



## Relationship and Behaviour Policy

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<b>Next Review Date</b>	March 2027
<b>Related Policies and Guidance Documents</b>	<ul style="list-style-type: none"> <li>• <u>Education Act 2011</u></li> <li>• <u>Education and inspections act 2006</u></li> <li>• <u>Behaviour and discipline in schools 2022</u></li> <li>• <u>Searching, screening and confiscation at school</u></li> <li>• <u>The Equality Act 2010</u></li> <li>• <u>Keeping Children Safe in Education</u></li> <li>• <u>Use of reasonable force in schools</u></li> <li>• <u>Supporting pupils with medical conditions at school</u></li> <li>• <u>Special Educational needs code of practice</u></li> <li>• <u>Child on Child abuse policy</u></li> <li>• <u>Safe Touch Policy and Guidance</u></li> <li>• <u><a href="https://www.traumainformedschools.co.uk/">https://www.traumainformedschools.co.uk/</a></u></li> <li>• <u>Child Protection and safeguarding policy</u></li> </ul>
<b>Annexes and Supplementary Info</b>	<p>Appendix 1: Reflect and Repair</p> <p>Appendix 2: Autism and managing behaviour</p> <p>Appendix 3: Recording of RPIs</p> <p>Appendix 4: Young persons voice</p>
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### **Introduction and aims:**

Our behaviour and relationship policy is created to promote positive behaviour, enabling children to work and play together, in school, at home, and in the wider community. Our main aim is to support all pupils to develop their independence skills and to make the right choices by demonstrating our PRIDE values:

**Peace, Respect, Independence, Determination and Equality.**

The policy is written in consultation with parents, pupils and staff of Hope House school and reviewed on a regular basis to ensure we reflect the needs of our students and changes in local and national policy guidance. At Hope House school, there is a high expectation of behaviour from our students which places the needs of the child at the heart of everything we do.

We recognise that to function effectively there must be an acceptable code of behaviour in place which is owned and understood by all. To help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. We view the development of student behaviour as a positive and cooperative effort involving all members of staff, parents, students and stakeholders of the school. The emphasis is on belonging and social responsibility, so that students are happy and healthy and feel safe within our environment. We use a positive and proactive approach to behaviour management to ensure we:

- Meet the needs of all students with a primary need of autism
- Support students to find effective ways to communicate their needs
- Identify and meet individual sensory needs.
- Ensure the environment is suited to individual needs and preferences
- Use proactive strategies to manage and support behaviour
- Celebrate positive behaviour at every opportunity including verbal feedback, weekly certificates in assembly, communication with parents, stickers.

At Hope House school we apply a Trauma Informed, Attachment Aware approach to behaviour management. This promotes positive relationships with our students, especially those that may have experienced adversity.

Our school is invested in supporting the very best possible relational health between students, parents/carers, staff and visitors to create a school climate that fosters fairness, inclusion, connection and respect for all members of the school community.

To this end our school is committed to educational practices, which Protect, Relate, Regulate and Reflect (taken from Trauma Informed Schools relationship policy guidance).

**Protect**

- Staff meet and greet students at the school entrance and at the classroom door
- School staff are trained in 'PACE' modes of interaction (Hughes 2015): being warm, empathetic, playful and curious (proven to shift children out of flight/fight/freeze positions).
- There is a whole school commitment to cease using harsh voices, shouting, put-downs, criticisms, shaming (proven to be damaging psychologically and neurologically).
- All school staff ensure that interactions with children are socially engaging not socially defensive, to decrease chances of children relating defensively-fight/flight/freeze.
- School staff will 'interactively repair' the occasions when they themselves move into defensiveness.
- The implementation of pedagogic interventions that help staff to get to know children better on an individual basis. Nurture breakfast provides opportunity for staff and students to share and discuss what is happening in the world around them. Student voice initiatives such as "I wish my teacher knew" boxes across the school provides opportunities for students to share what matters to them, who matters to them, their dreams, hopes etc. This is key to enabling children to feel safe enough to want to talk, if they so wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- All vulnerable children have access daily to at least one named emotionally available adult, and these children know when and where to find that adult. If the child does not wish to connect with this adult, an alternative person is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This will include removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who keep 'triggering' into alarm states in the main playground given access to a separate space).
- Provision for children of a clear, confidential and non-shaming system of self-referral for help/talk time with an emotionally available adult.
- Well-being initiatives for all staff, including mindfulness training and clinical supervision to ensure staff feel valued and emotionally regulated enough to be able to interact throughout the school day with social engagement rather than defensiveness.

