

# EducateU

## Trauma Informed Behaviour Policy

**Approved by: Sarah Paoletti**

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**Next review date: 19/11/24**

# Trauma Informed Behaviour Policy

At Educate U, we wholeheartedly acknowledge and embrace the unique needs of our students, understanding that they may have encountered trauma, attachment issues, ADHD, ASC, anxiety, or other challenges. Our commitment to providing a safe and nurturing environment is evident in our trauma-informed behaviour policy, which is carefully crafted to cultivate positive personal relationships. EducateU has the following mission statement “Empowering Students. Creating Possibilities”. This is because our school fills a need for inclusive education for children with complex trauma and special educational needs. Our school values have been developed to be trauma informed: Safety, Trust, Choice, Collaboration, Empowerment. These 5 Trauma informed values underpin our school’s Mission statement and act both as a supportive, progressive framework for our children and guiding principles for our staff. These also tell the story of how we work with our children at Educate U to our children, families and to other professionals. From this, we model empathy, respect, resilience, self-regulation, and kindness, recognising that all behaviour is a form of communication, especially for our most vulnerable children. In line with this understanding, we take on the responsibility to respond in a trauma-informed, and attachment-aware manner.

At Educate U, our Behaviour and Relationship Policy reflects a comprehensive approach to the complex needs of all our learners, considering how these needs impact their ability to self-regulate and positively manage their behaviour for effective engagement in learning. Our holistic, whole-person approach to behaviour encompasses sensory processing, trauma-informed approaches, positive behaviour strategies, and appropriate environments. We are dedicated to building relationships founded upon mutual trust, care, and respect within the school community.

Our goal is for all learners to take pride in belonging to our special school family, feeling safe, developing meaningful relationships, making positive behaviour choices, and learning the essential skill of how to self-regulate their emotions and feelings. The policy reflects our deep understanding of the intricate needs of our learners, and commits to educational practices that Protect, Relate, Regulate, and Reflect for all.

At Educate U, our comprehensive approach aims to create a supportive setting, where learners feel secure, celebrated, and proud. We prioritise positive behaviours and strive to build strong relationships with parents, fostering effective communication for the best outcomes. Our strategies focus on encouraging appropriate communication of feelings, maintaining a calm and informed school environment to enhance learning quality, and instilling awareness, consideration, and understanding of others among learners.

In implementing our Trauma-Informed Approach, we delve into understanding learners' past experiences, triggers, and emotional challenges. Guided by Trauma and Mental Health Informed Practitioners, we employ strategies such as:

- Using Trauma Informed language (PACE) throughout the school day.
- Acknowledging the correlation between childhood adversities and long-term outcomes.

The Trauma Informed School's practise of Protect, Relate, Regulate, Reflect Model (through PACE) serves as our framework, with a commitment to warm greetings, positive self-perception, and repeated relational opportunities for learners. We use relational interventions to regulate stress hormone levels and implement evidence-based interventions to repair psychological damage caused by traumatic experiences. Staff training focuses on good listening, dialogue, empathy, understanding, and effective responses, this is through Affect Atonement, Empathy, Containment, Emotional Regulation, and an appropriate use of our Voice and Body Language.

At Educate U, we set high expectations for all learners, recognising the impact of emotional dysregulation on accessing the curriculum. Our goals include providing a supportive environment, celebrating positive behaviours, fostering strong relationships, and equipping learners with effective communication strategies. We prioritise a calm and informed school environment, aiming for awareness and consideration of others, and integrating between Spiritual, Moral, Social, and Cultural education. Consistency in positive behaviour support is ensured through staff training, and we systematically record data associated with positive behaviour management. Multi-agency support is provided for complex behaviour issues, and we determine suitable learning environments in consultation with parents, carers, and professionals. Safeguarding and compliance with statutory duties under the Education Act 2002 remain paramount in ensuring the safety and welfare of all learners and staff.

Understanding the message behind behaviour is crucial for fostering a harmonious and supportive environment at Educate U. We prioritise positive personal relationships, with a special emphasis on the repair phase, ensuring that every child feels a valued part of a supportive community where individual needs are respected. Recognising the pivotal role of staff behaviour as the main driver for change, we provide comprehensive training and background in developmental trauma to equip educators with effective tools.

