



**pathfield**  
SCHOOL

Inspiring interaction

## **Positive Behaviour and Relational Support Policy**

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| Adopted by Governors<br>Date          | Full Governing Body<br>16.07.24         |
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| Policy / Procedure checked by<br>Date | Adam James / Stuart Allman<br>July 2024 |

Pathfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy will support, promote and be applied with due regard to the requirements of the

**SENTIENT TRUST**  
*inspire • empower • enable*

***Quality relationships between pupils and adults are at the core of the ethos and culture of Pathfield School. These relationships can only be built and sustained by providing pupils with the tools and strategies to develop positive behaviour. Our aim is to foster relationships with pupils that are nurturing, caring, and built on trust, allowing everyone at Pathfield School to learn and grow together. Therefore, all staff are required to follow this guidance and rules of procedure.***

We have a duty to make reasonable adjustments to environments, policies and procedures so that a behavioural need does not unnecessarily restrict opportunities. The Disability Discrimination Act 2001 still applies when behaviour is the disability. Our policy follows the Department for Education's guidance on what to include in a school's behaviour policy in accordance with the Education Act 2011 and acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with Special Educational needs.

Our values, recognising each individual's abilities and potential, support the development of personal behaviour within society's structure. The purpose of this policy is to share our agreed values and provide written guidance for all staff to work together to achieve our behavioural aims.

At Pathfield School we aim to:

- create a safe and secure environment for all pupils and staff that encourages and reinforces positive behaviour so that effective learning and social development can take place.
- consistently support individual needs to encourage positive behaviour and co-operation.
- ensure our school's expectations and strategies are widely known and understood.
- ensure pupils' learning and participation in school life is not restricted by behaviour.
- ensure a flexible approach when supporting individuals in developing positive behaviour by using a range of strategies and approaches.
- analyse the function of behaviours of concern.
- enable each pupil to develop an appreciation of basic moral values, a sense of self - control, self discipline and an acceptance of responsibility for their own actions, enhancing self-esteem and maturity.
- encourage pupils to recognise and respect individual rights.
- ensure the management and support of pupils is empathetic, consistent, fair and reasonable, treating everyone with equity.
- promote acceptable role models and define acceptable standards of behaviour.
- provide opportunities for success through work and play, promoting and celebrating the strengths and achievements of all pupils.
- respond with reasonable actions that are proportionate to need, ensuring physical intervention is used only as a last resort to ensure pupil safety.

**Overall, our objective is to promote behaviours which facilitate learning and the development of relevant social skills that allow pupils to participate fully in the life of their home, school and community.**

## **Rights and Entitlements of Pupils**

All pupils have a right to:

- feel valued by staff.
- experience a teaching and learning environment which is supportive and where pupils' efforts are recognised, encouraged and celebrated.
- feel safe in an environment which meets their intellectual, physical, emotional, social and spiritual needs.
- a school which recognises rights and responsibilities and where respect for others is paramount.
- engage in choices and understand that choices have consequences.
- express their feelings in an open, honest and polite way.

## **Defining Behavioural Expectations**

For the aims of this policy to be achieved, it is vital that expectations of staff and members of Pathfield School are clear and consistent. Therefore, it is significant to define appropriate and inappropriate behaviour.

We define Appropriate Behaviour as:

- showing concern, care and respect for others.
- recognising the right of others to learn.
- accepting responsibility for their actions (within the individual pupil's ability).

We define Inappropriate Behaviour as:

- significantly disruptive or behaviour that is likely to compromise our young people's social and public integration.
- significantly disruptive to activities that other people are engaged in.
- socially unacceptable e.g. undressing in public.
- Culturally abnormal behaviours of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities.

## **Bullying**

At Pathfield School we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

**Pathfield School does not tolerate bullying in any form, including discrimination based on a person's age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.**

There are many definitions of bullying, but most have these three things in common:

- it is behaviour designed to deliberately hurt another
- it is repeated often over a period of time
- it is difficult for those who are bullied to defend themselves.

Bullying can take many forms, the most common are:

- physical (hitting, kicking, taking belongings, money extortion)
- verbal – name calling, insulting or racist remarks
- indirect – spreading unpleasant stories, exclusion from social groups.

