



Positive Regulation Support Policy

'Once we accept a pupil into our school community, we accept the responsibility to do everything we can to get to know the pupil and meet their regulation needs.'

Approved by School Representative: Stephen Dowell	Date: 03/10/23
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Rationale

In our school pupils enjoy learning, participate in activities, access the curriculum and achieve high standards. We have a culture which engenders positive relationships, trust, co-operation and fosters the desire to learn.

We offer a secure, enjoyable learning environment where expectations are clear, and conflict is minimised so everyone's self-esteem can be enhanced.

Our positive regulation support policy will support these aims by following our three Golden Rules:

Golden Rules

Be Brave – in everything we do

Be Kind – to everyone we meet

Be Safe – everywhere in school

These Golden Rules apply to all pupils and adults at The Milestone School and there is an expectation that they will enable us all to:

- Build positive relationships
- Speak out
- Help others
- Face our fears
- Take risks
- Be curious
- Be open and honest
- Understand each other
- Forgive each other
- Respect each other
- Care for everyone and everything
- Protect everyone and everything

Philosophy

At The Milestone School we:

- Use positive reinforcement for pupils who remain regulated
- Use a positive nurturing response to pupils' dysregulation
- Use a Thrive response to pupils' dysregulation
- Support pupils to develop strategies to express themselves positively
- Support pupils to respond positively to their feelings and/or emotions
- Support pupils to respect and tolerate all
- Believe every pupil and adult has the right to feel safe
- Believe in the strength and quality of positive relationships
- Use a restorative approach to applying consequences and dealing with conflict
- Believe in positive role modelling

Staff induction, training, development and support

We have a duty of care to ensure our pupils and staff members are safe and, therefore, all staff undergo Team Teach Positive Behaviour Training: Level One (recertified every two years) and some staff undergo Positive Behaviour Training: Level Two (recertified every year). The courses cover positive behaviour management and de-escalation, the use of Regulation Support Plans, the use of Sleuth and learning Physical Interventions. Additionally, as a non-negotiable, all staff will ensure the six principles of nurture are followed and will receive full training to understand this.

Ongoing development of our staff members' understanding of supporting positive regulation and minimising dysregulation that is challenging will be led by our Support for Learning Team.

The culture we instill across the school to support our pupils and this Positive Regulation Support Policy is underpinned by the following legislation and statutory guidance:

The Education and Inspections Act 2006

<https://www.legislation.gov.uk/ukpga/2006/40/contents>

Department for Education: Use of Reasonable Force in Schools 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

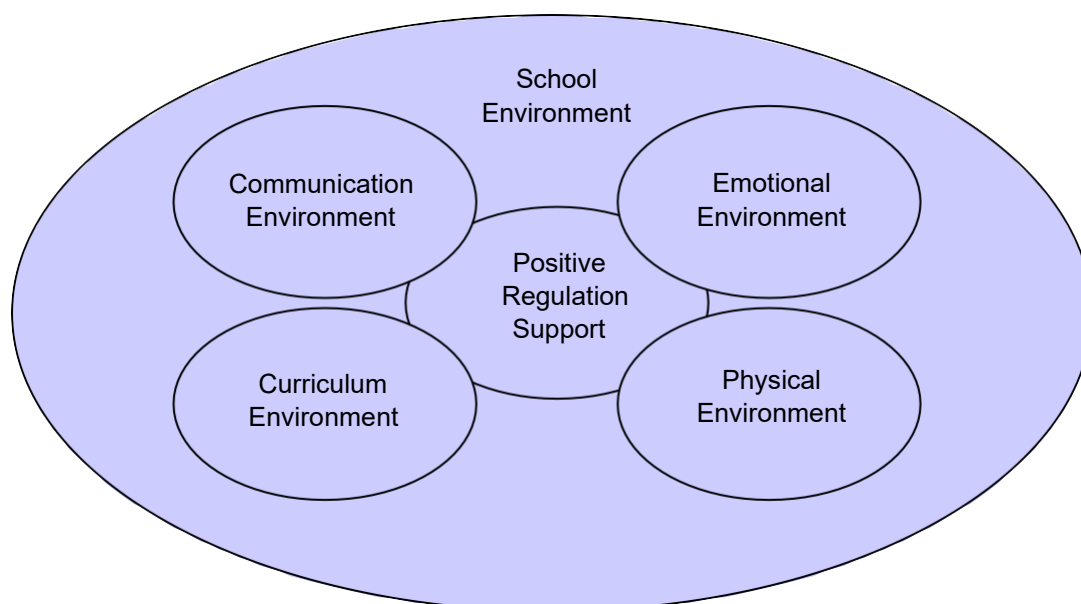
Department for Education - Behaviour in schools: advice for headteachers and school staff 2022

