can be found on the school [website](#).

19. Legal 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:

- 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 SEN 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.
- Recording and reviewing dysregulation when appropriate on Behaviour Watch for pupils in their class.

All members of staff, including teaching and support staff 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
- Recording dysregulation when appropriate on Behaviour Watch for pupils in their class
- Keeping the relevant figures of authority up-to-date with any changes in regulation. The relevant figures of authority include:
 - headteacher and the 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.

20. Monitoring and Review

This policy will be reviewed regularly and at least once annually by the senior leadership team and governors.

Appendix 1 – Monitoring Form

Monitoring form

Pupil name:

Date:

Space used:

Start time:

End time:

Adults present:

Type of withdrawal

Imposed withdrawal (adult directed)

Autonomous withdrawal (pupil directed & asked for door closed, you do not need to fill the table below)

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

Please fill this if the door is closed and pupil is not able to freely leave the space.

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		

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

Please note: a Behaviour Watch log MUST be filled out alongside this form.

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 pupils' 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?)

Appendix 2 – Dysregulation Slip – Behaviour Watch

Pupil ! Please select a student Staff Please select a staff member

Description

Status: Open Location: Bus (B) Date: 29 Jan 2025 Period: 11.30 - 12.00 Time: 11:59 am

CC [Click Here to Inform Others](#)

Staff affected

1. Staff Affected 2. Staff Affected 3. Staff Affected 4. Staff Affected

Student affected

1. Student Affected 2. Student Affected 3. Student Affected 4. Student Affected

Site *

Beckenham Phoenix SPC West Wickham

Antecedents/Triggers *

<input type="checkbox"/> Activity/Item Not Available	<input type="checkbox"/> Attending respite	<input type="checkbox"/> Change of circumstances at home	<input type="checkbox"/> Change in routine
<input type="checkbox"/> Dystonia	<input type="checkbox"/> Hunger	<input type="checkbox"/> Incident at home	<input type="checkbox"/> Involved in previous incident
<input type="checkbox"/> Lack of understanding	<input type="checkbox"/> Menstrual cycle	<input type="checkbox"/> Medical intervention	<input type="checkbox"/> New environment
<input type="checkbox"/> New staff member	<input type="checkbox"/> Noise	<input type="checkbox"/> Over-stimulation (sensory)	<input type="checkbox"/> Pain / illness
<input type="checkbox"/> Peer incident	<input type="checkbox"/> Personal space invaded	<input type="checkbox"/> Request to do/hot something by a member of staff	<input type="checkbox"/> Seizure activity
<input type="checkbox"/> Separation anxiety	<input type="checkbox"/> Sexual frustration	<input type="checkbox"/> Stopping an Activity	<input type="checkbox"/> Tiredness
<input type="checkbox"/> To gain attention	<input type="checkbox"/> Transition	<input type="checkbox"/> Use of equipment	<input type="checkbox"/> Under-stimulation (sensory)
<input type="checkbox"/> Waiting	<input type="checkbox"/> Weather	<input type="checkbox"/> Wet / dirty clothes	<input type="checkbox"/> Not yet identified
<input type="checkbox"/> Needing the toilet			

Dysregulation Displayed by Pupil *

<input type="checkbox"/> Absconding	<input type="checkbox"/> Bullying	<input type="checkbox"/> Biting others	<input type="checkbox"/> Climbing
<input type="checkbox"/> Damage to property	<input type="checkbox"/> Derogatory language related to disability	<input type="checkbox"/> Emotional distress	<input type="checkbox"/> Endangering the safety of others
<input type="checkbox"/> Hair pulling	<input type="checkbox"/> Harm to self	<input type="checkbox"/> Hiding	<input type="checkbox"/> Hitting others
<input type="checkbox"/> Homophobic/biphobic/transphobic language	<input type="checkbox"/> Inappropriate sexual actions	<input type="checkbox"/> Kicking others	<input type="checkbox"/> Making Threats
<input type="checkbox"/> Pinching	<input type="checkbox"/> Putting hands around others necks	<input type="checkbox"/> Pushing others	<input type="checkbox"/> Punching
<input type="checkbox"/> Racist Language	<input type="checkbox"/> Scratching	<input type="checkbox"/> Smearing	<input type="checkbox"/> Spitting
<input type="checkbox"/> Throwing items	<input type="checkbox"/> Urinating	<input type="checkbox"/> Use of inappropriate language e.g. swearing	<input type="checkbox"/> Removing Clothing

Was Physical Support Required?

Yes, physical support was required

No, physical support was not required

Withdrawal (please complete monitoring form)

Body Map

Body Map

Next Steps

<input type="checkbox"/> Line Leader informed	<input type="checkbox"/> Parent/Carer informed	<input type="checkbox"/> Happiness Passport updated
<input type="checkbox"/> Review level of support	<input type="checkbox"/> Social care informed	<input type="checkbox"/> First Aid given
<input type="checkbox"/> AR3 required	<input type="checkbox"/> MyConcern updated	<input type="checkbox"/> Discussed with Pupil