There are a number of reasons that bullying must be dealt with. These include:

- the safety and happiness of pupils.
- educational achievement.
- providing a model for appropriate behaviour.
- to maintain our reputation as an effective, caring school.

Parents should feel reassured that Pathfield School will demonstrate through policy and action that it will respond positively and effectively to bullying.

Any child can be bullied, though some are more at risk than others.

The most effective preventative measure that can be employed is for all members of staff to establish clearly that bullying will not be tolerated.

Bullying (Including cyber bullying) key principles:

- Pathfield school does not tolerate bullying.
- Bullying will never be ignored.
- All instances of bullying will be recorded on CPOMS as suspected bullying.
- Incidents of bullying and prejudice/hate incidents (BPHIs) will be reported following Devon County Guidelines.
- Parents and carers will be informed by teacher via telephone or face to face meeting.
- Every instance will be addressed, in line with this policy, using restorative approaches.
- Pupils will be supported to develop age-appropriate levels of online literacy so that they are able to keep themselves safe online and report cyber-bullying.
- Opportunities will be given for parents and carers to learn more about online safety and how they can implement and manage this at home.

## **Promoting Positive Behaviour: Practice**

**As a school, we will endeavour to co-operate and provide consistent practice to promote positive behaviour.** It is the role of every member of staff to contribute to an environment which is supportive and conducive to learning. This can be achieved through establishing positive relationships, by accepting pupils as unique individuals, ensuring they experience success, by engaging them in exciting learning opportunities and celebrating their strengths and achievements. Pathfield School recognises that behaviour is a form of communication of an unmet need.

Individual class teachers are responsible for planning lessons driven by pupil's interests to achieve maximum chance of engagement. This can be achieved by careful differentiation and personalisation, matching expectations of work to pupil's ability. Teachers will observe and analyse individual and class behaviours, modifying the classroom environment and arrangement carefully, in an aim to minimise disruption.

The cohesion of all staff in the deliverance of this consistent, clear and fair approach will create a positive learning environment and nurturing atmosphere for pupils to thrive.

**Parental support in our school ethos is crucial to the overall success of our pupils' progress. We will strive to aid parents to:**

- Ensure their child attends school regularly, so work and behaviour patterns can be established and maintained.
- Speak in confidence to the teacher about any concerns and if appropriate to make an appointment to speak to the Headteacher.
- Communicate any significant changes in home circumstances, their child's behaviour at home or any other factors which may impact the expected behaviour of the child to the school

Parents will always be informed when their child's behaviour is causing serious concern.

# MANAGING BEHAVIOUR

## Proactive Strategies to Promote and Support Positive Behaviour

The emphasis of the management of behaviour at Pathfield School is in encouraging pro-social behaviours. By establishing safe, trusting relationships with our pupils, we aim to support each individual, through a personalised approach using a range of positive behaviour strategies.

Class teams use proactive strategies to support pupils by:

### *Relationship*

- Fostering enabling relationships built on trust and respect
- Treating all pupils with dignity and respect
- Allowing adequate time for pupils to process information
- Supporting relational approaches that are appropriate to individual need: Developing Relationships; Responding and Calming; Repairing and Restoring (Appendix 1)
- Provide positive descriptive praise and reinforcement
- Using trauma informed and person-centred approaches
- Using key worker support structures and mentoring for identified pupils requiring additional support
- Providing positive reinforcers and motivators to recognise appropriate behaviour

### *Classroom routines, boundaries and environment*

- Providing consistent routines and structure for pupils in class, lessons, activities and transitions.
- Setting high expectations of behaviour stated in the positive that are developmentally appropriate
- Make reasonable adaptations to classroom environments to support a pupil's sensory and behavioural needs.
- Providing calm and safe spaces appropriate for individual pupils to support self/co regulation
- Organising the classroom environment to maximise engagement and limit distractions/ sensory overload
- Use rewards and consequences that are appropriate to individual need and understanding

### *Curriculum*

- Teaching a detailed and comprehensive PSHE curriculum using the EYFS, Jigsaw and Equals schemes of Learning.
- Plan for small group activities that support learning of key social skills e.g. turn taking, waiting, sharing
- Providing specific teaching and modelling of emotional vocabulary and literacy
- Planning and delivering sessions that teach self-regulation strategies
- Providing regular access to sensory and regulating activities throughout the school day
- Teaching functionally alternative behaviours using forwards/ backwards chaining, prompting, and shaping techniques.