Our Trauma-Informed Practices involve ongoing training on trauma-informed approaches and the use of P.A.C.E. language by staff. The mantra "All behaviour is communication" is emphasised a lot in our training sessions. We utilise resources from reputable sources such as Beacon House, Louise Bomber's work, and the Anna Freud Centre. Differentiating approaches based on individual strengths and challenges, we tailor strategies for Social, Emotional, and Mental Health Needs.

In terms of language and perception, we promote sensitive language, avoiding stigmatising phrases like 'challenging behaviour', and recognising behaviour as a protective instinct, rather than a choice. Discussions focus on helping our children recognise warning signs and develop self-regulation strategies. Sensory and emotional regulation is addressed using models like the Zones of Regulation, to identify triggers and warning signs. Classroom staff actively model self-regulation strategies for both children and adults.

Educate U's Trauma-Informed Approach seeks a deep understanding of learners' past experiences, triggers, and emotional challenges. Strategies guided by Trauma and Mental Health Informed Practitioners support learners identified as needing additional assistance. Our approach uses Trauma Informed language throughout the school day, underpinning all communication and interactions. This acknowledges the clear correlation between childhood adversities and long-term physical, emotional, and social outcomes.

The Trauma-Informed approach is delivered through staff interactions based on the Protect/Relate/Regulate/Reflect model and supported by the PACE approach - Play Acceptance

Curiosity Empathy. This approach aims to help students feel safe, reducing the need for the 'fight or flight mode', and supporting a reduction in anxiety within school.

Under PACE, 'protect' involves ensuring warm greetings in all areas of the school, and training staff in warm, empathetic, playful, and curious modes of interaction. 'Relate' emphasises a whole-school commitment to enabling positive self-perception and relationships, providing repeated relational opportunities for learners. 'Regulate' involves using relational interventions to bring down stress hormone levels and implementing evidence-based interventions to repair psychological damage. 'Reflect' focuses on training staff in good listening, dialogue, empathy, and understanding, with time for reflection post-incident, and discussions about alternatives/choices. Staff also work to identify the messages behind learners' behaviours and provide options for expressing our feelings in more appropriate ways.

### **Staff Responses:**

- Attune to the child's affect – Connect with the learner's emotional intensity, mirroring their feelings to build a positive connection around trauma. This helps the student understand and fosters a trusting relationship.
- Empathy – Recognise and affirm the learner's experience, even if different from others perspective. Staff should be supportive and understanding of the learner's feelings without dismissal.
- Containment – Be present with a learner's intense feelings, without absorbing or acting upon the emotion. Clear structures, boundaries, and consistent actions contribute to containment.
- Emotional Regulation – Lower toxic stress to tolerable levels, moving towards a state of calm. Calming conversations, timeouts, and sensory support are tailored to each learner for effective regulation.
- Use of Voice and Body Language – Use a calm and lowered tone to convey calmness, safety, and empathy. Ensure open and non-confrontational body language is used.
- De-escalation strategies – Trained in P&I techniques including de-escalation including distraction, redirection, humour, reflection, and calming techniques. Physical interventions are a last resort, trying to stick to focusing on non-physical methods but also understanding the need for our students to feel contained and maintain safety for all.
- Motional Profiling – Create a comprehensive snapshot for identified learners, outlining areas for support and development. Profiles involve collaboration between staff, parents, and the Pastoral and Behaviour Lead.