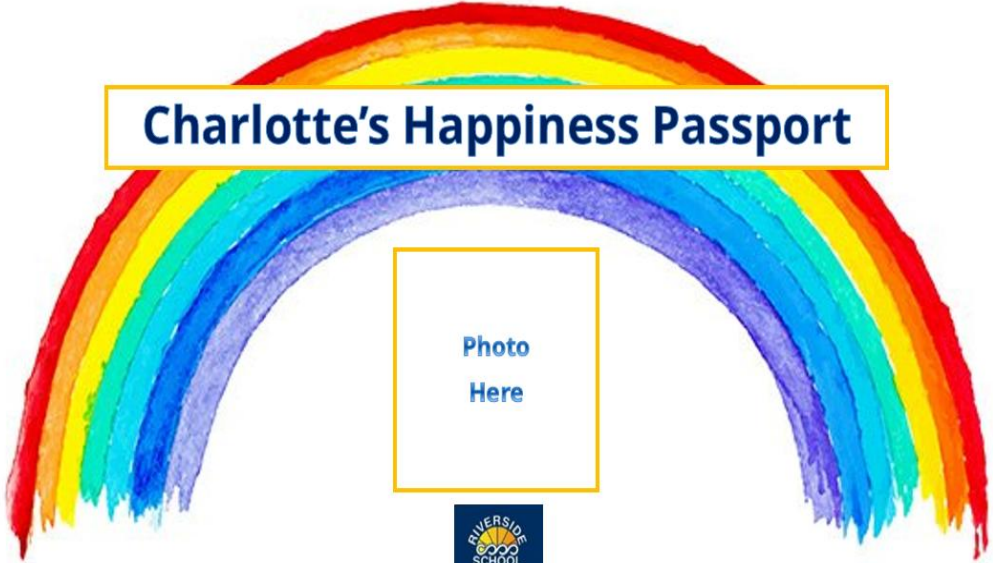
Duration

Duration of Dysregulation

Add Attachment


Add monitoring form (if appropriate)

Appendix 3 – Example Happiness Passport




Charlotte's Happiness Passport

Photo
Here




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 9th 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.



 <h2 style="display: inline; margin: 0 20px;">My Communication: 'I am a language Partner'</h2> 	
<p>How do I communicate?</p> <ul style="list-style-type: none"> - I can verbally request objects or activities that I want/like - I can verbally request a snack when I am hungry ('I want cracker') <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> 
<p>How can you support my communication?</p> <ul style="list-style-type: none"> - I have some singular words which I can use in familiar contexts/daily routines - Ask for the toilet - Name my peers - Terminate an interaction 'no' 'stop' - Sign toilet when I need to use the bathroom - I can use more than one method to make my choices/feelings known. (signing, singular words) <p>How can my school environment support my communication?</p> <ul style="list-style-type: none"> - Use my communication folder. Use my sentence strips.# - Reduce unnecessary background noise when asking me questions - Ensure that symbols or objects of reference are available for me to collect or refer to at all times. - Ensure my visual timetable is accessible throughout the day.. - Ensure my communication folder and visual sentence strips are available throughout the day - Sign along with me, showing new signs where appropriate - Encourage me to verbalise requests 	<p>My key visuals are:</p> 
<p>How can you support my engagement?</p> <p>How do I show you I am engaged?</p>	<p>Things that support my engagement:</p>

 <h2 style="display: inline; margin: 0 20px;">My Sensory Needs</h2> 		
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?
<p>Proprioception- 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.</p>	<ul style="list-style-type: none"> - I seek proprioceptive sensory input - I am very active and like to run, climb and jump down from a height. - I will stamp my feet and bang my hands into hard surfaces such as tables. - I cans sometimes run into furniture. 	<ul style="list-style-type: none"> - Regular sensory breaks. - Opportunities to climb in an safe environment (outdoor climbing frames and the climbing wall). - Placing a resistance band around the base of my chair during circle times. - Regular 'heavy work' opportunities, for example using my weighted backpack. - Access to extra firm therapy putty during circle times.
<p>Vestibular- The vestibular system functions to help the body maintain balance and be aware of where we are in space.</p>	<ul style="list-style-type: none"> - I seek Vestibular sensory input. - I like to spin on the spot. - I seek out rocking motions such as the swing. - I like to bounce and jump. - I will often move my head from side to side very quickly. 	<ul style="list-style-type: none"> - Opportunities the outdoor sensory equipment for example the swing and ski rocker. - Access to a physio ball to bounce on in class. - Use of a mini trampette or the trampoline in the sensory room. - Spinning equipment such a the whizzy dizzy,
<p>Auditory- This sense helps us interpret what we hear and the frequency of a particular noise or noises.</p>	<ul style="list-style-type: none"> - I avoid some auditory input. - I am very sound sensitive and loud or sudden noises can make me very distressed. 	<ul style="list-style-type: none"> - Ensure I have access to my ear defenders at all times. - Warn me if you aware of a noise that is about to happen that may cause distress, for example a fire alarm drill.
<p>Tactile- 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.</p>	<ul style="list-style-type: none"> - I avoid some tactile sensory input. - I find being touched very difficult and this can make me distressed. - I prefer it when you use a firm touch as opposed to a touch that is light. 	<ul style="list-style-type: none"> - Provide me with a warning when you will need to touch me, for example when supporting me with my personal care. - 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".

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?
<p>Olfactory– 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.</p>	<ul style="list-style-type: none"> • I avoid strong smells and these can cause me to have a gagging response. • Smells that I find particularly difficult include: fish, garlic, spices and strong smelling essential oils. 	<ul style="list-style-type: none"> • Ensure that I am not ordered any school meals that include strong smelling foods items. • 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. • Please do not use any strong smelling essential oils on or around me during sessions.
<p>Gustatory– 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.</p>	<ul style="list-style-type: none"> • I avoid certain food textures and tastes. • I may gag or vomit in response to textures of tastes that I find difficult. • I prefer to eat crunchy, dry textures and avoid foods that have a wet or slimy texture. • I currently only eat foods from my lunchbox that I bring from home. 	<ul style="list-style-type: none"> • 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. • Ensure I am offered foods I enjoy at snack times, these include: crackers and rich tea biscuits. • Order me a school meal each day and offer this to me to explore, before giving me my lunch box.
<p>Visual– This sense helps interpret what we see through colours, shapes, letters, words, numbers, and lighting.</p>	<ul style="list-style-type: none"> • I seek visual sensory input. • Items that spin or light up are highly motivating for me. • I will bring light up items up to my eye in order to get the most visual feedback from them. 	<ul style="list-style-type: none"> • Engage me in my learning through the use of visual resources and lights. • Offer me to my 'visual sensory bag' at choosing times– this contains light up and spinning toys.
<p>Interoception– This sense helps us understand and feel what is going on inside our bodies. People who struggle with their interoceptive sense may have trouble knowing when they feel hungry, full, hot, cold or know when they need the toilet.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • 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.