### *Communication*

- Use a Total communication approach to support understanding
- Use clear, simple language appropriate to individual need, supported by signing, gesture, symbols.

- Use visual resources to support understanding (i.e., symbols, photos, class/ individual timetables).
- Use positive non-verbal communication strategies
- Use now/ next strategies
- Using communication device to support understanding e.g., Proloquo/ Grid 3
- Using social stories to facilitate learning of key concepts/ transitions/ behaviour expectations

#### *Work together with parents*

- Informing parents when there are any behavioural changes or increases in behaviour of concern.
- Sharing Behaviour Care Plans with parents/ carers and working cooperatively to support families to provide consistent approaches in all settings.
- Informing parents/carers of any incident(s) involving the use of a physical intervention and their child.

#### *Other agencies/ Interventions*

- Working alongside other agencies to provide targeted and specialist support to identified pupils e.g., Learning Disability Nursing Team; Educational Psychologist Service; CAMHS; SaLT; OT.
- Supporting pupils to access available school-based interventions: Chroma Arts Therapy (Music, Drama & Art); THRIVE; Hydrotherapy; Light room; Attention All; Pupil Premium

## **Staff Training**

Staff will be supported through continuing professional development to understand Trauma informed strategies through a relational approach. All staff will receive Passive Interventions and Preventions Strategies (PIPS) with regular opportunities for refresher training.

## **Responding to Behaviour of Concern**

### **De-escalation strategies**

At times, despite best efforts from staff to create and sustain a positive environment, our pupils may display behaviours of concern. Staff will respond at the earliest opportunity to support our pupils to manage this dysregulation, recognising that these reactions are not intentional but a form of communication. Staff will seek to understand what unmet need the pupil is communicating and address these.

At these times, staff will use a range of de-escalation strategies to support the individual pupil and their needs (Appendix 2).

### **Calm Space**

At times, pupils may require access to calm spaces in the school to help them to self-regulate. These spaces may include a designated space in the classroom; an outside space such as a playground; an area of the corridor; sensory room or THRIVE room; an empty classroom; sports hall. Staff will work with pupils to plan for the use of these spaces and support them to be able to communicate their need for these. Staff will utilise these spaces and opportunities to explicitly teach regulating and calming strategies.

Where appropriate, a preferred calm space will be recorded on a pupil's Behaviour Care Plan.

The use of a calm space may be required where a pupil's behaviour becomes a risk to themselves and/or others. Staff will dynamically risk assess and decide on the most suitable area. They will carefully consider the proximity to other pupils and staff, the impact of the use of the space on others and ensure that the area is clear of items/ obstacles that may cause risk. Where physical intervention is needed to transition to a safe space, staff will follow best practice guidance (see Physical Intervention *Below*).

Pupils must be supervised at all times when using a planned or dynamic calm space.

## **Physical Intervention**

Where proactive strategies and de-escalation strategies are not effective, in order to keep pupils safe, physical intervention strategies may be used.

Physical intervention must only be used as a last resort in an emergency situation, where a pupil is at risk of harming themselves or others. Staff must ensure that responses are reasonable and proportionate in line with the Use of Reasonable Force in school (2019) guidance.

The use of force is regarded as reasonable to prevent:

- Injury to themselves or others
- Committing a criminal offence
- Causing serious damage to property
- Engaging in extreme behaviour which is prejudicial to maintaining good order and discipline in school

### Pathfield school do not use physical intervention strategies as a punishment

Pathfield school has adopted Passive, Intervention and Prevention Strategies (PIPS) training as best practice. All staff attend training and refreshers in the use of PIPs.

PIPs aims to ensure that staff are able to manage behaviour in a manner that maintains positive relationships and continues to care for pupils at times of crisis.

Parents will be informed if their child has been involved in an incident needing the use of physical intervention strategies.

Staff must record and report incidents of physical intervention to SLT using the schools Behaviour Watch system.