### **Terminology Accepted at Educate U:**

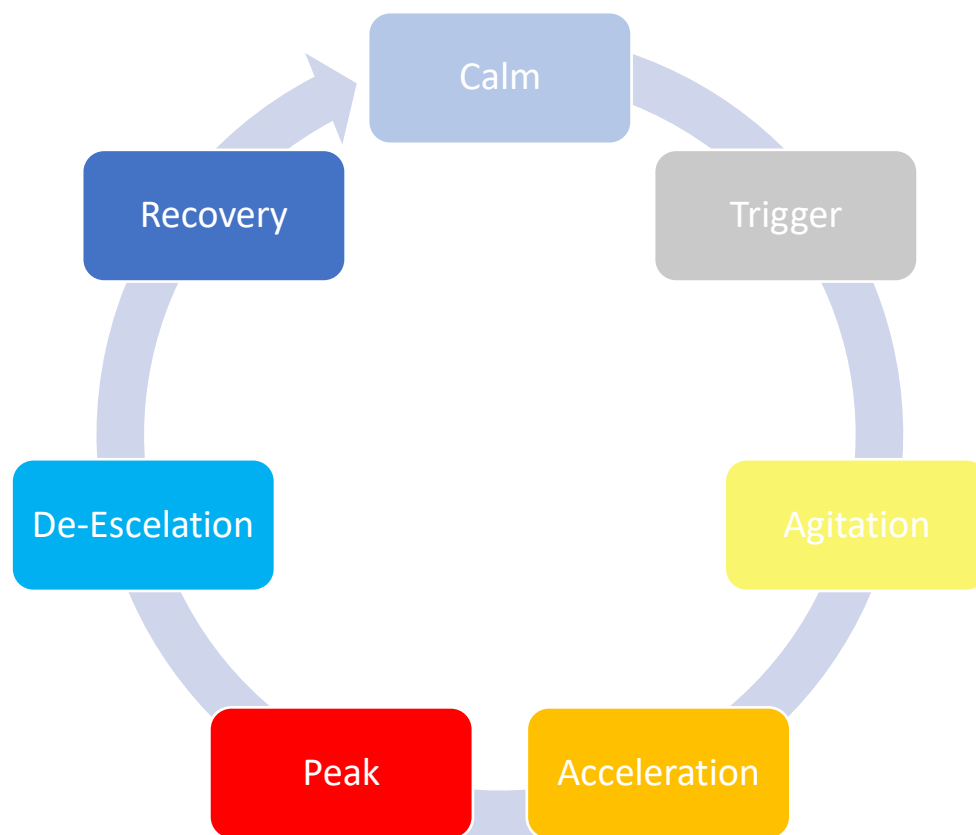
Dysregulated, Unsettled, Emotional, Distressed, Unhappy, Anxious, Communication through their behaviours, Crisis.

### **Trauma-Informed Approach:**

- Understand a learners' past experiences, triggers, and emotional challenges.
- Implement strategies guided by Trauma and Mental Health Informed Practitioners.

- Use Trauma Informed language throughout the school day.
- Acknowledge the correlation between childhood adversities and long-term physical, emotional, and social outcomes.
- Deliver the Trauma-Informed approach through the Protect/Relate/Regulate/Reflect model and PACE approach

## The Escalation Process



### Protect, Relate, Regulate, Reflect Model

#### Protect:

- Ensure warm greetings in all areas of the school.
- Train staff in warm, empathetic, playful, and curious modes of interaction.
- Ensure that the classroom area is physically safe and welcoming for students.
- Eliminate potential sources of harm or triggers in the environment, such as loud noises or overwhelming stimuli. Ensure there are clear pathways for students to enter and exit the meet-and-greet space without feeling trapped.
- Provide a private space for students to express their emotions if needed.

- Recognise and validate the feelings of students during the meet and greet process, creating an atmosphere of emotional safety and trust.

Relate:

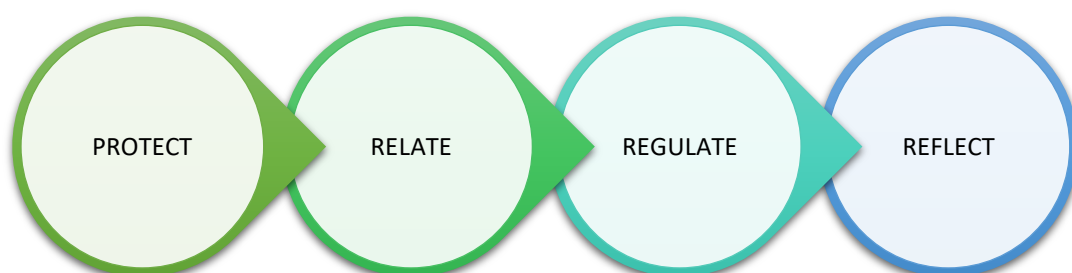
- Commitment to enabling positive self-perception and relationships.
- Provide repeated relational opportunities for learners with emotionally available adults.
- All staff in class are responsible for greeting and welcoming students each day.
- Staff should develop positive, supportive relationships with each student, taking time to learn about their interests, preferences, and individual needs.
- Establish daily rituals and routines that signal the start of the school day, creating a sense of predictability and structure.
- Encourage students to participate in creating and personalising these rituals, such as a daily circle time.