My Regulation: I currently access the 'Universal Support Tier'

<p>Things that are important to me and help me to regulate</p>	
<p>Things that may dysregulate me</p>	
<p>If I am becoming dysregulated, I might give these early indicators</p>	
<p>Please support me by...</p>	

Date Written/Updated..... Teacher Name and signature.....



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.
My fine motor skills: 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 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.
My fine motor skills: 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

 <h2 style="text-align: center; border: 1px solid orange; padding: 5px;">My Medical Needs</h2> 		
What are my medical needs?	What does it look like?	What can you do to support me?
Epilepsy	<p>I have multiple absence seizures throughout the day. I will not react to you when you say my name and will appear vacant.</p> <p>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.</p> <p>I have tonic seizures; my left arm will raise, like superman, I may lose control of my bowels.</p>	<p><u>Emergency Medication.</u> I have 7.5ml buccal midazolam if:</p> <ul style="list-style-type: none"> • More than 3 seizures in 15 minutes • 1 seizure lasting over 5 minutes <p>You <u>must</u> call a 999 if you administer my buccal</p> <p>My Medication expires: _____</p>
Asthma	<p>I have asthma. If I am having an asthma attack I might;</p> <ul style="list-style-type: none"> • Wheeze on breathing out • Cough • Begin to turn blue 	<p><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.</p> <p>My Medication expires: _____</p>
Respiratory Needs	<p>I have an oxygen tank in my classroom for me to use if my SATs drop below <u>95%</u></p> <p>If I am lacking oxygen I might:</p> <ul style="list-style-type: none"> • Look grey/ begin to turn look • Become unresponsive 	<p>If my SATs drop below 95% please reposition me and provide suction via my NP airway/mouth. Please encourage me to cough</p> <p><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 10Liters 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</p>
Allergies		<p>My Medication expires: _____</p>

 <h2 style="text-align: center; border: 1px solid orange; padding: 5px;">My Medical Needs</h2> 		
What are my medical needs?	What does it look like?	What can you do to support me?
Diabetes		
Eating and Drinking	<p>I do not eat anything orally as I have an <u>unsafe swallow.</u></p> <p>I have a Jejunostomy, all my water and feed go through here.</p> <p>My feed rate is: 300ml/hr</p> <p>My feed dosage is: 400ml</p> <p>My water flushes are: 30 ml pre & post</p>	<p>Please ensure you have read my feed regime <u>carefully</u></p> <p>Please check that my feed bag is mine and has the correct feed and dosage before you attach me.</p> <p>Please ensure you tell me what you are doing as I do not like having my button touched, it can make me jump.</p> <p>Please ensure that my right angle extensions are changed <u>weekly</u></p>
Vision	<p>I wear glasses and I have difficulties interpreting what I can see.</p> <p>I am registered as partially sighted</p>	<p>Please allow me time to process what you show me.</p> <p>Please ensure I wear glasses especially when you want me to focus on an activity.</p>
Hearing	<p>I have cochlear implants and am registered as deaf.</p> <p>I can struggle to hear what is happening around me</p>	<p>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.</p>
Hickman Line	<p>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></p>	<p>Please read my All About Me where you will find details about my Hickman Line.</p> <p>You must wash your hands before touching my line.</p> <p>Please ensure my line is properly dressed.</p> <p>You must not use scissors near me.</p>
Bile Bag		
Recent Surgeries	<p>I recently had double hip surgery.</p>	<p>Please hoist me for all transfers.</p> <p>Please ensure that I can be comfortable in my wheelchair with my bottom all the way back.</p> <p>I have permission for paracetamol to be given. Please see my Care Plan for dosage.</p>
Daily Medication (given at school)	<p>I require 5ml of Glycopyrrolate at 12:00</p> <p>I require 8ml of Clonidine at 13:30.</p>	<p>Please ensure that I am calm and prepared before you administer my medication as sometimes I don't like to take my medication</p> <p>The nurses will draw this up, please check the dosage and bottle before administering.</p>
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	
I need support for all of my transfers	Pacer/ Walking Frame	
	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..."




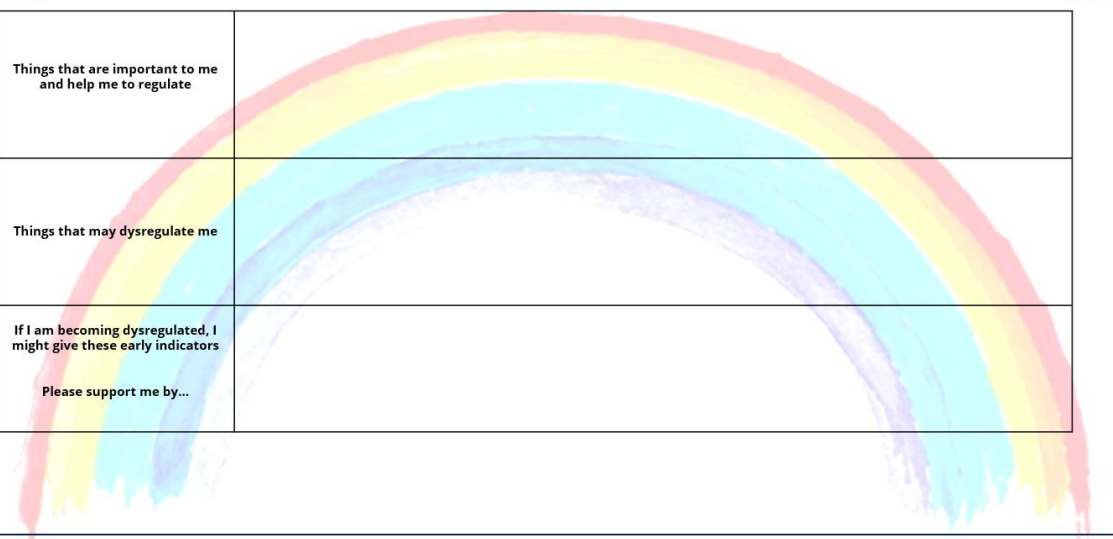
Appendix 4 – Example ‘My Regulation’ Pages for Each Level of Support

Universal




My Regulation: I currently access the ‘Universal Support Tier’




<p>Things that are important to me and help me to regulate</p>	
<p>Things that may dysregulate me</p>	
<p>If I am becoming dysregulated, I might give these early indicators</p> <p>Please support me by...</p>	

Date Written/Updated.....
Teacher Name and signature.....

