

RIVERSIDE SCHOOL



Regulation Support Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – HEADTEACHER

May 2026

Introduction

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

Please see page 35 for the Legal Framework.

Ethos and Rationale

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

Aspiration Resilience Creativity Humility Integrity Trust Enthusiasm Courage Teamwork

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

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

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

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

All staff supporting an individual pupil or class will be familiar with the clear guidelines and strategies included within that individual pupil's 'Happiness Passport' and ensure these are followed, discussed and updated as needed. These are holistic, working documents and are quality assured by Line Leaders and discussed and shared with families.

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

Staff induction, development and support

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

During the induction process, all staff will receive training provided by our Emotional Wellbeing Lead, focusing 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, or are aspiring to have, responsibilities for leading regulation or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

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

Defining and understanding dysregulation

At Riverside School we understand dysregulation to be actions that:

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

- Can make the possibilities for future placement difficult.

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

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

We acknowledge that all dysregulation is a form of communication and emphasise that it is the responsibility of school staff to seek to understand the function or the 'why' behind any dysregulation presented by a pupil (Ofsted, 2021.) We recognise that dysregulation may have many causes and these may not always be clear to us. However there is always a function and reason. We recognise that these functions could include 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 or accepting that an wanted item/activity is 'not available'- The pupil is finding it difficult to accept that a wanted item or activity is 'not available' when they have requested it.
- Trigger; a learned response or coping mechanism- resulting from a previous experience.
- Escape or avoidance- from a demand, situation or environment the pupil finds difficult, a 'fight or flight' response.
- To obtain something tangible- an object or activity they would like.
- To gain the attention of others- to be noticed or acknowledged.

Aims

- At Riverside School, we aim to:
- Ensure a personalised, meaningful and appropriate curriculum is in place for every pupil- one that is truly irresistible.
- Create a physical and emotional environment in which all pupils and staff feel safe and secure.
- Consider and respect our pupils' dignity, rights and voice at all times.

- Use consistent and intentional language when referring to pupil wellbeing, which is respectful and purposeful.
- Focus on de-escalation and proactive, positive strategies, rather than reactive responses wherever possible.
- Use supportive strategies that meet individual needs through pupils personalised 'Happiness Passports'.
- Ensure high expectations are positively maintained for all pupils, 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 not yet able 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 productive multi-agency working, in order to gain a full overview of a child's situation and establish a co-ordinated approach to providing the most effective support.

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 processes involved in self-regulation to include both sensory regulation and emotional regulation. Examples may include: bouncing on a physio ball, asking for an alternative space or walk using preferred method of communication, independently using a fiddle toy and taking deep breaths.

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 seclusion

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 pupil's developing independence within 'co-regulation' for example placing a supporting adults hand on their shoulder to indicate they would like deep pressure or responding to a visual support to make a choice.

Positive regulation support:

Environment

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

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

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

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

- **Build positive, trusting relationships:** use body language, tone of voice and eye contact to make pupils feel valued, secure and heard.
 - **Be responsive to pupils' individual needs:** ensure all staff working with a pupil are aware of their context- home environment, past experiences, motivators and relationships.
- Offer experiences 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 pupil's 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.

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 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's/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 that 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.

Communication Supports

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

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

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/methods may change over time or vary across environments. We aim to ensure that all pupils have a voice and pupils

preferred methods of communication are considered at all times. Therefore all pupils should have the communication support they need in order to:

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

Sensory processing:

Many pupils at Riverside School experience difficulties with their sensory processing and we understand that there is a strong correlation between sensory processing and emotional regulation.

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

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

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 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.

Consequences

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

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

Approved consequences

- A supporting adult talking to the pupil about an action, for example "I can see that you were feeling upset and I would like to help you", a pupil being taken to a different member of staff for further communication if this is appropriate or a message to be sent home about a pupil's moment of dysregulation.
- Reparation - a pupil might be asked to complete a task to compensate for the behaviour. The task should be relevant to the situation and appropriate to the

pupil. Tasks should not be demeaning or futile and should usually benefit the community rather than an individual.