## **Pupil and Staff Wellbeing – Debrief**

Following an incident involving the use of physical intervention strategies, staff and pupils have the right to debrief with a trusted member of staff. This will usually be a member of SLT. We recognise that these incidents can be emotionally and physically challenging to both staff and pupil,

For staff, debriefs will facilitate opportunities to reflect on practice and consider carefully the effectiveness of used strategies. The debrief will consider additional support or changes that can be made to support pupils and staff in the event of future incidents.



It is important that pupils and staff have the opportunity to rebuild trusting and nurturing relationships following an incident. Restorative approaches will be used to facilitate this repair, allowing pupils to move on positively following an incident.

It is our aim to minimise the need for the use physical interventions through the use of proactive and de-escalation strategies. SLT monitor the use of physical interventions and ensure that Behaviour Care Plans consider changes to a pupil's environment, curriculum, staffing ratio where necessary.

### **Physical encouragement and support**

At times, physical encouragement may be given by a staff member to help pupils to access and engage with a learning task. An example of physical encouragement is hand over hand support. This technique involves an adult placing their hand over the hand of the pupil and manipulating the hand of the pupil physically. Physical encouragement differs from a behaviour management technique in that it is used to support a pupil's learning and understanding, not to address behaviours of concern.

Physical encouragement can only be used with the permission of the pupil and should not be used if a pupil becomes distressed or physically unwilling to cooperate.

At Pathfield School, developing independence skills is a key to supporting our pupils as they progress towards adulthood and therefore physical encouragement should only be used on a time limited basis while pupils develop skills to ultimately access their learning independently.

## **Promoting Positive Behaviour: Procedures for Recording and Monitoring Behaviours of Concern**

Promoting positive behaviour is the responsibility of staff, pupils and parents of Pathfield School. To achieve successful outcomes, it is important to have a clear and effective procedure for recording, monitoring and assessing behaviours of concern.

### **Recording**

Records of incidents of behaviour of concern are a vital tool in assessing the function of a behaviour (antecedent). The behaviour team will regularly analyse records to identify patterns of behaviour and provide feedback to class teams to implement Behaviour Care Plans and proactive/ de-escalation strategies.

Class teams will record incidents of behaviours of concern on Behaviour Watch using three categories:

**Amber:** A behaviour of concern that requires support beyond universal classroom strategies. These behaviours may cause disruption to the pupils learning or engagement for a short period of time

**Red:** A behaviour of concern that causes significant disruption to learning, engagement or wellbeing of a pupil or their peers. This disruption may happen over a sustained period of time or several repeated incidents over a significant duration.

Red +: Behaviour of concern that requires physical intervention to keep a pupil or others safe from harm.

#### Recording injuries

If a pupil has sustained an injury during an incident, staff must fill out an accident form and record on Behaviour Watch. In more serious cases, injuries will be reported to Devon County Council through the incident reporting form.

If a member of staff has sustained an injury responding to an incident, this must be recorded on an OSHENS form and submitted to the premises manager.

### **Monitoring and Planning**

School leaders and members of the behaviour support team will:

- Monitor and analyse individual pupil behaviour recorded on Behaviour Watch
- Review Behaviour Care Plans and Risk Assessment plans effectiveness, adapting these to meet the changing needs of our pupils
- Observe pupils where behaviour is a concern and offer advice and support to class teams
- Support the planning and writing of Behaviour Care Plans for identified pupils
- Be available to offer advice and support in debriefing pupils and staff following significant incidents of behaviour of concern
- Set annual targets for behaviour support as part of the School Development Plan
- Plan for Continuing Professional Development training for school staff and parents.
- Review all Red + incidents involving physical intervention and ensure planning is in place to minimise future incidents.
- Seek pupil feedback about their views on behaviour and how it is supported at Pathfield school through the use of pupil surveys and debriefs.
- Meet with parents and teachers when a pupil's behaviour is causing significant concern

### **Behaviour Care plans**

A Behaviour Care Plan will be written for any pupil who requires additional support to manage their behaviour that is beyond whole class strategies.

Pupils will be identified where their behaviour is recognised as concerning due to the frequency, intensity and impact it is having on their learning or the learning of others.

All pupils who have been involved in incidents where physical intervention strategies have been needed must have a Behaviour Care Plan.