### **Relate**

- All staff are trained in emotional coaching and in relating to children in terms of the four relational needs for secure attachment: affect atonement, empathy, soothing and containment.
- We have a whole school commitment to enabling children to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger or self-blame.

- Relational opportunities for vulnerable children with emotionally available adults at school to enable them to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

### **Regulate**

- The implementation of interventions designed to bring down stress hormone levels (e.g from toxic to tolerable) in vulnerable children enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Use of evidence-based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating and playful, enriched adult led interactions.
- The emotional wellbeing and regulating of staff are treated as high priority to prevent burn out, stress-related absence or leaving the profession, through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.
- Designated staff-only spaces, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin).

### **Reflect**

- On occasions we may see negative behaviour in school. We will always consider the individual needs of each child and the impact of autism ([appendix 2](#)) or associated conditions to determine whether an incident is a deliberate act of misbehaviour. Whichever is the case we will always promote and teach the behaviour that is expected in the society within which we all must live.
- Staff are educated in the art of good listening, dialogue, empathy and understanding.
- We provide the skills and resources to support parents and staff to have meaningful empathic conversations with vulnerable children who want to talk about their lives to empower children to better manage their individual situations and life in general.
- We have a strong parent voice focus.
- Within the context of an established and trusted relationship with a member of staff, children are provided with the means to symbolise painful life experiences through images rather than solely everyday words, should they wish to do so. Several staff are trained in different programs to support thoughts/feeling and expression such as sand therapy, mindfulness, Lego therapy, Draw and Talk and emotional coaching.
- The PSHE curriculum is planned through the PSHE association guidance. The content is designed to enable students to make informed choices about how to relate to others and includes understanding mental health and ill health and relationships.

- Trauma informed staff support students to reflect on traumatic life experiences through empathetic conversations to address negative self-referencing and help them to develop coherent narratives about their lives.

### **Our School Rules**

*Children must be helped to learn how to behave. By setting boundaries and rules, we help children to learn the right way to behave and what is unacceptable behaviour. Research tells us that children who have clear, consistent rules are calmer, feel more secure and eventually learn how to control their behaviour themselves.*

All classrooms agree their own rules through consultation with adults and students.

The rules:

- help clarify expectations,
- cultivate a sense of belonging amongst students
- facilitate students' ability to engage productively with one another.
- reflect the values of the school and outline the expectations and consequences of behaviour for everyone.
- Promote positive relationships between students and students, adults and adults and students and adults.
- Encourage good behaviour and respect for others.
- Secure an acceptable standard of behaviour of students
- Prevent all forms of bullying
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education (Behaviour in Schools 2022)

School rules are presented in each classroom in a suitable format for the ages and development of our students.

### **Responding to dysregulation**

Emotional dysregulation that is not within a range of typically accepted emotional responses can lead to anger, irritability, aggression and frustration. Staff are trained to interpret complex situations and recognise early triggers to ensure the most appropriate response that provides predictability, stability and safety. If a student becomes unsettled in the learning environment, the initial response is to calmly remind the student of the classroom rules and to ensure they understand the tasks set, receiving additional adult support if required.

Immediate strategies might also include:

- Reducing demands and requests
- Removing triggers
- Distracting and motivating
- Listening, hearing, and acting

- Diverting the focus of attention
- Controlling sensory input in line with the child's needs (e.g., using a fiddle toy, reducing noise, light and talking to the child).

Students can leave the space for a short period to calm and reflect in the sensory room or if appropriate, a walk outside in nature. This is non- shaming and protects the students dignity. It is known as the **PROTECT** phase.

The period needed in this phase is variable, and dependent upon circumstances. Students will have the support of an emotionally available adult. Very rarely, a learners emotional dysfunction may be such that they present a physical risk to themselves or others. In these circumstances, it may be necessary to use a physical intervention to protect them. This is only undertaken by staff trained in carrying out restrictive, physical interventions. If necessary, classroom staff will use the school radio to call for additional support to manage these incidents. It is a protective response.

The protect phase will be followed by the **RELATE** and **REGULATE** phases.