- Separation - a pupil may be separated with supervision within the classroom or another room, for a short period of time.
- Fixed-term exclusions in line with LA policy are only to be used after all other interventions have been tried and when agreed by the Head teacher and Governors.

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

Happiness Passports

All pupils have a Happiness Passport which contains key information about their communication and SCERTS Communication Partner Stage and information about how best to support their sensory and regulation needs. Where appropriate these are contributed to by other professionals working with the pupil, for example Occupational Therapists, 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 contributed to and shared with pupils in order to ensure their views are reflected and they understand how they will be supported to regulate at school. Happiness Passports are a working document and reviewed regularly. Any changes at home or school are reflected in these documents (see appendix 3 for example Happiness Passport).

Levels 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 needs 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 that 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 approaches and the support each

pupil is receiving should be under constant review. Pupils do not access 'targeted' or 'specialist' support for longer than absolutely necessary and 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 Passport in order to successfully engage in their learning. These pupils are unlikely to require physical support and/ or seclusion (unless in an exceptional situations) 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 Passport 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 seclusion 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 regulation support. This level of support is required by a small proportion of Riverside Schools population and is under constant review by the wider leadership team, as there may concerns around the suitability of the placement.

If a pupil requires a 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 a 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 Head Teacher.

Pupils receiving specialist support for their regulation needs will be supported through 'specialist support review meetings' held with all relevant professionals involved in their care periodically. The time between these meetings will be decided on a case by case basis but be no less than every term.

These pupils' will also have a Risk Assessment in place to support their safety and the safety of others, this will be reviewed and updated during specialist support review meetings.

Support given 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 seclusion is likely to be required in order to keep them and those around them safe and this may be on a regular basis.

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.

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.

Use of reasonable force and Restrictive Interventions

Legal framework

All school staff have a legal power to use reasonable force under the Education and Inspections Act 2006.

In line with DfE (2026) guidance on Restrictive Interventions, the school recognises that any use of force must be:

- Lawful
- Necessary
- Reasonable
- Proportionate
- Used as a last resort

Restrictive Physical Interventions:

Definition of Restrictive Intervention

A restrictive intervention is:

Any action that restricts a pupil's movement, liberty or freedom to act, including the use of reasonable force.

This includes (but is not limited to):

- Restrictive physical intervention (RPI) (referred to at Riverside School as physical support)
- Seclusion
- Mechanical or environmental restriction (where applicable)

The school uses the term "physical support" to reflect a supportive ethos; however, staff must understand that this is a form of restrictive physical intervention (RPI) within statutory guidance. This reinforces the fact that our staff's primary aim is always to act in a supportive way towards our pupils.. All staff are committed to our 'Our ARCHITECT Guide to Supporting Pupils' Happiness, Wellbeing and Regulation', which outlines expectations around supporting our pupils.

Where appropriate, staff are trained in Team Teach. Team Teach is one of the largest worldwide training providers in behaviour support and management including physical interventions. It is built on an ethos of 95% de-escalation skills with intensive work on diversions, diffusion and positive proactive support. Staff take a 12 hour course which is topped up with regular follow up support. As recognised by Team Teach, techniques seek to avoid injury to the pupil but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the pupil remains safe. Further information can be found on their website www.team-teach.co.uk

Physical Support

Definition of Physical Support (Restrictive Physical Intervention): Direct physical contact intended to prevent, restrict or control movement.

Permitted Use

Physical Support should only be used:

- As a last resort.
- When necessary to prevent harm to the pupil themselves, their peers or those supporting them.
- When proportionate to the risk.
- By trained staff where possible.
- When its use is fully recorded on Behaviour Watch (for all occasions when physical support or seclusion is used to support dysregulation).

All staff retain the legal right to act in an emergency.