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Methodologies

The Golden Rules form the basis for conduct and regulation expectations at The Milestone School.

Influencing Factors: Our pupils thrive when there are clear expectations of their regulation and when the factors influencing their regulation are at the forefront of the staff thinking. Factors considered are shown in the diagram below:



Supporting our pupils, rewards and consequences

Supporting our pupils

Our class structures ensure our pupils are, where possible, placed with the same staff members for the duration of the academic year. This allows our staff to build positive and supportive relationships with our pupils, and their families, and allow us to fully understand the holistic needs of our pupils. This supports our pupils to build and maintain positive regulation strategies. Staff use The Milestone School Tips for Managing Dysregulation (Appendix 1) to support our pupils.

Our regulation support for pupils extends beyond our classrooms and school. We have a dedicated Support for Learning Team, Interventions Team, Family Support Team and Safeguarding Team who work with pupils, staff and families/Social Care to support our pupils to remain regulated both inside and outside of school (e.g. home, community or respite settings).

All rewards and consequences are relevant to each pupil and monitored over time. These support them to be effective and ensure there is an emphasis on generating patterns of positive regulation with a focus on reward and achievement. Positive communication with families supports a pupil's emotional wellbeing.

Thrive

As a Thrive School, we have adopted a whole-school approach to wellbeing, helping children and young people to become more emotionally resilient, be in a better place to regulate their feelings and emotions and engage with life and learning. We aim to provide an environment where children and young people feel safe, supported and ready to learn. Thrive helps us to use Vital Relational Functions (VRFs) to create a relational approach to supporting children and young people. We aim to identify and understand the root causes of dysregulation, so more time is spent productively on learning. The Thrive approach supports us to access and actively use the Nurture Principles on a daily basis by incorporating Playfulness, Acceptance, Curiosity and Empathy (PACE).

Emotional Check-ins

To support the pupils to develop an awareness of their own feelings and emotions, where appropriate, teachers choose to give regular and consistent opportunities for our pupils to share their emotions. Staff are made aware of any difficulties the pupils are experiencing and effectively support them to remain regulated. Our emotional check-ins will be scaffolded by the Zones of Regulation Framework and Curriculum (Kuypers, 2011) and Class Teachers decide on the best way to support and deliver this to their pupils.

The Zones of Regulation Framework aims to support our pupils with the following areas:

- Identifying and understanding emotions
- Self-regulation
- Identifying triggers
- Coping strategies
- Expected regulation

The Zones of Regulation help pupils to self-identify how they are feeling and categorise this by colour. They enable them to learn how to identify and cope with their emotions.

Strategies linked to the Zones of Regulation will be embedded within each pupil's Regulation Support Plan (RSP)

Rewards

Positive regulation is recognised with Class Dojo.

Pupils can earn Dojo Points for following our Golden Rules and Golden Regulation.

Golden Regulation

Good Listening

Good Speaking

Good Looking

Kind Hands and Feet

Good Sharing

Good Trying

Good Thinking

Pupils are rewarded throughout the day. During a time at the end of the day all staff and pupils reflect on their day. Visual trackers, e.g. Class Dojo, Class reward charts etc., are used so pupils can see if they are on target and have a constant reference in following the Golden Rules and Regulation.

To further support the pupils, some classes may have additional individualised rewards and motivators for positive regulation.

Families have access to Class Dojo and are able to see their child's progress. They will be informed of any additional rewards and motivators so they can support the school and their child in promoting positive regulation.