In the **relate and regulate** phase an emotionally available member of staff will offer a calming environment using affect attunement, empathy, soothing and containment. It is important to be aware that a large part of life for our students is not being able to communicate. This causes a tremendous amount of anxiety for them. The more we can be attuned with what they are experiencing in each moment, the more we can help to ease their anxiety. To bring down stress levels the emotionally available adult may use various interventions to bring down stress hormone levels, enabling students to feel calm, soothed and safe. This may include a simple game or physical activity. This should not be seen as rewarding students for misbehaviour.

When it's appropriate to do so, staff skilled in good listening, empathy and understanding will provide opportunity for the student to **reflect and repair** (appendix 1).

#### **4. Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**The school also recognises that nationally Safeguarding of child-on-child abuse is serious and needs careful additional training, monitoring, and reporting. Therefore, the school adopts the Nottinghamshire Guidance and recognises the need to safeguard against:**

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Racist, sexist, homophobic or discriminatory behaviour

### **Confiscation**

**Any prohibited items (listed below) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to the safety of the school. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

### **Pupil risk assessments and behaviour plans**

Individual pupil risk assessments and behaviour plans provide detailed information outlining known or historical behaviours, associated triggers, and strategies for staff to use to support the pupil and the management of their behaviour. It should inform lesson planning and any off-site visits. Off site visits present many additional risks, therefore risk assessments will carefully consider whether it is safe for the student to take part in a particular off-site visit. Plans are regularly monitored, reviewed, and updated by the Pastoral team, SENCO, wider staff team and parents/carers.

The document is signed and agreed with parents. This will be routinely reviewed at each annual review and regularly throughout the academic year. Historic behaviours will remain on the individual plans, as some behaviours may re-surface later.

### **Physical intervention and use of 'reasonable force'**

On the rare occasion that staff need to use physical restraint to safeguard children, young people and others from harm, it will be consistent with clear values and sound ethical principles, comply with Team Teach policy and practice, the relevant legal requirements and case law and be consistent with obligations under the European Convention of Human Rights, the UN Convention on the Rights of the Child and the UN Convention on the Rights of Persons with Disabilities. Please see our [Safe Touch Policy](#) adopted from Trauma Informed Schools, which is to be read alongside this policy.

### **Self-injurious behaviour**

Self-injurious behaviour is when a pupil physically harms themselves and is often referred to as self-harm. This could be displayed through head banging, biting, hair pulling, eye gauging, slapping, skin picking, scratching, or pinching. In a minority of cases of self-injurious behaviour, the tissue damage from any one incident is serious but for most the injuries are minor e.g., bites that do not break the skin or head tapping. However, the cumulative effect of many instances of behaviours such as dropping to the floor on knees, hand biting or head banging could result in permanent tissue damage, so all instances of self-injurious behaviour must be carefully recorded on CPOMs, understood, and analysed and inform appropriate individualised positive strategies/interventions to minimise the risk of harm.

Hope House School recognises that self-injurious behaviour can be one of the most difficult behaviours to support. These behaviours may take place for many reasons. They may be a way of communicating a want or need, to seek attention or act as a sign of anxiety or excitement. Self-injurious behaviour should be supported using the same analytical, positive, and low arousal approaches as any other behaviour that gives rise to concern. The function of the behaviour should be ascertained if possible and the individual taught alternative, less damaging, ways to meet his or her needs.

#### Management of Self-injurious Behaviour (SIB)

Functional assessment based on incident data/feedback and CPOMs recording should inform strategies that are adopted. These strategies should be in line with positive behaviour support principles.

In the first instance staff have a duty of care to intervene to reduce damage caused by these behaviours.

However, sometimes the best support strategy to prevent increase in potential injury is to ensure that the individual is as safe and as comfortable as possible but make no direct intervention and/or contact, especially trying to stop the behaviour, until the episode is over. This can result in shorter episodes with less likelihood that the self-injurious behaviour will escalate and result in more serious injury. Such supervision without direct intervention should be agreed with relevant external parties such as parents.

Pain relief and medical investigation should be considered in the presence of new self-injurious behaviours but always agreed as part of a multidisciplinary intervention.

Chewy tubes, apples, oranges or similar may be offered as safe alternatives to those who may bite themselves.

Pillows or cushions may be used to reduce impact of head banging behaviours.

Increased structure, extra sensory opportunities, teaching self-regulation and relaxation strategies, and physical exercise can all help reduce frequency and intensity of self-injurious behaviour.

Staff should try to respond in a calm neutral manner in the presence of SIB and reward and praise appropriate behaviours wherever possible.