Prohibited Practices

The following are strictly unacceptable:

- Any action that restricts breathing or airway
- Pressure to neck, throat, chest or abdomen
- Holding on the ground unless unavoidable and for the shortest time possible (Staff must support pupil into an alternative position as soon as is safely possible)
- Use of force as punishment or to secure compliance.
- Deliberately inflicting pain.

Risk of Harm

Staff must recognise that all restrictive interventions carry risk. Any signs of distress or medical concern must result in immediate release.

Seclusion

Definition of seclusion: The supervised confinement of a pupil away from others, where they are prevented from leaving.

Permitted Use

Seclusion may only be used:

- To prevent serious harm to others or the pupil themselves.
- In exceptional circumstances
- As a last resort
- When no less restrictive option is effective

When seclusion is used:

- The pupil must be continuously supervised and 'monitoring forms' must be completed (see Appendix 1).
- The pupil must be released as soon as risk reduces
- The intervention must be time-limited and regularly reviewed. If a pupil is still in the space after 15 minutes, staff should call a member of the Wider Leadership Team who will make a decision around next steps. Regardless if this support is listed on a pupils Happiness Passport

Distinction from Withdrawal

The Riverside School distinguishes clearly between:

- Withdrawal (pupil can leave freely or communicate their need to have space)
- Seclusion (pupil is prevented from leaving in order to keep them/others safe).

Only the latter is classed as a restrictive intervention.

Planned vs Emergency Interventions

- Some interventions may form part of a pupil's individual plan (Happiness Passport / Risk Assessment)
- However, restrictive interventions must never become routine or automatic.

Repeated use triggers:

- Review of the pupil's support plan (Happiness Passport, Regulation Tier, levels of staffing, environment.)
- Safeguarding consideration.
- Multi-agency involvement where appropriate.

Pupils who are requiring any Physical Support or Seclusion should receive 'Targeted' or 'Specialist' Support, depending on level of need.

Recording and Reporting

All incidents of restrictive intervention must be:

- Recorded as soon as possible
- Logged on Behaviour Watch (see Appendix 2 for Dysregulation Incident Slip).
- Include:
 - reason for use
 - type of intervention
 - duration
 - staff involved
 - pupil response
 - any injury

Seclusion must also be recorded using monitoring forms with timed observations.

Parental Communication

Parents/carers must be informed:

- As soon as reasonably practicable on the same day
- Both:
 - Verbally (on the telephone or in person, where appropriate)

- and in writing

The school works in partnership with families, but parental consent is not required for lawful use of reasonable force.

Post-Incident Review

After any use of restrictive intervention:

Immediate actions

- Check for injury or distress
- Provide emotional support (“repair”)

Review by staff and Line Leaders

The incident must be reviewed to:

- Identify triggers and patterns
- Evaluate whether the intervention was: reasonable, proportionate and necessary.
- Identify ways to reduce future use

Serious or repeated incidents must involve:

- The Wider Leadership Team
- Safeguarding consideration
- Possible multi-agency input

Monitoring and Oversight

The school will:

- Monitor frequency and patterns of use
- Regularly review data
- Report to senior leaders and governors
- Ensure accountability and transparency

Staff Training

Staff will receive:

- Training in de-escalation and regulation support.
- Accredited training in restrictive physical intervention (e.g. Team Teach) where appropriate.

Commitment to Reduction

The school is committed to:

- Minimising use of restrictive interventions.
- Promoting co-regulation when needed and developing pupils self-regulation.
- Ensuring interventions are reviewed constantly and reduced over time wherever possible (through Risk Assessments, Specialist Support Review Group Meetings, analysis of data and Behaviour Watch logs).

Appropriate Touch & Complaints

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

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 Whole School Sensory and Regulation Lead will be responsible for:

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

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents and where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expectations and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- 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 Senior Leadership Team
 - Whole School Sensory and Regulation Lead & Sensory and Emotional Regulation Specialist.
 - ELSA (Emotional Literacy Support Assistant).