Outcomes

The Milestone School has a nurturing, restorative and supportive response to pupils' dysregulation. Positive regulation is celebrated and expected. We encourage pupils to take ownership and responsibility for their regulation, to learn from and develop strategies to express themselves positively. Staff understand there will be an underlying reason for the pupil's dysregulation and will support pupils to respond positively to unwanted feelings or emotions and maintain respect. Staff will maintain a positive relationship with pupils at all times and act as a positive role model.

We are committed to inclusion and believe the best place for pupils in school is to be in the learning environment of a classroom. There are times when supporting a pupil to self-regulate, where a pupil may benefit from time outside of a classroom environment. Any time a pupil spends outside of a classroom environment will be planned for a pre-determined and specified period of time. Class staff will support a pupil at all times when outside of the classroom. Staff should use this time to offer regulation strategies in line with the pupil's regulation support plan or behaviour iceberg. This will support the pupil to de-escalate and encourage them to reintegrate back to their learning environment. It is essential that positive communication is built/rebuilt between any staff members or pupils and the pupil in question.

The Milestone School is an inclusive special school, aspiring to be a centre of excellence. Once we accept a pupil into our school community, we accept the responsibility to do everything we can to get to know the pupil and meet their regulation needs. There may, once all other support strategies have been exhausted, be occasions where a suspension or exclusion is given. This will always be a last resort and we will always balance what is in the best interests of the pupils, along with the wider interests of the school community.

We will work with families and reflect on our own practice, adapting the way in which we work to help every child develop and flourish. However, we accept there may be an extremely rare circumstance where it is in the best interest of the pupil for an alternative placement to be found.

Prohibited Outcomes

At the Milestone School the following outcomes are prohibited:

- corporal punishment
- verbal abuse
- intimidation
- deprivation of food or drink
- the use or withholding of medication, medical or dental treatment
- intentional deprivation of sleep
- requiring pupils to wear distinctive or inappropriate clothing
- the restriction of visits – unless there is a Health and Safety reason identified e.g. flight risk
- shouting at a pupil or adult – other than proportionate and appropriate to alert the individual/or group of immediate danger
- the use of a negative chart e.g. sad face, dark cloud, broken heart, red light, loss of reward time etc.
- imposition of fines
- intimate physical searches

Nurture

The Milestone School is a nurturing school where pupils need to feel safe emotionally and physically. We create safe bases for all pupils in our classrooms and around the school to help provide this feeling of safety. The Milestone School has adopted the six nurture principles:

- 1. Learning is understood developmentally** - everyone learns at a different pace and in a different way. We accept children as they are, with a non-judgemental and accepting attitude.
- 2. The classroom offers a safe base for all pupils** – classrooms offer a balance of educational, social, emotional and mental health experiences aimed at supporting the development of children's relationships with each other and with staff.
- 3. The importance of nurture for the development of wellbeing** – this involves listening and responding. Every interaction has an emphasis on the adults engaging with pupils in reciprocal shared activities. Children respond to being valued and thought about as individuals.
- 4. Language is a vital means of communication** – children and young people are enabled to understand and express their thoughts and feelings. Adults understand the importance of their own language towards children and young people, and how this can impact them. Children often 'act out' their feelings as they lack the means to name how they feel. Informal opportunities for talking and sharing are just as important as more formal lessons teaching communication skills.
- 5. All regulation is communication** – Everyone communicates through their regulation. Adults help children and young people to understand their feelings, express their needs appropriately, and resolve situations. Adults' first responsibility in dealing with difficult or challenging dysregulation, after safety, is to try to understand what the child is trying to tell them.
- 6. The importance of transition in the lives of children** – Changes in routine are difficult for our children and young people, and school staff help the child to transition with carefully managed preparation and support.

Positive Physical Touch

The quality of a child's relationship with significant adults is vital to their healthy development and emotional health and wellbeing. To provide the best support to pupils this sometimes means positive physical touch is necessary, especially taking into account the varying needs of our pupils who need positive physical touch as part of their physiotherapy or positive and preventative strategies.

Some pupils, who require emotional support from school, may have been subject to trauma or distress or may not have had a positive start in life. It is with this in mind that staff seek to respond to children's developmental needs by using, where appropriate, safe touch.

The school takes into account the extensive neurobiological research and studies relating to attachment theory and child development that identify safe touch as a positive contribution to brain development, mental health and the development of social skills.