The aims of a Behaviour care plan are:

- to support the consistent implementation of effective proactive and de-escalation strategies
- to teach a pupil how to manage their own behaviour through self-regulation strategies
- to reduce the number of behaviours of concern over time

We will work in cooperation with parents throughout the planning and implementation of Behaviour Care Plans. This will include regular reviews of the plan.

Where possible, pupils will be supported to be involved in the development of the Behaviour Care Plan.

## **Suspensions and Exclusion**

### **Suspensions**

We follow all Devon County and DfE Guidance and procedures when considering whether to exclude a student.

We do not believe that exclusions are the most effective way to support students with SEND, and we will always try to adapt and personalise provision for all of our students in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a student for a fixed time period and this would always be considered very carefully. Exceptional circumstances may include, but are not limited to:

- Incidents where the safety of the student, other students or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude students are made on an individual basis by the Head Teacher and will always be a reasonable and measured response following consideration of all the evidence. The governing body will be notified of any fixed term exclusions.

Exclusions can also be managed internally, and a child or student may be taught away from their peers for a fixed period.

This may be used to provide a period of reflection with a member of staff to support the child or student to identify positive behaviour choices they could make in future.

Following a fixed term exclusion, a meeting must be held between a member of the Senior Leadership Team and the child, supported by parents or carers. This meeting must take place prior to the student returning to the school environment. During this meeting a restorative conference approach is followed whereby the behaviour is discussed, expectations are revisited, and targets and supportive interventions are agreed with stakeholders.

### **Permanent Exclusions**

It is extremely rare for us to permanently exclude a student from Pathfield School. In the event that we are not able to meet the needs of an individual student, we will always aim to work with the child, their family and the Local Education Authority to identify a suitable alternative placement for a managed move.

Decision to permanently exclude are made by the Head Teacher and Governing Body following consideration of all the evidence, discussions with colleagues, the student, parents and DCC inclusion Officers.

All permanent exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After children.

## **Safeguarding**

Safeguarding is everyone's responsibility.

A change in a pupil's behaviour could be an indicator that they are suffering or likely to suffer significant harm.

Staff will follow Pathfield School's safeguarding procedures to report these concerns. Careful consideration will be given by the safeguarding team to consider the context of changes in behaviour and determine if this is due to a safeguarding concern or a change in pupil need.

## **Reporting to Governors**

A behaviour report will be shared on a half termly basis to the Full Governing Board.

### **Staff should also be aware of:**

Devon Safeguarding Board Positive Behavioural Support Guidance

Devon County Council Policy For Setting The Standards Of Acceptable Behaviour

This policy is written in line with guidance from:

- Use of Reasonable Force in Schools 2019
- Equalities Act 2010
- Keeping Children Safe in Education 2022
- Behaviour and discipline in schools 2022
- Passive, Intervention and Prevention Strategies Training and Guidance
- Developing Relational Practice, Policy and Support Plans (Babcock)
- Reducing the need for restraint and restrictive Intervention 2019

This policy should be read in conjunction with other Pathfield School policies and procedures including:

- Child Protection and Safeguarding Policy
- Intimate Care Policy
- Health and Safety Policy
- Employee Code of Conduct
- Manual Handling Procedure

## Appendix 1 – Relational Approaches (Devon Education Services)



### Developing relationships

Developing Relationships involves Building Relationships, Supporting Inclusion and Setting Boundaries.

In order to be successful at school all children need to build relationships which enable them to feel safe and secure and develop a sense of belonging in school. This is done through providing relational support in the form of Protection, Connection, Understanding and Care.

In order to be fully included some children need additional support to enable them to access learning and to be included in all aspects of school life. It is important to consider whether children's SEN and wider needs have been recognized and supported.

In order to learn together we need to have a shared understanding of our rights, roles and responsibilities and how these manifest themselves as expectations of behaviour, agreements and rules. Boundaries should be clearly communicated and regularly discussed.

## **Responding and calming**

Responding and Calming involves Keeping Calm, Regulating Emotions and Managing Crisis.

The art and skill of teaching lies in the use of everyday interactions which actively maintain relationships, manage low level disruption and promote a calm, harmonious and supportive learning environment.

Most children will at some point overstep a boundary and will need reminding about agreements and expectations.