Parents will be responsible for:

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

Monitoring and Evaluation Policy

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

Appendix 1: '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	Morris Emily
Description			
Status	Open	Location	Bus (B)
Date	03 Mar 2026 Date	Period	11.00 - 11.30
		Time	11 28 am
CC	Click Here to Inform Others		

Please add specific location if dysregulation occurred during LOTC

☐

Location

Staff involved

☐ 1. Staff involved

☐ 2. Staff involved

☐ 3. Staff involved

☐ 4. Staff involved

☐ 5. Staff involved

☐ 6. Staff involved

Pupil affected

☐ 1. Pupil Affected

☐ 2. Pupil Affected

☐ 3. Pupil Affected

☐ 4. Pupil Affected

Site *

☐ Beckenham

☐ Phoenix

☐ SPC

☐ West Wickham

Antecedents/Triggers *

☐ Activity/Item Not Available

☐ Change in routine

☐ Involved in previous incident

☐ New environment

☐ Pain / illness

☐ Seizure activity

☐ Tiredness

☐ Under-stimulation (sensory)

☐ Not yet identified

☐ Connection Seeking

☐ Attending respite

☐ Dystonia

☐ Lack of understanding

☐ Significant life event

☐ Peer incident

☐ Separation anxiety

☐ Staff changes

☐ Waiting

☐ Needing the toilet

☐ Bullying

☐ Hunger

☐ Menstrual cycle

☐ Noise

☐ Personal space invaded

☐ Sexual frustration

☐ Transition

☐ Weather

☐ Worried/Nervous

☐ Change of circumstances at home

☐ Incident at home

☐ Medical intervention

☐ Over-stimulation (sensory)

☐ Request to do/hot something by a member of staff

☐ Stopping an Activity

☐ Use of equipment

☐ Wet / dirty clothes

☐ Hormonal Changes

Dysregulation Displayed by Pupil *

☐ Absconding

☐ Damage to property

☐ Hair pulling

☐ Hiding

☐ Making Threats

☐ Punching

☐ Smearing

☐ Use of inappropriate language e.g. swearing

☐ Repetitive Actions

☐ Derogatory language related to disability

☐ Harm to self

☐ Hitting others

☐ Pinching

☐ Racist Language

☐ Spitting

☐ Biting others

☐ Emotional distress

☐ Harmful Sexual Behaviour

☐ Homophobic/biphobic/transphobic language

☐ Putting hands around others necks

☐ Removing Clothing / Disrobing

☐ Throwing items

☐ Climbing

☐ Endangering the safety of others

☐ Headbutting others

☐ Kicking others

☐ Pushing others

☐ Scratching

☐ Urinating

Was Physical Support Required?

☒ Yes, physical support was required

☐ No, physical support was not required

☒ Seclusion (please complete monitoring form)

Physical Support, please identify the length, location and supporting adult.

☒ Physical Support

Intervention 1

Add Hold

Hold 1

Remove Hold

Select Hold

Select Hold Duration

Select Staff

Select Body Area

Add Intervention

Delete Intervention

Seclusion(Number of Minutes)

☒ Number of Minutes

Please Select

ALERT!

FAMILY MUST BE INFORMED

Body Map

☒ Body Map

FRONT

BACK

Next Steps

- | | | |
|--|--|--|
| ☐ Line Leader informed | ☐ Parent/Carer informed | ☐ Happiness Passport updated |
| ☐ Review level of support | ☐ Social care informed | ☐ First Aid given |
| ☐ AR3 required | ☐ MyConcern updated | ☐ Conversation with line leader |
| ☐ Discussed with Pupil | | |