Targeted



My Regulation: I currently access the ‘Targeted Support Tier’



<p>Things that are important to me and help me to regulate</p>	<p>Reassuring familiar adults Opportunity to run, climb, jump Opportunity to use sensory equipment Food and drink Sleep Redirecting me from a situation when I show early indicators of dysregulation</p>
<p>Things that may significantly impact my regulation</p>	<p>Waiting for something Not being able to communicate my needs Adults not picking me up Being hungry/thirsty Being tired Adults asking me to do something that I don't want to do (e.g. sit on my chair) There are times when I become dysregulated, and it's difficult to identify the underlying cause.</p>
<p>What you might see:</p>	<p>How you can you support me to regulate: (Self/Co-Regulation and Transactional Support)</p>
<p>Early indicators:</p>	<p>Self-Regulation: Co-Regulation: Transactional Support:</p>
<p>Escalation:</p>	<p>Self-Regulation: Co-Regulation : Transactional Support:</p>
<p>Crisis</p>	<p>Self-Regulation: Co-Regulation: Transactional Support:</p>
<p>Recovery and Restoration:</p>	<p>Self-Regulation: Co-Regulation : Transactional Support:</p>

My Regulation: I currently access the 'Targeted Support Tier'

There are times when I may need further support to regulate my emotions.

My familiar adults may need to physically support me if I reach a point of crisis in my dysregulation. Physical support and/or withdrawal will only ever be used as a last resort, if all other regulation strategies, outlined on the previous page have been unsuccessful. This will ensure that I am kept safe, as well as supporting the safety of those around me.

Spaces or environments that can be used to support me (please add photos- saved in Staff Share – Regulation 2025 – Approved Photos – Regulation Spaces):

Soft Play

Oasis

When I am accessing these spaces, I will be closely supervised and supported. Supporting staff will provide me with reassurance and offer me items or activities that may help to reduce my dysregulation (outlined on my regulation page).

Physical Support that may be used to support me for my safety if necessary:

If I reach a point of crisis in my dysregulation, familiar adults may need to support me to a safer space, using a single elbow / double elbow (single person or double person) / figure of 4 / friendly hold. *(Please delete support as appropriate)*

Date Written/Updated: 03.03.2025

Parent / Carer / Guardian Name and Signature:

Teacher Name and Signature:

Line Leader Name and Signature: Lauren Mullan

Other professionals currently involved in supporting my regulation:

- CAMHS / ALD Team (Adult Learning Disability Team)
- OT
- SaLT.

Specialist

My Regulation: I currently access the 'Specialist Support Tier'

Things that are important to me and help me to regulate	Reassuring familiar adults Opportunity to run, climb, jump Opportunity to use sensory equipment Food and drink Sleep Redirecting me from a situation when I show early indicators of dysregulation
Things that may significantly impact my regulation	Waiting for something Not being able to communicate my needs Adults not picking me up Being hungry/thirsty Being tired Adults asking me to do something that I don't want to do (e.g. sit on my chair) There are times when I become dysregulated, and it's difficult to identify the underlying cause.

What you might see:	How you can you support me to regulate: (Self/Co-Regulation and Transactional Support)
Early indicators:	Self Regulation: Co- Regulation: Transactional Support:
Escalation:	Self Regulation : Co- Regulation : Transactional Support:
Crisis	Self Regulation: Co- Regulation: Transactional Support:
Recovery and Restoration:	Self Regulation: Co- Regulation : Transactional Support:



My Regulation: I currently access the 'Specialist Support Tier'



There are times when I may need further support to regulate my emotions.

My familiar adults may need to physically support me if I reach a point of crisis in my dysregulation. Physical support and/or withdrawal will only ever be used as a last resort, if all other regulation strategies, outlined on the previous page have been unsuccessful. This will ensure that I am kept safe, as well as supporting the safety of those around me.

Spaces or environments that can be used to support me (please add photos- saved in Staff Share – Regulation 2025 – Approved Photos – Regulation Spaces):



Soft Play



Oasis

When I am accessing these spaces, I will be closely supervised and supported. Supporting staff will provide me with reassurance and offer me items or activities that may help to reduce my dysregulation (outlined on my regulation page).

Physical Support that may be used to support me for my safety if necessary:

If I reach a point of crisis in my dysregulation, familiar adults may need to support me to a safer space, using a single elbow / double elbow (single person or double person) / figure of 4 / friendly hold. **(Please delete support as appropriate)**

Date Written/Updated: 03.03.2025

Parent / Carer / Guardian Name and Signature:

Teacher Name and Signature:

Line Leader Name and Signature: Lauren Mullan

Other professionals currently involved in supporting my regulation:

- CAMHS / ALD Team (Adult Learning Disability Team)
- OT
- SaLT

Has an Risk Assessment meeting taken place with the family and the contents agreed?

- Yes
- No, If no, when? _____

Please attach Risk Assessment Date for review: _____

Appendix 5 – Regulation Support Pyramid



Regulation Support Pyramid



1

Appendix 6 Specialist Support Referral Form

Specialist Support referral

This referral form needs to be completed with your line leader, please attach the pupils' most up to date Happiness Passport. Please also attach an ELSA report if applicable.