Regulate:

- Use relational interventions to bring down stress hormone levels.
- Implement evidence-based interventions to repair psychological damage has been caused by traumatic experiences.
- Prioritise emotional well-being and regulation of staff.
- Recognise and respond to signs of emotional dysregulation in students during the meet and greet process.
- Provide tools and strategies for students to self-regulate, such as deep breathing exercises or sensory breaks when needed.
- Offer positive reinforcement and praise to students for their participation in the meet and greet, emphasising their strengths and resilience.
- Use a strengths-based approach to acknowledge their presence and readiness for the school day.

Reflect:

- Staff to engage in good listening, dialogue, empathy, and understanding and seek training on this.
- Staff to reflect on incidents, discuss alternatives, provide choices, and discuss feelings.
- Staff to read attachment theory and its significance in children's development.
- Staff to be mindful of creating a secure and trusting attachment with each student.
- Staff to implement daily routines that remain consistent, offering a reliable and secure structure for students.
- Staff to ensure that changes to routines are communicated well in advance and with sensitivity to any potential anxiety it may cause, giving the who, what, why, when, where and how.



## **Motivators and Consequences**

In the learning process, reinforcing appropriate behaviour plays a vital role in developing skills across various aspects of a young person's life. At Educate U, rewards or motivators are given to learners after they exhibit behaviour that gains adult approval. These rewards, whether tangible objects like an iPad or experiential such as receiving a certificate, are tailored to everyone's individual preferences. It is against our Positive Behaviour Support stance to revoke earned rewards, as this practice resembles punishment and is deemed unacceptable.

At Educate U School, we proactively avoid sanctions and punishments. However, we recognise the importance of establishing clear links between specific behaviours and their consequences for our children and young people. As a result, the consequences employed are directly linked to the function of the behaviour being presented and is meaningful to the individual and life learning skills. Proactive strategies are implemented to address the underlying reasons for behaviours aiming to reduce the likelihood of recurrence. The class team also prioritises teaching appropriate functional skills, to empower the young person to achieve the same outcomes without resorting to concerning behaviours. Boundaries may vary for different students based on their individual needs and the function of their behaviours. We are a no consequence school, but we remain with a consistent approach with boundaries. It is deemed inappropriate to hold a student accountable for their behaviour with consequences, when they are at an emotional development stage operating from the reptilian brain or brainstem during heightened emotions, leading to fight/flight or freeze responses.

## **Behaviour Support**

At Educate U School, behaviours of concern are defined as those that diminish the quality of an individual's life, impede access to learning, or pose risks to the child, young person, or those around them, either physically or emotionally. These behaviours may indicate unmet needs or wants, medical issues, overwhelming demands, or emotional states such as frustration, anxiety, depression, or anger. Low-level disruption is promptly addressed to prevent disruptions to lessons or daily school life, while more serious issues like bullying, aggression, discrimination, and derogatory language are dealt with swiftly and effectively. Adult judgments about concerning behaviours consider the child or young person's age and developmental level.

Behaviours of concern at Educate U typically fall into categories such as self-targeted behaviours, harm to others, and damage to property. These behaviours are categorised into four levels; Meeting Expectations, Level 1, Level 2 and Level 3 behaviours. If a learner presents with a Level 3 behaviour or persistently exhibits Level 1 or Level 2 behaviours, a Positive Behaviour plan and Risk Assessment are developed. These are personalised behaviour plans that outline proactive and reactive strategies, teach contextually appropriate skills, and suggest modifications to the environment to support the young person in self-regulation and behaviour management. Staff are expected to consistently follow the strategies outlined in these positive behaviour plans to support learners effectively. These are working documents and should be reviewed regularly by the class teacher and support staff and reviewed after a Level 3 incident to ensure a consistent, proactive approach.