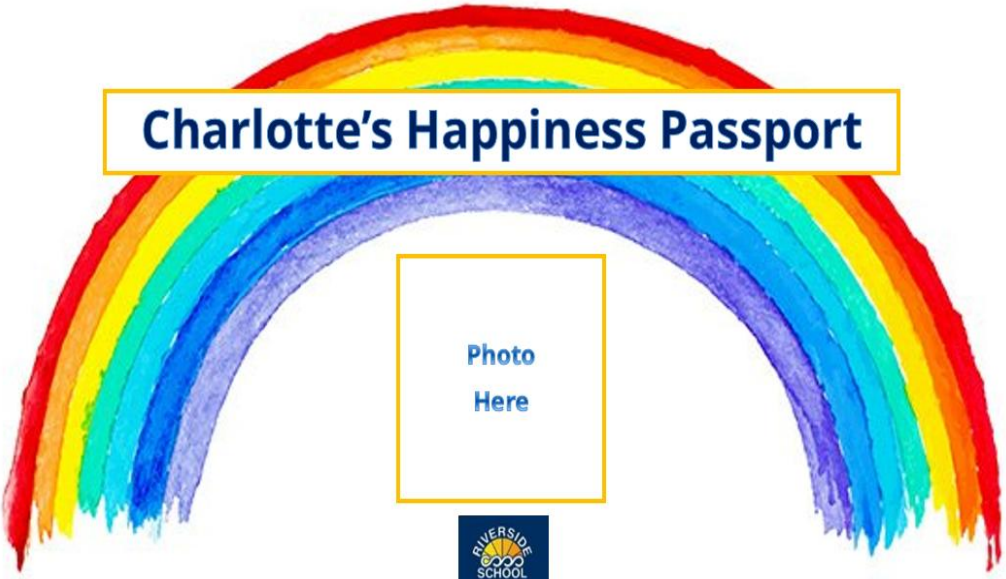
Duration

- ☐ 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.



 My Communication: 'I am a language Partner' 		
How do I communicate?	- I can verbally request objects or activities that I want/like - I can verbally request a snack when I am hungry ('I want cracker') 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.	My communication book looks like: 
How can you support my communication?	- 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) - 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	My key visuals are:   
How can my school environment support my communication?		
How can you support my engagement?		Things that support my engagement:
How do I show you I am engaged?		

 My Sensory Needs 		
In what sensory systems do I need support?	What are my sensory needs in this area?	What can you do to support me?
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.	Am I seeking or avoiding? - 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 can sometimes run into furniture.	- 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.
Vestibular - The vestibular system functions to help the body maintain balance and be aware of where we are in space.	- 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.	- 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,
Auditory - This sense helps us interpret what we hear and the frequency of a particular noise or noises.	- I avoid some auditory input. - I am very sound sensitive and loud or sudden noises can make me very distressed.	- 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.
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.	- 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.	- 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?
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.	- 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.	- 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.
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.	- 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.	- 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.
Visual – This sense helps interpret what we see through colours, shapes, letters, words, numbers, and lighting.	- 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.	- 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.
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.	- 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.	- 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'



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

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 <u>Easi</u> -grip scissor to start cutting - manipulating shapes to fit them into holes



My Medical Needs



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



My Medical Needs



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



My Physical Needs – My Equipment



What do I need support with?	What do I need to support me?	What can you do to support me?
I use a range of equipment throughout my day to support my physical needs.	Seating Support: • Home Wheelchair: Invacare Action 3 Junior • Class Chair: HardRock Size 2	Please ensure that I have position changes throughout the school day.
	Leg/Ankle Supports: AFO's (insert picture here)	Please give my feet a rest from my AFO's at lunchtime when I am out on the mats.
	Head Support: Red helmet.	If I am in a safe space, such as soft play, I do not need to wear my helmet.
	Vision Support: Glasses	Please ensure that I wear my glasses during all circle session and 1:1 activities.
	Standing Frame	
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.	

Appendix 4:- Example 'My Regulation pages' for each level of support

Universal

My Regulation: I currently access the 'Universal Support Tier'	
Things that are important to me and help me to regulate	
Things that may dysregulate me	
If I am becoming dysregulated, I might give these early indicators	
Please support me by...	
Date Written/Updated..... Teacher Name and signature.....	