- Have you used Behaviour Watch consistently to identify any potential trends in Dysregulation?
- Have you reviewed the Happiness passport as a class team? When?
- What level of support is required for this pupil throughout the school day and in different contexts / environments (in the classroom, changing, transitioning, in the community etc).
- Have you contacted family to discuss any external factors which may be impacting regulation?
- Does the pupil have quantified hours/support from SaLT? Please specify any hours as detailed in their EHCP:

- Does the pupil have quantified hours/support from OT? Please specify any hours as detailed in their EHCP:
- What was the date of the last EHCP review? Has the plan been amended?
- When was the pupils last seen by an Educational Psychologist?
- Does the pupil require CAMHs involvement? Has a referral already been made?
- Does the pupil/family have social care and/ or early help involvement? Please detail below
- Is the pupil at risk of placement breakdown (home or school) or at risk of being admitted to a mental health facility? Has a referral been made to the DSR?
- Is the pupil at risk of causing significant physical harm and/ or emotional distress to themselves and/or others? Please detail below:

- Historical context:
- Any other relevant information

Appendix 7 – Specialist Support Risk Assessment



RIVERSIDE SCHOOL RISK ASSESSMENT FOR PUPIL PRESENTING WITH HIGH LEVEL DYSREGULATION

Name of child / young person		Date of Birth		Date of Risk Assessment		Date of Review	
------------------------------	--	---------------	--	-------------------------	--	----------------	--

Risk Assessor(s)

Context	
<u>Home:</u>	
<u>School:</u>	
What relevant records, reports or other documents, <u>professionals are</u> already in place? (e.g. Pupil Passport, ABC Charts, Education Health and Care plan (EHCP), Health Care Plan, CAMHS support)	<i>Alongside this document please see Happiness Passport.</i>

Risk Rating	
1. Identified long term mental health issues or persistent self-harm	
Emotional Risk Severity / Physical Risk Severity	4. Long term/repeated, destructive to self and/or others of unusual/extreme withdrawal or passivity or emotional outbursts. Emotional impact severe enough to trigger referral to another service e.g. CAMHS/GPIEP or paediatric services
	3. Emotional response that results in deteriorating/erratic attendance, withdrawing, not engaging, anxiety, fear, worry; impacts on behaviour of others e.g. negativity, irritability, negative emotions, lack of concentration, lack of motivation
	2. Significant distress or upset that can be addressed or resolved within a few days e.g. behaviour does not lend to rest
	1. Upset/distress that subsides relatively quickly and with minimal support but is atypical for the stage of development of the child

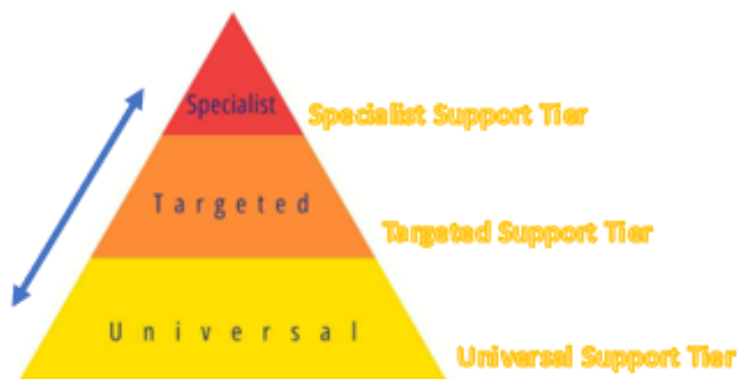
What do you see in times of crisis?	Emotional Risk / Physical Risk Severity on pupil <i>How can you support?</i>	Risk Rating Red / Yellow / Green
Causing harm to <u>others</u> i.e. pulling hair, hitting,	Emotional Risk Physical Risk	Red
	Emotional Risk Physical Risk	Red
Causing harm to self	Emotional Risk	Red
<u>Damaging environment</u>		Red

Agreed Next Steps

Family Review Meeting	
Date: Attendees: Next Steps:	Minutes:
Specialist Support Review Group	
Date: Attendees: Next Steps:	Minutes:

Appendix 8 – Regulation Support – Pyramid Guide

Regulation Support Pyramid



Tier Definitions & Criteria

Universal Support Tier

Pupils receiving Universal Support will be primarily supported by their class team using strategies and approaches detailed in their Happiness Passport in order to successfully engage in their learning and thrive throughout their school experience.

These pupils will not require physical support and/ or withdrawal (unless in an exceptional situations) this will not be listed on their Happiness Passport.

***Criteria:* The majority of our pupil population access our Universal Support tier offer. Our universal offer includes; Personalised Learning Plans (PLPs), Unique Profiles (UPs), Happiness Passports, Home Learning Plans and Riverside Progress Scales (RPS). They will also have support from any professionals outlined in their EHCP, for example, Speech and Language Therapy (S<), Occupational Therapy (OT), Physiotherapists etc.**

All pupils', regardless of the level of the regulation support they require, will have all of the above in place. Pupils' accessing the universal support tier will NOT require any physical support or withdrawal for Regulation.

Targeted Support Tier

Pupils that may require frequent co- regulation throughout their day. These pupils will be supported by our in-house specialists. Their Happiness Passport will outline self-regulation, co- regulation and transactional support strategies to ensure they are able to successfully engage in their learning.

May 2025

They may require physical support and/or withdrawal on some occasions to keep them and those around them safe. This will be outlined on their Happiness Passport.

In- House and external professionals/services that may be involved:

- Emotional Literacy Support Assistant (ELSA)
- Child and Adolescent Mental Health Services (CAMHS) - if there is a significant risk to themselves or others and it is felt their regulation is not related to their current primary need e.g. Autism.
- Adult Learning Disabilities Team (ALD Team)
- Speech and Language Therapy (S<)
- Occupational Therapist (OT)
- Community Pediatrician
- Social Care

Criteria: Pupils' accessing our targeted support tier will have all of the same supports outlined in our Universal offer.