Care needs to be taken over the recording of self-injurious behaviour to ensure that persistent low intensity self-injurious behaviour, which could lead to long-term damage, does not go unrecorded.

Parents and carers should be informed of any significant incidents involving self-injurious behaviour with the individual's knowledge, where appropriate and possible.

### **Rewards and consequences**

One of the things the world of neuroscience has taught us, is that not all children experience reward in the same way. So, it may be that some students can wait until Friday after getting 10 stickers before we celebrate his or her success, but another may barely wait till half past three, before we can celebrate their success. Because their default system is saying nothing ever comes — don't expect success. The child's memories are that everything goes wrong, and I'm not worthy anyway. So, we need to realise that it's a different pace about rewarding. The idea is that the experience of getting a reward earlier might help with some of the rewiring or might help with some of that memory is valuable. Rewards can be differentiated across the school in the same way we differentiate the curriculum. Each class has personalised rewards systems suitable for the needs of each student. All students receive praise during the school day for academic and personal success, stickers, weekly/termly certificates in assembly, positive feedback to parents and carers through Tapestry, special end of term trips.

At Hope House School, any consequences used are personalised and appropriate to the individual pupil. As a result, consequences may well be different for different pupils in similar circumstances. They are restorative in nature, to help pupils to recognise the impact of their behaviour on themselves, other pupils, staff supporting them and on the wider school community.

In some cases, it will be important for children to make reparation or amends in some meaningful form, to anyone impacted by their behaviour. This may take the form of an apology or other appropriate action. Staff have the necessary training and knowledge of the pupil to help support them with this and carry it out at an appropriate time. We are fully committed to working with the pupils' parents/carers to prepare them for life outside and beyond the school. A key part of this is developing an understanding of societies rules and laws and where appropriate, the impacts of behaviours in school will be related to societies rules, expectations, and the real consequences that these bring.

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

In exceptional circumstances it may be necessary to suspend a learner for a fixed term period and this would always be considered very carefully.

## **Roles and responsibilities**

### **The Trustees**

The trustee board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for reviewing and approving this relationship and behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour, and that staff work effectively with pupils to meet their individual needs, including monitoring how staff implement this policy to ensure it is applied consistently.

The headteacher will ensure all staff receive a comprehensive CPD program to support this policy in addition to specialist training in Autism, trauma, nurture and emotional coaching.

### **Staff**

**Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.**

- To understand the aims of this policy and seek clarity from the headteacher if needed.
- To show a commitment to a trauma informed approach of protect, relate, regulate and reflect.
- To promote positive behaviour enabling students
- To assist all pupils to manage and improve their behaviour as part of everyday activities.
  
- To read and understand the risk assessments / individual behaviour plans; consistently applying strategies to reduce challenging behaviours and promote desired behaviours.
- To satisfy themselves that they are clear on what they may and may not do in terms of behaviour support, and to seek clarification, as necessary.
- To record and report negative behaviour incidents and physical interventions where appropriate on CPOMS.
- To contribute to the development of the pupil's risk assessments / behaviour plans.
- To take part in training in supporting pupils who display challenging behaviour. This will be ongoing inhouse training as well as externally accredited training by 'Team Teach'. Staff are expected to implement the approaches and strategies that they have been taught in training when supporting a pupil.

- To support other staff in the team and demonstrate confidence in each other's skills and abilities to support pupils. Supporting behaviour is the responsibility of all, however there may be times when staff seek help and potentially withdraw themselves from a situation to de-escalate. It is not a sign of failure to do so and in some cases, the staff member may be the trigger. Ensure any intervention is recorded correctly on CPOMS.
- Staff need to reflect on their own practice to consider the approaches they have used. Staff should consider what they could do differently should a similar situation occur again.

To make judgements in the light of this policy and to act within the school's procedures on managing behaviours of concern. However, as no policy or procedure can cover every eventuality, staff are expected to use their professional judgement and experience when supporting pupils and:

- Deciding on the best course of action to keep the pupils they are supporting, and staff, including themselves, safe
- When deciding on the need for action, however rapidly, considering the risk of immediate danger to persons or property
- Deciding on the appropriateness of intervention in keeping with the behaviour incident that gives rise to it
- Considering the age and understanding of the pupil in deciding on the degree of intervention necessary
- Whether to intervene in an incident even if the member of staff has not signalled, they need assistance.
- Senior staff are responsible for ensuring staff support systems are in place and are being used. This will include ensuring that post incident debriefing is offered to the staff involved.
- Emotional debrief must be offered on the day of the incident to support the staff member before they go home. A reflective debrief will follow as soon as possible. The recipient can express a choice of who debriefs and the information for the emotional debrief will be kept confidential unless there is a safeguarding concern.
- Senior staff have a responsibility to demonstrate trust and confidence in the staff's ability to manage the pupils they are supporting. If shortcomings in such management are identified, senior staff have a responsibility to address these through supervision, training, and appraisal.