Targeted

My Regulation: I currently access the 'Targeted 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 '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)

If I have reached a point of crisis in my dysregulation and physical support / seclusion has been required to keep me or others safe, this will be communicated to my family/ carer, through a phone call and a follow up email (on the same day this level of support was required).

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:

May 2026



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):




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).

Oasis

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)***

If I have reached a point of crisis in my dysregulation and physical support / seclusion has been required to keep me or others safe, this will be communicated to my family/ carer, through a phone call and a follow up email (on the same day this level of support was required).

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?

☐ No, If no, when?
☐ Yes

Please attach Risk Assessment
Date for review: _____

Appendix 5: Regulation Support Pyramid



Regulation Support Pyramid



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~~ ^{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

Name of child / young person	Date of Birth	Date of Risk Assessment	Date of Review
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Risk Assessor(s)	
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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	

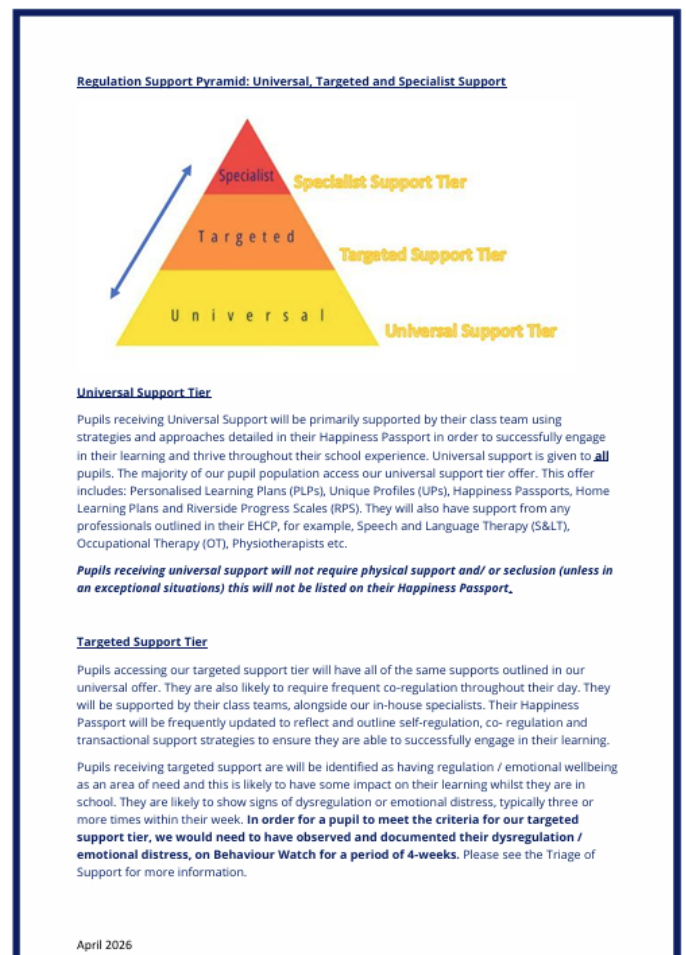
1. Upset/distress that subsides relatively quickly and with minimal support but is atypical for the stage of development of the child

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

Agreed Next Steps

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

Appendix 8: Regulation Support – Staff Guide Extracts



Pupils' accessing our targeted support tier may or may not require physical support and/or seclusion, on some occasions, to keep themselves and those around them safe but this would be outlined on their Happiness Passport.

Specialist Support Tier

Pupils accessing our specialist support tier will have all of the same supports outlined in our universal and targeted support offer. Pupils who require specialist support will require **extremely** high levels of support and regulation / emotional wellbeing is likely to be a primary area of need. 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.