For these pupils, regulation will be identified as an area of need and will have some impact on their learning whilst in school. Pupils' accessing the targeted tier may show signs of dysregulation or emotional distress typically three or more times within their week. In order to reach the targeted support tier, this would need to have been observed for a period of time, over four weeks and documented on Behaviour Watch. As part of this process, the class teacher will have included their line leader in these discussions.

Pupils accessing our targeted support tier may or may not require physical support and/or withdrawal to keep themselves and/ or those around them safe but this would be clearly documented on their Happiness Passport.

Specialist Support Tier

Pupils that require extremely high levels of support. This will be from both in-house specialists and external agencies to maintain sensory / emotional regulation, which will enable them to successfully engage in their learning. Their Happiness Passport will detail strategies to support their regulation throughout their day, as well as detailing the stages of their dysregulation and how to support them throughout this time.

Physical support and/or withdrawal is likely to be required in order to keep them and those around them safe and this may be on a regular basis.

These pupils' will also have a Risk Assessment in place to support their safety and the safety of others.

May 2025

In- House and external professionals/services that may be involved

- Emotional Literacy Support Assistant (ELSA)
- Child and Adolescent Mental Health Services (CAMHS) - *if there is a significant risk to themselves or others and it is felt their regulation is not related to their current primary need e.g. Autism.*
- Adult Learning Disabilities Team (ALD Team)
- Speech and Language Therapy (SaLT)
- Occupational Therapist (OT)
- DSR – *if it is felt there may be a breakdown in placement and/ or risk of admission to a mental health facility.*
- Community Pediatrician
- Social Care
- Educational Psychologist (EP)

Criteria: Pupils' accessing our specialist support tier will have all of the same supports outlined in our Universal offer.

For these pupils, regulation is likely to be a primary area of need and will have significant impact on their learning and/ or the learning of their peers. Pupils' accessing the specialist support tier will show signs of dysregulation or emotional distress daily. In order to reach the Specialist Support tier, this would need to have been observed for a period of time, over a half term and documented on Behaviour Watch, showing limited progress within their regulation despite agreed strategies implemented by supporting adults in school.

Pupils accessing our specialist support tier are very likely to require physical support and/or withdrawal to keep them and/ or those around them safe (however, some may not). This would need to be clearly documented on their Happiness Passport.

Specialist Support Referral

If it is felt that a pupil requires support from our specialist support tier, in the first instance teachers should discuss this pupil with their line leader. If it is felt that through observation and documentation that a specialist support offer is required, class teams will be asked to complete a specialist support referral (see below):

Specialist Support referral

This referral form needs to be completed with your line leader, please attach the pupil's most up to date Happiness Passport. Please also attach an EIS report if applicable.



- Have you used Behaviour Watch consistently to identify any potential trends in Dysregulation?
- Have you reviewed the Happiness passport as a class team? When?
- What level of support is required for this pupil throughout the school day and in different contexts (environments in the classroom, changing, transitioning, in the community etc).
- Have you contacted family to discuss any external factors which may be impacting regulation?
- Does the pupil have quantified hours/support from QLT? Please specify any hours as detailed in their EICP.
- Does the pupil have quantified hours/support from QLT? Please specify any hours as detailed in their EICP.
- What was the date of the last EICP review? Has the plan been amended?
- When was the pupil last seen by an Educational Psychologist?
- Does the pupil require CAMHS involvement? Has a referral already been made?
- Does the pupil/family have social care and/or early help involvement? Please detail below.
- Is the pupil at risk of placement breakdown (home or school) or at risk of being admitted to a mental health facility? Has a referral been made to the QLT?
- Is the pupil at risk of causing significant physical harm and/or emotional distress to themselves and/or others? Please detail below.

- Historical context:
- Any other relevant information

This referral will then be discussed with line leaders and class teams and may also be discussed with the leadership team to determine next steps. Once agreed, the pupil will be discussed at the monthly 'Specialist Support Review Group' meeting where it will be agreed if they are moving to the Targeted support tier and next steps will be decided.

If it is decided that a pupil requires our specialist support tier, a meeting will be scheduled with the pupil's family.

May 2025

During this meeting, the class teacher and line leader will discuss what our specialist support tier is, discuss their Happiness Passport, outline next steps and set a date for a review meeting.

Following these meetings, a risk assessment for the pupil will be completed, which will be shared with family and all professionals supporting.

Communication and Physical Support



Use of reasonable force and other restrictive interventions guidance

Government consultation

Launch date: 4 February 2025
Respond by: 29 April 2025

In February 2025, the DfE produced a much-needed update on physical support guidance.

As per the guidance, schools must ensure that they are communicating to families **every time** a pupil has required physical support and/ or withdrawal at school – **even if this is listed on their Happiness Passport.**

For any pupil who requires physical support and / or withdrawal and they access our specialist or targeted support tiers, an agreed communication plan must be identified with the pupils' family.

Once agreed, please ensure this is added onto their Happiness Passport on regulation page 2.

Saving HPs

To ensure that we are saving all Happiness Passports and are able to look back to reflect upon historical supports, **please ensure these are saved each time they are updated. They should be saved in their pupil files, shown below:**

Name	Date modified	Type	Size
.2015-2023 Ex Pupils	06/03/2025 09:16	File folder	
6th Form	11/02/2025 15:58	File folder	
Admin	22/05/2024 12:06	File folder	
Beckenham	05/03/2025 14:20	File folder	
Key Stage 3	22/01/2025 12:58	File folder	
Key Stage 4	11/02/2025 15:58	File folder	
New Starters Sep 2024	24/09/2024 14:56	File folder	
Phoenix	12/03/2025 11:13	File folder	
Primary SPC	05/03/2025 14:20	File folder	
West Wickham	30/01/2025 14:35	File folder	

The following format should be used:

surname forename class HP support-tier month year

For example: lauren_mullan_otters_HP_Targeted_May_2025

May 2025

CAMHS

We continue to work positively alongside our colleagues in Bromley CAMHS. They complete termly visits for pupils on their caseload which has been key in receiving the support each pupil needs.