### **Parents**

It is the expectation that parents and carers are to work collaboratively with school so that pupils receive a consistent message about appropriate behaviours. They are encouraged to:

- Take part in a supportive dialogue with the school about the students behaviour, each informing the other promptly if there are causes for concern or celebration.
- Be familiar with and support the pupils risk assessment/behaviour plan, contributing to it's development.

If parents or carers have concerns over the schools management of their child's behaviour, they should raise the matter with the pastoral team or class teacher in the first instance. If the concern remains or cannot be resolved the deputy head or headteacher will meet with parents. The school complaints procedure can be used if parents continue to have concerns that are not resolved.

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach is always tailored to the need of the pupil at Hope House School.

The school's special educational needs co-ordinator will evaluate a pupil to determine whether they have any underlying needs that are not currently being met. We have a Wellbeing team and Mental health lead Learning who work with the school leadership team to advise and help on medical issues, mental health and wellbeing of all our young people.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, speech and language therapist, occupational therapist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's changes in behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and trustees annually. At each review, the policy will be approved by the headteacher.

## **Appendix 1**

## REFLECT AND REPAIR SHEET

This sheet should be used as outlined in our [behaviour policy](#) to assist in the process of reflection and repair. It must be completed through a conversation with the child. The adult leading the conversation will scribe. The child be given opportunity to calm before the conversation – use the blue boxes to plan this time together.

<b>Name:</b>	<b>Class</b>	<b>Date:</b>
<b>Now...</b> we will reflect and repair (when ready co-regulate first). We can have breaks if they are needed.	<b>Next</b> (adult to choose transition activity) until this is an opportunity to do an activity to further calm. For example: sorting, walking, listening to calming music.	<b>Then</b> once you are feeling calm you can go back to your learning in the classroom.

**REFLECT**

<h3 style="font-size: 1.2em;">What happened?</h3>	<h3 style="font-size: 1.2em;">What were you thinking or feeling?</h3>	<h3 style="font-size: 1.2em;">Who has been affected?</h3>																																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td> made silly noises</td> <td> shouted at someone</td> <td> rude to someone</td> <td> walked off</td> </tr> <tr> <td> scribbled on work</td> <td> threw something</td> <td> tore something</td> <td> broke something</td> </tr> <tr> <td> swore at someone</td> <td> hurt someone</td> <td> made a mess</td> <td> something else</td> </tr> </table>	made silly noises	shouted at someone	rude to someone	walked off	scribbled on work	threw something	tore something	broke something	swore at someone	hurt someone	made a mess	something else	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td> worried</td> <td> fidgety</td> <td> confused</td> <td> angry</td> </tr> <tr> <td> frustrated</td> <td> scared</td> <td> excited</td> <td> mad</td> </tr> <tr> <td> silly</td> <td> distracted</td> <td> out of control</td> <td> fizzy</td> </tr> <tr> <td> giddy</td> <td> anxious</td> <td> not okay</td> <td> Something else</td> </tr> </table>	worried	fidgety	confused	angry	frustrated	scared	excited	mad	silly	distracted	out of control	fizzy	giddy	anxious	not okay	Something else	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td> Me</td> <td> A friend</td> <td> A teacher</td> <td> A T.A.</td> </tr> <tr> <td> My mum</td> <td> My dad</td> <td> My family</td> <td> My class</td> </tr> <tr> <td> My friends</td> <td> Someone else's family</td> <td> An adult</td> <td> Someone else</td> </tr> </table>	Me	A friend	A teacher	A T.A.	My mum	My dad	My family	My class	My friends	Someone else's family	An adult	Someone else
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**REPAIR:**