Pupils who access our specialist support tier will show signs of dysregulation or emotional distress daily. Their regulation / emotional wellbeing will have a significant impact on their learning and/or the learning of their peers. **In order for a pupil to meet the criteria for our specialist support tier, we would need to have observed and documented their dysregulation/ emotional distress on Behaviour Watch, consistently for a half term (around 6 weeks). These logs should detail strategies used and demonstrate limited progress, despite the agreed strategies being in place and implemented by supporting adults.**

Families of pupils requiring specialist support will be regularly invited to attend specialist support meetings to ensure that both home and school are working collaboratively, consistently and openly.

There are a very small number of pupils who require specialist support at Riverside School. These pupils will have a risk assessment in place to support their safety and the safety of those around them. They are likely to have other professionals involved in their care, both in-house and externally (more detail can be found in Regulation Support Pyramid Guide).

Physical support and/or seclusion is likely to be required in order to keep them and those around them safe and this may be on a regular basis. This would be recorded in detail on both their Happiness Passport and their Risk Assessment.

April 2026

Behaviour Watch

We are all aware of just how important recording and tracking patterns in dysregulation is in providing further support for our pupils.

When do I complete a 'dysregulation incident' log?

- It does not matter what pathway you are teaching/ supporting in, a pupils dysregulation should be logged and recorded.
- There has been a significant change in a pupil's regulation, for example a pupil that never scratches, begins to scratch or a pupil who is usually regulated becomes extremely emotionally distressed.
- Dysregulation has resulted in a pupil injuring themselves, staff or another pupil.
- A pupil has been physically supported.
- Seclusion has been used- a monitoring form must be completed in the moment and a dysregulation incident log completed (with form attached).
- A pupil has engaged in sexualised behaviour or have used language of a sexual nature, even if you do not believe they are aware of what this means and were not dysregulated at the time.
- A pupil has used racist or homophobic/biphobic/transphobic language, even if they do not appear dysregulated at the time or you believe that they do not understand what this means.
- A pupil is targeting another pupil repeatedly. This could be physically or verbally. This would be classed as 'bullying' and needs to be logged. Please tick 'bullying' under 'dysregulation shown'

Who is responsible for logging pupil dysregulation?

Everyone: all members of staff have a Behaviour Watch log in and like using 'my concern', it is expected that all staff log any pupil dysregulation.

Physical support and seclusion: if you have supported a pupil who has been physically supported or required seclusion to keep them safe, it is your responsibility to ensure accurate logs are made of this. This is a key part of safeguarding our pupils.

Logs involving physical support or seclusion MUST be completed on the same day the incident occurred.

What should be included in our Behaviour Watch Logs?

You may have noticed that leaders are reviewing your logs regularly and making comments in the 'commentary' section. Please ensure that you are checking these regularly and making any edits as needed. If the edits required are substantial, leaders may ask to see you to discuss this in more detail to ensure we capture all of the information required.

When completing logs, please use the below to help you to capture all of the information we are required to capture.

April 2026

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



"When *little people* are overwhelmed by *big emotions*, it's our job to share our calm, not join their chaos."
- L.R. KNOST



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

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

Aspiration Resilience Creativity Humility Integrity Trust Enthusiasm Courage Teamwork

Our shared commitment to upholding our ARCHITECT Values whilst supporting our pupils' regulation...

Positive, proactive support and relationships:

- We understand that all dysregulation is a form of communication.
- We place the focus on de-escalation and proactive, positive strategies, offering co-regulation whenever needed. 'Physical support' or 'seclusion' is always a last resort.
- We reflect before responding to any dysregulation and ensure consistency in our responses through an in-depth knowledge of pupils' Happiness Passports.
- We always consider our pupils' dignity, rights and voice.
- We do not shout, diminish or threaten.
- We choose compassion over compliance (every time).
- We ensure all pupils' basic needs are met in a dignified way.
- We give effective, genuine and meaningful praise to remind, encourage and reinforce.
- We always take into account the developmental stage each pupil is working at, ensuring that any expectations placed upon them is in line with their level of understanding.
- We always reflect on ourselves and the impact we may be having on pupil regulation- is the pupil bored? is the pupil overstimulated? are we using too much language? could we be the trigger?
- We understand that there may be consequences, but not punishments or sanctions (*research suggests children with typically developing language skills can understand choices and consequences some time in their third or fourth year*).
- We always keep in mind that our pupils need consistency and predictability to feel safe, therefore we are consistent in our approach and language and always prepare the environment to offer structure during the school day.
- We make sure that pupils' feel they are seen and feel that they matter.