To ensure the process is streamlined, for any referrals into CAMHS please contact Lauren Mullan. There is certain language and terminology that needs to be used in order to gain support.

Lauren is our CAMHS liaison and link and as such will be responsible for submitting all referrals and will inform the appropriate professionals within the CAMHS team that work with Riverside School.

Who to go to for support?

CAMHS, Behaviour Watch, Regulation (including Regulation page within Happiness Passports) Trauma Informed Practice – Lauren Mullan

OT – Amy Price

S< – Lucy Godly & Amy Price

EHCP Info – Daniella Costanza

Educational Psychologist & Trauma Informed Practice – Charlotte Downs

Safeguarding and Social Care – Helen Movahedi

Blue Active Curriculum Support – Kirsty Curry

Team Teach – Sofia Lee & Kirsty Curry

ELSA – Elsa@riverside.bromley.sch.uk

May 2025

Appendix 9 – ARCHITECT Guide to Supporting Pupils’ Happiness, Wellbeing and Regulation



Our ARCHITECT Guide to Supporting Pupils’ Happiness, Wellbeing and Regulation

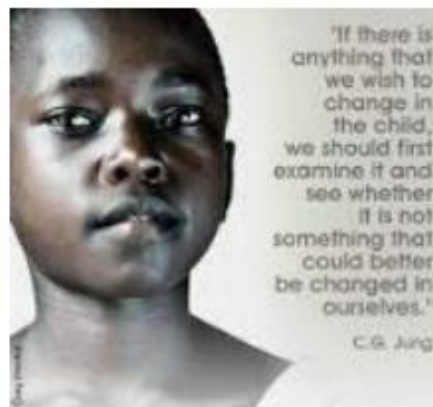
Aspiration Resilience Creativity Humility Integrity Trust Enthusiasm Courage Teamwork

EVERY CHILD DESERVES
A CHAMPION, AN ADULT
WHO WILL NEVER GIVE UP
ON THEM, WHO UNDERSTANDS
THE POWER OF CONNECTION
AND INSISTS THAT THEY
BECOME THE BEST THEY
CAN POSSIBLY BE.

Rita Pierson

“When *little people*
are overwhelmed by
big emotions, it’s
our job to share our
calm, not join their
chaos.”

-L.R. KNOST-



Aspiration Resilience Creativity Humility Integrity Trust Enthusiasm Courage Teamwork

Our shared commitment to upholding our ARCHITECT Values...

- We will be kind and show compassion.
- We will put relationships with our pupils and families at the heart of all that we do.
- We will consider our pupils' dignity, rights and voice at all times.
- We will ensure a personalised, meaningful and appropriate curriculum is in place for every pupil. One that is truly irresistible.
- We will provide all pupils with a school environment where they feel safe and secure.
- We will see each pupil in their entirety, rather than a label or a particular difficulty, always remembering that our pupils have their own passions, strengths and interests.
- We will make sure all pupils feel seen and that they matter.
- We will strive to meet our pupils' personalised sensory, physical and emotional needs.
- We will ensure all pupils have a voice and are heard, enabling their wants and needs to be expressed within a communication system that works for them, at all times.
- We will not shout, diminish or threaten.
- We will place the focus on de-escalation and proactive, positive strategies.
- We will give effective, genuine and meaningful praise; praise for being and praise for doing. To praise positive actions, to encourage, remind and reinforce.
- We will record and reflect on our pupils' wellbeing in order to improve support and outcomes where ever possible.
- We will ensure active supervision and positive engagement throughout the day e.g. in playground spaces during playtimes.
- We will take into account the developmental stage each pupil is working at, ensuring that any expectations placed upon a pupil is in line with their understanding.
- We will be a relentless detective, always striving to understand the function, 'the why' of any dysregulation, remembering that it is always a form of communication or a sensory seeking need.
- We will acknowledge that we want all of our pupils' to be able to flourish in society, and as such we may need to try and replace some forms of communication or sensory seeking need with

other options e.g. replacing biting with Chewlery. Never taking away or restricting, without having an adequate alternative to replace/feed the need with.

- We will always reflect on ourselves and the impact we may be having. Is a pupil bored? Is a pupil over excited? Has something changed? Are we using too much language? Is our tone too loud? Could we be the trigger? Much better to state 'I don't think I'm helping the situation, rather than I need to see it through.'
- We will keep in mind the 3C's; Convey Calm, be Consistent in our approach and provide Clear Communication systems.
- We will provide our pupils with calm and consistent support, check in on our own breathing and body language, how are we committing to conveying and staying calm? Consider our tone of voice, ensuring we are using the right pace, volume and pitch to support.
- We will keep in mind that our pupils seek consistency and predictability to feel safe, they need to know what to expect from us as well as their timetable. If we need to be flexible, we need to do it predictably. Be consistent in our approach, our language, as well as preparing the environment and the structure of the day.
- We will give choices over compliance and coercion.
- We will understand that there may be consequences, but not punishments. *(Research suggests children with typically developing language skills can understand choices and consequences some time in their third or fourth year)* To never remove part of a pupil's curriculum as a consequence unless there are safety concerns.
- We will consider how to respond to a situation, is it in line with a pupils Happiness Passport? Ensuring each pupils Happiness Passport is up to date and relevant and families have been consulted.
- We will ensure that appropriate and meaningful AAC (Augmentative and Alternative Communication) is used consistently to ensure pupils have every opportunity to understand and participate; Visual Supports (photographs, symbols, written word), Objects of Reference, Sounds of Reference, Switches etc. We must not under estimate the use of visual supports for all, especially in times of heightened anxiety.
- We will provide pupils with an appropriate way to say they don't like something or want something to stop e.g. visual, red card etc. How are we seeking their opinion, giving choices and allowing their voices to be heard?
- We will prepare pupils as much as is needed; giving time warnings, count downs, touch cues and clear instructions to support transitions and understanding.
- We will use positive language and give positive requests; 'please walk', rather than 'don't run'. Model the positive actions, language, approach we want to encourage.