All Positive Behaviour plans and Risk Assessments should be agreed upon by Parents and Carers at IEP meetings or before, and these are stored on MS Teams. The use of legislation, including the SEND Code of Practice and Safeguarding and Child Protection Policy, guides the implementation of these plans.

Staff are to be emotionally available throughout each stage to attune to the child or young person. Staff are then able to utilise strategies under each Level 1-3 categories to de-escalate the child, alongside using PACE language or young person and engage the child with their learning if appropriate.

### **Positive Handling**

At Educate U School, fostering excellent relationships between staff and learners is imperative. Recognising the unique learning difficulties presented by some students, the use of physical contact is an integral element of the teaching and learning process. However, physical intervention is employed only with demonstrable consideration for the children and young people's welfare, in their best interest, and in proportion to the situation.

Physical intervention may encompass prompts, guiding, escorting, and holding, each used thoughtfully and with the minimum force necessary. The safety and well-being of staff and learners are paramount, and interventions are carried out considering the guiding principles, ensuring they are acts of care and control, not punishment.

Our approach to physical interventions includes emergency and planned restrictive physical interventions. Emergency interventions are swiftly employed in response to incidents requiring rapid physical responses, always prioritising safety. Planned physical interventions are employed based on an identified behaviour when other de-escalation strategies have proven unsuccessful, and the learner poses a significant risk to themselves and others.

The decision to physically intervene is guided by professional judgment, and the Education and Inspections Act (2006) grants all members of school staff the legal power to use reasonable, necessary, and proportionate force. Reasonable force is applied to prevent harm to oneself or others, property damage, or disorder, with careful consideration of individual circumstances.

Members of staff receive regular training from accredited organisations such as 'P&I Training Ltd,' ensuring they are well-versed in de-escalation, positive behaviour management and physical interventions. Training emphasises risk reduction strategies, diversion, diffusion, and de-escalation techniques. Untrained staff are not expected to engage in any restrictive physical interventions except in extreme emergencies.

Educate U recognises that physical intervention techniques are just one component of a comprehensive approach to behaviour management. P&I Training is a holistic approach involving policy, guidance, environment management, staff deployment and various risk reduction strategies. While physical intervention techniques aim to reduce risk, the emphasis is on ensuring the safety of all, acknowledging that minimal discomfort may occur in some instances, outweighed by the need to address challenging behaviours, and maintain a safe environment.