<h3 style="font-size: 1.2em;">Next time I could ...</h3>	<h3 style="font-size: 1.2em;">What are you thinking or feeling now?</h3>	<h3 style="font-size: 1.2em;">What needs to happen to put it right?</h3>																																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td> Talk to a teacher</td> <td> Ask for a brain break</td> <td> Fiddle with something</td> <td> Count to 10</td> </tr> <tr> <td> Talk to someone</td> <td> Take deep breaths</td> <td> Play with someone else</td> <td> Sit next to someone else</td> </tr> <tr> <td> Go for a walk</td> <td> Make a change</td> <td> Think about the zones</td> <td> Something else</td> </tr> </table>	Talk to a teacher	Ask for a brain break	Fiddle with something	Count to 10	Talk to someone	Take deep breaths	Play with someone else	Sit next to someone else	Go for a walk	Make a change	Think about the zones	Something else	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td> sad</td> <td> sorry</td> <td> guilty</td> <td> ashamed</td> </tr> <tr> <td> unsure</td> <td> scared</td> <td> okay</td> <td> tired</td> </tr> <tr> <td> calm</td> <td> better</td> <td> fizzy</td> <td> something else</td> </tr> </table>	sad	sorry	guilty	ashamed	unsure	scared	okay	tired	calm	better	fizzy	something else	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td> write it down</td> <td> write a letter</td> <td> talk with someone</td> <td> say sorry to someone</td> </tr> <tr> <td> time to reflect</td> <td> draw</td> <td> fix something</td> <td> make a plan</td> </tr> <tr> <td> make a change</td> <td> zones toolkit</td> <td> tidy up</td> <td> something else</td> </tr> </table>	write it down	write a letter	talk with someone	say sorry to someone	time to reflect	draw	fix something	make a plan	make a change	zones toolkit	tidy up	something else
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Which core values do you need to think about or show?

<b>Responsibility:</b> make good choices because your actions matter	<b>Respect:</b> value everyone and everything in how you listen, speak and in what you do	<b>Compassion:</b> show care and understanding for everyone	<b>Courage:</b> be brave; believe you can
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How could the Zones of Regulation help?



Refer back to Now, Next and Then at the top as a reminder.

Signature (adult):

## Appendix 2 Autism and managing behaviour

A variety of factors may influence a person's behaviour and contribute to incidents of challenging behaviours. Autism itself is not a cause of challenging behaviour. Rather the impact of being on the autistic spectrum, within this social world combined with other factors, such as those highlighted below, come together leading the individual to respond differently and display behaviours which challenge others. Autism is a lifelong developmental condition which results in "hard wired" differences in how parts of the brain are structured. Autistic people are likely to perceive, interpret, process, and experience the world in a different way. Many of our students will also have co-morbid conditions or mental health issues that can affect behaviour. All autistic people have a dyad of impairment as set out in DSM-5 (08/2015) that affects everyone to a greater or lesser extent. These impairments outlined in detail below.

### **Social Communication and Social Interaction**

Many autistic people tend to develop a "Theory of Mind" at different times or to a different degree as the rest of the population. This means that it is difficult for autistic people to understand that others have independent thoughts and thus different perspectives from their own. This can cause a variety of problems in terms of interacting with others as an autistic person will be at the very least delayed in their ability to understand others point of view, or struggle to realise that communication is necessary for others to understand and meet their needs. Some autistic people find it difficult to process and understand the social world. Social rules and conventions that most people learn intuitively often need to be explicitly taught and even then, may not be fully understood and applied. Many autistic people want social relationships, but most struggle to know how to interact, and experience high levels of anxiety and stress in social situations. Some people with autism may find the social environment so confusing that they withdraw from interacting with others.

### **Restricted, repetitive patterns of behaviour, interests, or activities.**

Some autistic people have difficulty with flexibility of thought. Some people with autism may find it difficult to shift the focus of their attention and may become stuck/fixated on a particular item or topic of conversation. They are likely to find dealing with new/unfamiliar situations challenging due to difficulties with generalising skills and experiences learnt from other situations. Often autistic people can find change and transition problematic, e.g., transitioning from home to school, transitioning between lessons / areas of the school or changes to expected activities or staff. This can contribute to a reliance upon routines and predictability.

### **Sensory Issues**

Many autistic people also experience differences in the way their sensory processing systems work. Some may be particularly (hyper) sensitive to noise so may hear, become upset or distracted by noise that neurotypical people would barely notice. Conversely others may be under (hypo) sensitive to touch so may need to exert extra pressure when touching objects or other people to receive the same sensory

feedback. Most autistic people have issues with sensory processing and integration meaning that they may struggle to process and understand the information coming in from a variety of sensory modalities. They may struggle to filter out irrelevant information and to concentrate on what is necessary.