- We will reduce our own emotions, pupils need us to remain calm when they are experiencing heightened emotions. Never lose our temper, to recognise our own wellbeing needs, stepping aside and asking for support when needed.
- We will always ensure pupil's basic needs are met in a dignified way; to do with and not to. Promoting pupils ownership and control at these times supports self-esteem and pride.
- We will ensure expectations are clear and realistic and pupils have every chance to succeed.
- We will show a real, genuine interest in the pupils we support. Supporting self-esteem and engagement by incorporating their likes, interests, motivators, learning styles, backgrounds in what we offer.
- We will identify and commit to using the same strategy and approach as a class team; use the same language, consistent phrases, tone of voice etc. to reduce the uncertainty and anxiety. Visual Supports really help to add the predictability when pupils are supported by a range of adults.
- We will try and limit any mixed messages e.g. one day we laugh when a pupil spills a drink and the next day when they tip their cup they are told off.
- We will try and limit our reactions; lots of reaction and excitement inadvertently teaches that you get more attention if you do something that is deemed 'inappropriate.' To give low or no reactions can be very effective. Saving our big reactions for the positive actions we want to see.
- We will give 'Positive Strokes'. Eric Byrne called 'Strokes' - bits of social and emotional contact that let us know we exist as people, that other people like us, that we are wanted and valued. If we don't get enough positive strokes, we might work for negative ones. Any strokes are better than no strokes. Some pupils may seek attention only through negative behaviour and may initially reject positive inputs. We must make sure we are giving enough positive input to all of our pupils.
- We will avoid getting into any type of power struggle, we must remember the cognitive levels our pupils are working at and our role as detectives.
- We will separate the action e.g. biting from the pupil. Remembering the bite is their way of communicating something. Our job to find out what and help them to communicate in a different way. Although the biting is not desirable and we need to stop it, it is important that the pupil understands they are still liked, cared for, and supported. Careful thought needs to be given as a team to how you will address this when it happens; keywords, phrases etc. If we choose to ignore a certain action e.g. spitting, it is important to remember we are ignoring that action, not the pupil themselves or their needs.
- We will remember the power of distraction; a change of environment, adult, activity can be enough.

- We will only try and teach coping strategies or reflect on a situation when a pupil is at their optimum level for learning and for being calm – not when they are in crisis.
- We will teach and support pupils to understand their emotions as appropriate, at an appropriate level. Pupils maybe involved in emotional and social learning opportunities throughout the day but the majority of our pupils will need explicit teaching in order to develop these skills. They will need opportunities to practice and rehearse new skills. We need to be creative, using puppets, books, social stories, body and emotion maps to aid understanding. We need to model, label, explain the expressions we use and the emotions and feelings we experience. Emotional regulation strategies need to be practiced and modelled regularly.
- We will identify what mutual/self-regulation strategies may support pupils at different times and where appropriate to teach these, striving for pupils to be able to recognise a particular emotion or feeling and self-regulate appropriately.
- We will liaise regularly and respectfully with family members and important people in your pupils lives to ensure consistency and a mutually understood approach. Remembering we are preparing our pupils for life beyond Riverside.
- We will use our Wellbeing recording systems 'Universal, Targeted and Specialist' to help track and identify things that may be acting as triggers, or things that may inadvertently be encouraging stressful situations e.g. changes to a routine.
- We will do everything possible to promote a sense of belonging for all of our pupils. Make positive connections, be invited into our pupil's worlds; find out about their interests, play the music that they hear at home, show genuine curiosity in them and their lives. Share communal joy and pride.
- We will provide our pupils with positive role models who reflect them and where appropriate provide opportunities for them to act as role models/peer mentors to others.
- We will seek advice from colleagues and line leaders as needed, we are not alone.
- We will use the spaces around the school in a pupil centred and positive way to support pupils' emotional and sensory regulation needs.
- We will be incredibly personalised and creative, always remembering that we teach the way that our pupils need us to in order for them to learn not vice versa. If the dining hall doesn't work for them right now, then they don't need to go there.
- We will always keep the magic wand in mind; what are we trying to teach and why?
- We will ensure you honour anything you have agreed, promised.
- We will talk about our pupils and use terminology in a dignified and respectful way that always has their best interests at heart.

- We will be an ARCHITECT for all of our pupils, this means supporting each other and saying when we see something or someone that is not demonstrating our values. Being clear to be kind.

Sometimes we may get anxious about a pupils response and about our role in supporting them or a particular situation. At times we may try to find a label to apply to a pupil or a particular emotion or the way they have expressed themselves. Some of these terms are not appropriate for use in our setting, in our school.

Some of these labels may have a negative meaning or connotation and don't help us to explain anything. They don't tell us what has happened, what the cause of a situation was or how to improve things. They can also reinforce negative assumptions and create misunderstanding of a particular pupil, class or situation.

Language is powerful. As a school we want to use consistent and intentional language which is dignified, respectful and purposeful. The language we will use when referring to or supporting pupils' wellbeing is **regulation** and **dysregulation** or **regulated** and **dysregulated**. This will support us all to continue to focus on working towards improving regulation for all our pupils. This terminology can be used in reference to both emotional and sensory regulation needs.

We will also be using the language '**physical support**' rather than 'restrictive physical intervention' (RPI). Reinforcing and reminding us that our primary aim is always to act as a support and in a supportive way.

Resources and Research available in Teacher Share SPC – Happiness, Wellbeing and Regulation.



Appendix 10 – 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 (2024) 'Keeping children safe in education 2024'
- 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
- Complaints Procedures Policy
- SEN Policy
- Exclusion Policy
- Safeguarding Policy
- Anti-bullying Policy