We have adopted an informed, evidence-based decision to allow safe touch as a developmentally appropriate intervention that will aid healthy growth and learning. Our policy rests on the belief that every member of staff needs to know the difference between appropriate and inappropriate touch. Staff will demonstrate a clear understanding of the difference.

We consider two different types of touch and physical contact that may be used, these are:

1. Casual / Informal / Incidental Touch – Staff use touch with pupils as part of a normal relationship, for example, providing comfort, giving reassurance and congratulating. The benefit of this action is often proactive and can prevent a situation from escalating.
2. General Reparative Touch – This is used by staff working with pupils who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad pupil. Touch used to regulate a pupil's emotions, triggers the release of the calming chemical oxytocin in the body.

Support for Learning Team

Our Support for Learning Team support staff with pro-active strategies which enable pupils to regulate positively and effectively.

At times they support pupils to regulate their feelings and emotions at a time of extreme crisis, when all other strategies have been exhausted and it is obvious and apparent there is an immediate safety risk.

The Support for Learning Team help co-produce Regulation Support Plans.

Regulation Support Plans – Please See 'Appendix 2' for a Regulation Support Plan template.

If a pupil is consistently and increasingly finding it difficult to develop strategies to express themselves positively, a Regulation Support Plan will be completed. The class teacher, in collaboration with the whole class staff team and Support for Learning Team, will discuss and contribute regulation management strategies e.g. using a behaviour iceberg. This will lead to a consistent approach used by all staff in the class.

Regulation Support Plans will be shared with and take into consideration the family's input and they will sign off the final agreed plan. Should a family choose not to engage or refuse to sign off a plan, they will be invited to come into school for a meeting to discuss further.

Where appropriate, pupils should play an active role in creating and contributing to the plan. This will help them to take ownership of their regulation.

Once completed, the plan will be quality assured by a Designated Safeguarding Lead. They will be reviewed by class staff after every significant dysregulation incident, but at least once every long term as a minimum.

Regulation Support Plans will be bespoke in nature to each individual pupil and will place heavy weighting on staff being proactive in addressing regulation needs and being as holistic as possible

in trying to identify a pupil's potential triggers. Plans will take into consideration our pupils' Special Education Needs and personal circumstances.

Sleuth – Recording and Monitoring Data

The Milestone School uses Sleuth, a web-based system that allows us to track and record all dysregulation incidents therefore eliminating the need for paper-based reports.

All incidents of challenging and physical dysregulation are logged by the staff member involved in the incident within 24 hours of the incident occurring, as best practice, staff aim to complete these by the end of the working day. All staff members will be given their own log-in details for Sleuth and it is their responsibility to log the incident. Information in Sleuth will be used to inform us of the need for Regulation Support Plans.

All reports on Sleuth are sent to the Support for Learning Team, Designated Safeguarding Lead and the respective Head of Department. The Support for Learning Team and Designated Safeguarding Leads are responsible for quality assuring the 'physical' reports i.e. those reports that refer to a Physical Intervention (PI).

All reports pertaining to a PI will be tracked, monitored and reviewed on a weekly basis by the Senior Leadership Team. Where there is an upward trend of Restrictive Physical Intervention (RPI) in relation to a specific pupil, consideration will be given to convening a multi-agency meeting to address this escalation.

Restrictive Physical Intervention

At The Milestone School we subscribe to the principles of Team Teach and have a duty of care for all pupils and staff. This is a framework that incorporates early intervention and de-escalation strategies but can use Restrictive Physical Interventions (RPI) as a last resort to keep pupils and staff safe, when it is reasonable and proportionate to the risk.

RPI will only be used by staff when all other strategies have failed. There are certain criteria that must be met before the decision can be made to use physical restraint with a pupil. The reference for this is taken from the Department of Education July 2013 guidance 'Use of Reasonable Force'. These are:

- **Prevent the pupil from hurting themselves**
- **Prevent the pupil from hurting others**
- **Prevent the pupil from damaging property**
- **Prevent the pupil from causing disorder**

If a restraint is carried out, then the **minimum amount of force** necessary must be used for the **minimum amount of time**. The restraint itself must be **reasonable** and **proportionate** to the dysregulation by the pupil.