We need to develop relational skills that enable us to maintain calm, show understanding, reset agreements and provide clear instruction and guidance around expectations. Supportive action and intervention within the classroom will enable most children to stay within boundaries.

Children who experience strong emotions that lead to harmful or challenging behaviour will need skilful coregulation to enable them to be calm and develop their capacity for regulation. How we respond in a crisis should be coordinated, clear and communicated to ensure the safety of all students.

## **Repairing and restoring**

Repairing and Restoring involves Resolving Conflict, Repairing Harm and Supporting Change. Sometimes things will go wrong. Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges, or harm is caused.

Applying a restorative framework following conflict or when incidents have taken place can be far more successful in supporting understanding and learning than a punitive approach.

Restorative frameworks need to be underpinned by a strong restorative ethos. Adults need to be skilled and able to use, model and teach good co-operation, communication and emotional literacy skills.

Restorative work involves regular conversations, class meetings, peer mediation, conflict resolution as well as more formal restorative meetings and enquiries.

## **Appendix 2 – De-escalation Strategies**

These are strategies that help to calm the pupils when they begin to show early signs of distress (physiological and psychological arousal).

If effective, they reduce the risk of the behaviour escalating and allow pupils to re-engage in their environment and learning.

This list is not exhaustive but illustrates some of the strategies staff may use to support pupils. We recognise each pupil's individuality and staff will need to personalise and differentiate strategies according to each individual pupil's needs.

### **Distraction/ diversion**

Staff may divert pupils to more appropriate activities or tasks. They will encourage and engage pupils in these tasks, modelling appropriate behaviour.

### **Reduce Language**

Staff will reduce the language that they use to support the pupil's understanding. For example, staff may reduce an instruction to 1 or 2 key words. Staff may use visual prompts (pictures/ symbols) to reduce language further.

Use **humour** to engage positively with a pupil and redirect their attention/ engagement

### **Calm Body Language and proximity**

Staff should always be mindful of their body language to ensure that they support a pupil to feel safe. Staff will attempt to show calm body language – slow movements, relaxed limbs e.g., open palms, neutral facial expressions and eye contact.

Staff will consider the proximity between themselves and a pupil to maintain a distance that is comfortable for the individual. They may also adapt the level that they are working with a pupil so that they are engaging at the same level as the pupil e.g., sitting alongside a pupil on the floor.

**Offer reassurance** by using verbal and physical prompts.

**Validate** through empathetic responses

**Attune** to the intensity and type of emotion.

Provide **containment** by retaining a story-telling tone of voice, intonation and frequency.

### **Offer alternatives and choices**

Staff will give pupils options to choose appropriate alternatives. Staff may give pupils a number of choices such as choosing between two activities or toys.

### **Adapt Environment**

Staff will consider changes to a pupil's immediate physical environment, adapting light, noise and temperature level depending on an individual's needs and response. Staff may also consider changes to the layout of a classroom to further support the needs of their pupils.

**Offer Withdrawal**

Support pupils to access safe spaces that allow them opportunities to regulate their behaviour and maintain dignity.

**Remove Other Learners**

Consider moving other learners to provide the pupil with an environment that they can regulate in safely.

This may also reduce the impact of the behaviour of concern on other pupils and their learning.

**Change of Face**

Pupils may respond positively to a change in the staff member that is supporting them. Where possible, support pupils to communicate who they would like to help them.

**Proximity Praise**

Praise appropriate and desired behaviour of others within close proximity. Highlight expectations and label these behaviours clearly for the pupil.

**Support and guide upregulating activities**

These activities are best used when children or young people seem disengaged, low, withdrawn. The aim is to raise or disperse their energy with activities that increase heart rate. Games such as *red light, green light* or *singing and dancing* activities help pupils to do this. Other activities such as activities that awaken the sense such as splashing water or smelling different scents can support a pupil to upregulate.

**Support and guide downregulating activities**

These activities are best used when pupils are in a high energy state. The aim is to slow them down, regulate breathing and try to relax them. This may include activities such as making and blowing bubbles or taking part in guided meditation or yoga. Other activities such as *Tightrope*, encouraging pupils to walk along a pretend tightrope on the floor of the classroom or *5, 4, 3, 2, 1 grounding*, look for 5 things you can see, 4 things you can touch etc can support pupils to down regulate.