We recognise that language is powerful. As a school we use consistent and intentional language, which is dignified, respectful and purposeful.

Therefore, when our staff are supporting or discussing our pupils, the terminology we use when referring to pupil wellbeing is '**regulation**' and '**dysregulation**', as opposed to 'challenging behavior'. This language may be used in reference to both emotional regulation and sensory regulation needs.

Further to this, we use the language '**physical support**', rather than 'restrictive physical intervention' (RPI). This reinforces the fact that our staff's primary aim is always to act in a supportive and reassuring way towards our pupils.

All staff should demonstrate a commitment to 'Our ARCHITECT Guide to Supporting Pupils' Happiness, Wellbeing and Regulation'.

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 and ARCHITECT guide. All staff should 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?'

Resources and Research available in Staff Share SPC - Regulation

- We use clear and concrete positive language, considering the understanding of the pupils we are supporting at all times; we avoid using phrases such as "no thank you" and "kind hands" and instead clearly communicate our expectations, for example "no hitting".
- We try and limit our reactions, giving low or no reactions can be very effective.
- We put the relationships with our pupils and their families at the heart of all that we do. Consulting, discussing and sharing any dysregulation support with families to ensure they are fully informed and heard.
- We show a real, genuine interest in the pupils we support. Supporting self-esteem and engagement by incorporating their likes, interests, motivators, learning styles and backgrounds in what we offer.
- We limit any mixed messages to ensure pupils understand what is expected of them. If one day we laugh when a pupil spills a drink and the next day when they tip their cup they are told off, we are no longer providing safe consistent responses.
- We are incredibly personalised and creative, always remembering that we teach the way that our pupils need us to in order for them to learn and not vice versa. If the dining hall doesn't work for them right now, then they don't need to go there.
- We ensure we honour anything we have agreed or promised.
- We talk about our pupils and use terminology in a dignified and respectful way that always has their best interests at heart.
- We 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. We will share communal joy and pride.
- We seek advice from colleagues and line leaders as needed, we are not alone.
- We are 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. We will raise this through appropriate low level concern channels.
- We will be clear to be kind.

Environment, curriculum and recording:

- We ensure that every pupil has access to a highly personalised, meaningful and irresistible curriculum that is appropriate for their learning pathway and phase.
- We use the spaces around the school in a pupil centred and positive way to support pupils' emotional and sensory regulation needs.
- We provide all pupils with a school environment that considers their sensory, communication, physical and emotional needs.
- We 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 provide pupils with an appropriate way to say they don't like something or want something to stop, for example a visual support, red card etc. We will seek their opinion, give them choices and allow their voices to be heard.
- We prepare pupils as much as is needed; giving time warnings, count downs, touch cues and clear instructions to support transitions and understanding.
- We ensure expectations are clear and realistic and pupils have every chance to succeed.
- We remember the power of distraction; a change of environment, adult or activity can be enough to support regulation.
- We 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 pupil's self-regulation skills.
- We acknowledge that independent 'self-regulation' may not be possible for some pupils, however recognise that they may make progress within co-regulation opportunities, for example, placing a supporting adult's hand on their shoulder to initiate deep pressure massage.
- We use the 'Behaviour Watch' recording system to help track and identify things that may be acting as triggers and develop our knowledge on how best to support pupil regulation.
- We 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.



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 (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- Ofsted (2021) 'Positive environments where children can flourish'
- DfE (2026) 'Restrictive interventions, including use of reasonable force, in schools'

This policy operates in conjunction with the following school policies:

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