All incidents of restraint must be recorded on Sleuth within 24 hours, as best practice, staff aim to complete these by the end of the working day (unless extenuating circumstances prevent this, such as a significant injury to a staff member) and families informed on the same day that the incident has occurred. Only staff that have completed Team Teach training will be authorised to carry

out a restraint on a pupil unless in extreme circumstances or with a duty of care for the safety of the pupil and staff member. All staff undergo Team Teach Positive Behaviour Training: Level One (recertified every two years) and some staff undergo Positive Behaviour Training: Level Two (recertified every year).

In the first instance of a pupil being restrained, a Regulation Support Plan must be created which lists the restraint/s that will be used if necessary and indicates which Team Teach holds are best to use.

Having too many members of staff and pupils in view during a restraint can contribute to pupils remaining in a crisis state. If members of staff are not involved or helping it is essential they move away from the situation.

'Change of face' is an extremely important tool to use after an episode of restraint. It is likely those involved in a restraint may cause the pupil to remain in a state of crisis. 'Change of face' can be used to redirect the pupil using a different approach to supporting the pupil to regulate. Following an incident, staff will rebuild a positive relationship with the pupil at the earliest opportunity.

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.

Due to the nature of the dysregulation displayed by some pupils, there will be times when staff members receive minor injuries themselves. Any injuries that occur to pupils or staff during a restraint or episode by a pupil must be recorded on both an Accident, Incident and Near Miss Form and Sleuth.

Supported Regulation Areas

Supported Regulation Areas, e.g. Regulation Room and Secured Outdoor Space, are any space in the school which a pupil likes to go to when they are seeking a quiet, calming area to process their feelings and emotions. For the safety of the pupil, staff will have oversight for the duration the pupil is in a Supported Regulation Area and access to the area will be logged.

If a pupil is supported to access an area without their consent, staff must log the incident on Sleuth. However, if the pupil chooses to access the area voluntarily, no Sleuth log is required.

In situations of extreme risk, to either pupils or staff, pupils may be supported to access Supported Regulation Area as a means of ensuring their own and others' safety.

Supported Regulation Areas can only be used for this purpose as a last resort, when all other interventions have been exhausted and this is the only strategy left that will lead to restoring a safe environment.

Pupils should only access these areas if they have a Regulation Support Plan that outlines the use of these areas as an approved strategy. In the first instance of a pupil accessing an area such as this, a Regulation Support Plan must be created which again lists the reason for the intervention.

As with RPI, Supported Regulation Areas are only used if the threshold has been met for RPI (as outlined the Department of Education July 2013 guidance 'Use of Reasonable Force').

When a pupil is in a Supported Regulation Area, they must be monitored by staff at all times using the following procedure:

- A member of staff will sit/stand in the Supported Regulation Area with the pupil.
- If the above is not safe to do, a member of staff will sit/stand in the doorway of the Supported Regulation Area.
- In an emergency situation, a member of staff will contact a member of the Senior Leadership Team (SLT) or Support for Learning Team (SFLT) and discuss the need to support the pupil from outside of the Supported Regulation Area. Staff may, if it is apparent there is an immediate safety risk to staff or the pupil, carry out a dynamic risk assessment and support the pupil from outside the Supported Regulation Area whilst they are awaiting further support. The decision to do this will be recorded in the subsequent Sleuth report.

Whilst a pupil is in a Supported Regulation Area the member of the class staff monitoring will complete a written record (which will later be put on Sleuth) of the emotional and physical presentation of the pupil. This will be reviewed regularly to ensure that the pupil spends as minimal time in a Supported Regulation Area as required and the pupil will be supported emotionally once they are regulated enough to move back to their planned activity/timetable.

The member of the SLT or SFLT, who attended the incident, will ensure they add a follow up response to the respective Sleuth record confirming the need for the use of a Supported Regulation Area was met.

Families must be notified, on the same day, whenever a Supported Regulation Area is used. Additionally, if the pupil is open to Social Care on a Child In Need Plan, Child Protection Plan or Child Looked After Plan their allocated Social Worker will be notified.

Help Protocol

If class staff believe a pupil's dysregulation has escalated to the point that the staff within their class are unable to manage the situation, they should seek additional support from other classes within their Department or nearby staff.