### **Post-Level 3 incident**

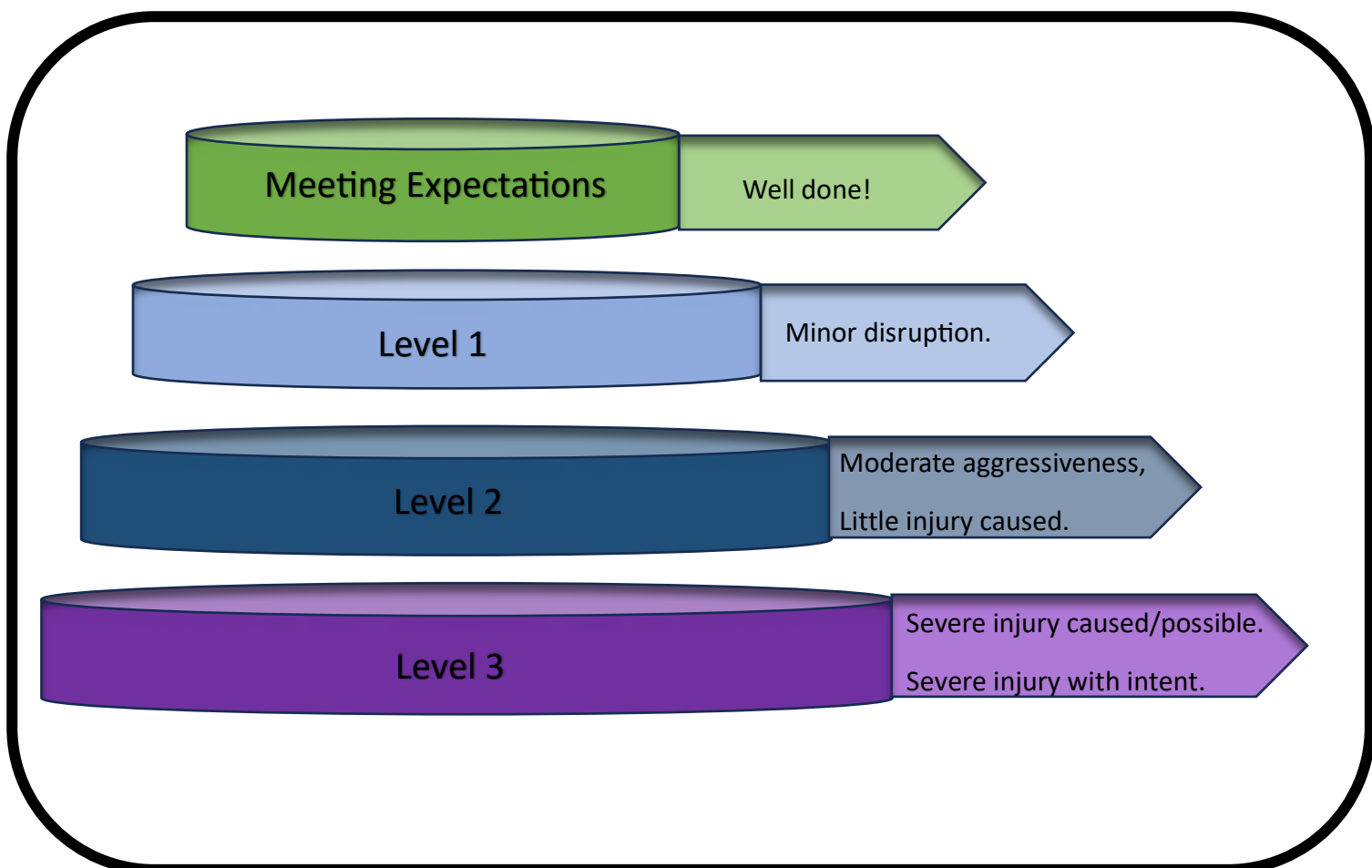
Staff and learners will convene with a member of the Senior Leadership Team (SLT) for a debrief within 24 hours. The details of the incident and staff debrief will be documented and stored in the Significant Incidents folder and on Bromcom. If a staff member has sustained injuries, they will receive necessary support away from the classroom for as long as required. All injuries, whether to staff or students requiring first aid, hospital or GP attention, are documented. Following an incident, students Behaviour Risk Assessments and Behaviour plans undergo review and are updated as needed. SLT meetings include a review of all Level 3 behaviours, and a discussion of how to further support these students.



**Legislation:**

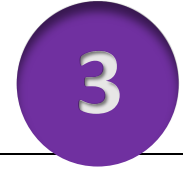
The existence of a transparent policy on the use of reasonable force aims to minimise the chances of complaints, although it might not entirely eradicate them. If a staff member has witnessed another colleague employing 'unacceptable use of force' or banned techniques, it is imperative that they promptly report the incident to the Head Teacher. In cases where a complaint or allegation arises, Educate U will adhere to the Local Authority protocol. For more detailed information, please consult the Educate U Complaints Policy and Whistleblowing Policy.