### **Additional stressors**

While we must always recognise a person's autism is likely to pose the above challenges, individuals with Autism are just as likely to be affected by other factors which impact upon their mental health and emotional wellbeing as the rest of the population and are sometimes at increased risk. Lack or poor emotional literacy/regulation difficulties can also significantly contribute to incidents of challenging behaviours. These can fit into social communication and sensory needs. Autistic people are also at risk of developing mental health difficulties especially anxiety disorders which again can contribute to the onset of incidents of challenging behaviours.

### **Other factors**

Autistic people, like others, are affected by life events and experiences such as bereavement including changes (losses) of people supporting, moving to a new house, loss of a pet, going through puberty, family breakdown etc. Illness and pain can affect how a person behaves especially if unable to properly communicate this pain or unable to read the physiological signs that they are ill. Autistic people may also suffer from low self-esteem, school placement breakdown, exclusions, and social isolation.

Autistic people often experience high levels of stress. This is true for autistic people across the spectrum – those with limited verbal expression may experience stress and anxiety related to difficulties and differences in comparison with other people their own age. Individuals may present as a confident speaker, but this can often mask their reduced understanding. Those supporting them may overestimate their abilities and hence not always provide effective support.

## Appendix 3

### Recording of RPIs

All RPI's are recorded on CPOMS by the person who completed the dynamic risk assessment and made the decision that a physical intervention was a reasonable, necessary and proportionate response to the incident taking place.

The screenshot shows a web-based form for recording an incident. The form is organized into several sections:

- Student:** A text input field with a placeholder "Begin typing a student's name".
- Incident:** A large text area for entering the incident details.
- Categories:** A list of checkboxes for selecting incident categories. Under "Physical Intervention Subcategories", several options are checked, including "Figure of four seated", "Figure of four seated", "Friendly guide", "Guard/ Escort", "Hall staid", "One person double elbow", "One person single elbow", "Seated one person single elbow", "Seated two person single elbow", "Small child", "Two person double elbow", and "Two person single elbow".
- Time of Intervention:** A date and time picker set to "dd/mm/yyyy --".
- Other Staff Involved:** A text input field.
- Reason for Intervention:** A text input field.
- De-Escalation Strategies Used:** A text input field with a note: "Please tick all de-escalation strategies used before intervention".
- Length of Intervention:** A dropdown menu.
- First Aid Check Completed by:** A text input field with a note: "Alert and action this person below to allow first aid log to be uploaded".
- First Aid Check completed at:** A date and time picker set to "dd/mm/yyyy --".
- Linked student(s):** A text input field with a placeholder "Begin typing a student's name" and a note: "Type a student's name to link them to this incident".
- Maps:** A small icon representing a body map.
- Date/Time:** A date and time picker set to "11/03/2024 12:27".

The log contains a narrative of the incident, including de-escalation strategies prior to the physical intervention, the intervention used (including those where a pupil has been guided), the time that a first aid check took place, the name of the person conducting the check and a body map to record any reported marks. The incident narrative follows **ABC (Antecedent-Behaviour-Consequence)** to ensure a full account is provided.

Communication with parents is ALWAYS by telephone or Face-to-Face contact when an RPI has taken place. This communication may be added as part of the original CPOMS incident log where it has occurred prior to the information being recorded or be added as a further action.

Individual risk assessments are reviewed to ensure that they reflect the behaviours identified in the log. A staff debrief with the SLT or DSL/DDSL takes place following any physical intervention. Outcomes may be recorded as actions on CPOMS or, where a significant incident has taken place and notes have been taken, these will be added to the CPOMS log. Where possible, the pupil's voice will always be sought (appendix 3), although this may not always be on the same day. We recognise that for some of our pupils, re-visiting an incident that they have already mentally moved on from, may escalate them again and we use our knowledge of the pupils to make an informed decision. This log is added to CPOMS.

**Appendix 4**

**Young Person Voice**

**My name is \_\_\_\_\_**

**On \_\_\_\_\_ There was a physical intervention.**

**Before it happened, I felt....**



**After it happened, I felt....**



**I have spoken to ..... and I know why it happened**

**Yes No**



**Now I feel ....**

**I need some more support with this .... Yes No**