Each class has a 'Buddy Class' and staff can be called on to support pupils at short notice. If there are no staff available nearby to support the pupil, and once all other support strategies have been exhausted, staff should contact SLT and SFLT for additional support.

Staff debriefs

Being involved in an RPI incident can be a very challenging experience for a member of staff on both a physical and emotional level. It is imperative that staff members are provided with adequate support from within their teams after any RPI incident.

Staff members should be offered a short time out so that they have an opportunity to gather themselves and reflect upon the situation. Staff teams are encouraged to reflect upon all incidents of RPI to look at triggers to the events and whether the situation could have been managed differently. Staff will be supported by the SLT and SFLT at this time.

If they have been negatively affected by an RPI incident, staff are welcome to discuss any concerns or feelings they have with a member of the SLT or SFLT.

The SFLT may arrange for a Class Team Meeting to discuss the pupil/s involved in the incident and support with discussing proactive regulation strategies.

Absconding

If a pupil absconds from the school site, the Headteacher must be notified immediately. The protocol below will be followed:

- Class staff, or any staff member witnessing the pupil absconding, will follow the pupil.
- The staff member will take a radio with them and alert SLT.
- If it is deemed the pupil is unsafe, at risk of extreme danger, missing or offsite for a prolonged period of time (more than 10 minutes), the police will be called to support.
- If the Police are contacted, the family/Social Care will be informed by the Headteacher.
- Upon the return of the pupil, families/Social Care will be contacted to inform them.
- Issues regarding absconding will be discussed at the earliest opportunity with the pupil, where appropriate, their family/Social Care and staff.
- The Regulation Plan will be updated/put in place to highlight the risk of absconding.

Bullying and Child on Child Abuse

We are an inclusive school and all forms of bullying, abuse and the victimisation of others are not accepted. Please see the SAND AT Anti-Bullying Policy for further information (<https://www.sandmat.uk/policies/>).

When a pupil shows bullying towards others, this will be challenged and addressed. Supportive measures for the perpetrator will be discussed and implemented by class staff.

The victim(s) will be offered support to overcome the stress and trauma caused by the aggressor. The families of both the perpetrator and the victim will be informed of incidents and actions taken.

A log of incidents and outcomes will be made for analysis of the effectiveness of action taken. If bullying becomes persistent, we will follow guidance in the Safeguarding Policy about Child-on-Child abuse and follow the general principles relating to this as set out in Keeping Children Safe In Education 2024.

Not all pupils may understand the way they are being treated by others constitutes bullying or abuse and this may relate to in-person contact as well as interactions cyber-bullying. Our PSHE curriculum is differentiated to support our pupils in being able to identify possible bullying or abuse, immediate actions they can take and who to report to if this is occurring.

If cyber-bullying takes place in school, this will be dealt with in the same way as any other form of bullying. If cyber-bullying is happening outside school, and we are made aware, staff will contact the families/Social Care of the pupils involved and let them know what has been alleged. We will explain cyber-bullying is a form of harassment and the matter can be passed to the police. We will inform them the police are the correct contact for concerns of ongoing harassment when children are out of school and in the care of their families/Social Care.

Conducting Searches

The Milestone School follows advice on conducting searches as per the Department of Education 2022 Guidance 'Searching, Screening and Confiscation'.

School will inform families/Social Care and make them aware of our statutory rights and responsibilities to safeguard pupils and staff.

School staff can search a pupil for any item should the pupil consent. If consent is not given the Headteacher, and staff authorised by them, have a statutory power to search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco/e-cigarettes, fireworks, pornographic images, and any article that the member of staff suspects has been used to commit an offence or is likely to be used to commit an offence, damage to property or injury to a person. This may include personal electronic devices (Please see our Personal Electronic Device Policy for further guidance).

School staff can seize any prohibited item found as a result of the search. Depending on the item and the context of the situation, the school may have to report the item to the Police. In all cases, the pupil's family will be informed as soon as possible.

Pupils leaving classes during lessons

At times, pupils may ask to leave class during lesson times in order to emotionally regulate themselves. Where appropriate, this will be supported by class staff, an agreed place for the pupil to go (where staff can monitor) will be included in the pupil's Regulation Plan. However, if a pupil chooses to leave the designated area, then a member of the class team will be required to supervise this pupil until they return to class or their designated safe space.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with families
- school events
- meetings with school staff
- communications with home
- Headteacher's reports
- information displays in the school

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010. As it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Appendix 1



Tips for Managing Dysregulation

- Know your pupil; what motivates them and what can escalate their dysregulation. Show a genuine interest and spend time getting to know them to form a positive relationship.
- Keep positive; we set the mood in our classrooms.
- Pick your battles; be clear in your team about the priorities for the individual. Focus on a maximum of two areas to support at any given time.
- Use simple language. Communicate in the most appropriate manner to the pupil.
- Speak slowly; use intonation to convey feelings and communicate at eye level.
- Wait for a response. Some pupils will require time to process information and repeating your message too soon can confuse them.
- Use lots of praise; 3 positive comments to 1 negative. Be specific in naming what the praise is for; avoid saying “good boy/girl” and praise the pupils when they follow class rules. If they are reluctant to accept praise publicly, be subtle in your approach e.g. a thumbs up.
- Be consistent. Keep your emotions in check and if assaulted (verbally or physically) give as unemotional response as possible. If you are hurt or upset, use a ‘change of face’ with a colleague to remove yourself from the situation.
- Praise co-operation and focus on the primary request. If the pupil is doing what you asked of them, do not focus on any low-level secondary responses e.g. muttering under their breath. Acknowledge their co-operation and, if needed, address the response at a later time.
- Model the regulation you want to see; be respectful to everyone and be prepared to apologise when you make mistakes.
- Use a non-confrontational approach. Consider how you are presenting yourself; body language can give out a stronger message than what is being verbally communicated.
- Allow for flexibility in your approach. Treat each situation on an individual basis.
- Calm the physical environment. Keep your classes as uncluttered as possible; be aware of what could be thrown and consider how much personal space each pupil may require.
- Remember that anxiety drives dysregulation. Ensure that the pupil understands what is being asked of them.
- Any rewards and consequences should be proportionate and given in a time interval clearly understood by the pupil.
- Change takes time. Pupils will not be able to instantly break habits or stop the dysregulation from becoming ‘normalised’. They will require consistent support and modelling from all of the staff working with them.

Pupil name and Class			
Date of birth			
Created by			
My Targets			
REGULATED (What does this look like?)	UNSETTLED (What does this look like?)	DYSREGULATED (What does this look like?)	RECOVERY (What does this look like?)
These are the things I need to remain calm, relaxed regulated and ready to learn	What could be the triggers/causes to these feelings/dysregulation	What could be the triggers/causes to these feelings/dysregulation	These are the things I need to support me to recover
	What will support me when I feel like this?	What will support me when I feel like this?	What will support me when I feel like this?
Restorative approaches:			

Restrictive Physical Intervention

Restrictive Physical Intervention will only be used by staff when all other strategies have failed. There are certain criteria that must be met before the decision can be made to use physical restraint with a pupil. The reference for this is taken from the Department of Education July 2013 guidance 'Use of Reasonable Force'. These are:

- Prevent the pupil from hurting themselves
- Prevent the pupil from hurting others
- Prevent the pupil from damaging property

If a restraint is carried out then the minimum amount of force necessary must be used for the minimum amount of time. The restraint itself must be reasonable and proportionate.

All incidents of restraint must be recorded on Sleuth within 24 hours (unless extenuating circumstances prevent this, such as a significant injury to a staff member) and families informed on the same day that the incident has occurred.

Only staff that have completed Team Teach training will be authorised to carry out a restraint on a pupil unless in extreme circumstances.

This plan may be shared with other agencies involved with your child.

Pupil	.....	Date	.....
Parent/Carer Signature	.....	Date	.....
Parent/Carer Signature	.....	Date	.....
Staff Signature	.....	Date	.....
Staff Signature	.....	Date	.....
Staff Signature	.....	Date	.....
Staff Signature	.....	Date	.....
Staff Signature	.....	Date	.....
Staff Signature	.....	Date	.....
Staff Signature	.....	Date	.....
Staff Signature	.....	Date	.....

Information provided is in accordance with The Milestone School Privacy Notice and comply with current GDPR guidelines.