**Behaviour Chart**



**Appendix A: Educate U Behaviour Chart and strategies**

## Positive Behaviour Support Techniques



<ol style="list-style-type: none"> <li>1. Learn new things.</li> <li>2. Increased Self-esteem and confidence.</li> <li>3. Better connections with others.</li> <li>4. Reaching targets and therefore increased motivation.</li> <li>5. Greater knowledge and understanding.</li> <li>6. Increased positive physical, emotional, and mental health.</li> <li>7. Achieve greater sense of achievement.</li> <li>8. Develop greater daily life skills.</li> <li>9. Able to develop better coping mechanisms for e.g., stress, anxiety.</li> <li>10. Develop better interpersonal skills – speaking, listening, sharing, and empathising with others.</li> </ol>	<div style="border: 1px solid black; padding: 5px; background-color: #e6e6fa;"> <b>Level 1-3 Behaviours require an Significant Incident Form to be Completed</b> </div>		
<ol style="list-style-type: none"> <li>1. Task avoidance</li> <li>2. Not following instructions</li> <li>3. Walking out of class</li> <li>4. Shouting/Swearing</li> <li>5. Throwing things</li> <li>6. Self-harm (no marks)</li> <li>7. Pulling down displays</li> <li>8. Climbing on furniture</li> <li>9. Rough physical play</li> <li>10. Refusal of transition</li> </ol>	<ol style="list-style-type: none"> <li>1. Destroying others work</li> <li>2. Throwing items at people</li> <li>3. Any physical intervention</li> <li>4. Slapping and biting</li> <li>5. Kicking and punching</li> <li>6. Vandalism</li> <li>7. Absconding/running away</li> <li>8. Scratching</li> <li>9. Pinching</li> <li>10. Sexualized behaviours</li> <li>11. Flipping furniture</li> </ol>	<ol style="list-style-type: none"> <li>1. Throwing items at others with intent</li> <li>2. Any physical intervention</li> <li>3. Punching or hitting to cause harm</li> <li>4. Kicking to cause harm</li> <li>5. Biting or pinching with intent to cause harm</li> <li>6. Absconding/running away (Off-site)</li> <li>7. Any act where there is intent to harm themselves or others.</li> <li>8. Destroying and damaging property and environment.</li> </ol>	
<b>At all Levels, each child requires an emotionally available adult to be present alongside them.</b>			
	<p><b>Task Adjustments:</b>                  Break tasks into smaller, more manageable steps.                  Provide clear instructions and deadlines (Tick List on desk etc.).</p>	<p><b>Individual Work Spaces:</b>                  Provide students with designated individual workspaces to reduce the likelihood of interference with others' work.                  Use visual cues to reinforce personal boundaries e.g. PECS, 'Now, Next and Then'.</p>	<p><b>Assessment and Analysis:</b>                  Conduct a thorough assessment to understand the root causes and triggers to behaviours and try to understand what is being communicated.</p>

	<p><b>Choice-based Tasks:</b> Offer choices within tasks to increase engagement ('You could either do this activity or this one, it's your choice'). Allow students to choose tasks related to their interests.</p> <p><b>Visual Timetables:</b> Use visual time table to outline daily tasks. Include rewards or breaks after completing tasks (Tick sheet on desk).</p> <p><b>Task Breaks:</b> Allow short breaks between tasks. Use a timer/ clock to signal the end of the break.</p> <p><b>Task Pacing:</b> Adjust the pace of the task based on individual needs. Provide positive reinforcement for task completion.</p> <p><b>Task Choices:</b> Offer alternative ways to demonstrate understanding (e.g., drawing instead of writing. White boards instead of paper).</p> <p><b>Visual Instructions:</b> Use visual aids alongside verbal instructions. Confirm understanding through visual cues.</p> <p><b>Task Preview:</b> Preview instructions before the task begins. Encourage students to repeat instructions to reinforce understanding.</p> <p><b>Task Sequencing:</b> Break instructions into step-by-step sequences. Provide prompts for each step (using colours, pictures, bigger font etc).</p> <p><b>Safe Space Agreement:</b></p>	<p>Role Modelling – verbalising appropriate personal space for student and others around them. Set targets to focus on and work towards.</p> <p><b>Conflict Resolution:</b> Implement conflict resolution programs to teach students alternative ways to express frustration and resolve conflicts. Time with school ELSA. Foster empathy by discussing the impact of their actions on themselves and others. Ensure students are supported to work through difficulties and find a resolution to prevent recurrence in the future. Staff and students to follow 'Conflict Resolution Plan'.</p> <p><b>Restoration:</b> Encourage students to contribute positively to the community by helping to repair or recreate the damaged work/ put the room back together/ clear up/ apologise/ write a letter of apology etc. Staff and students to follow 'Conflict Resolution Plan'. Facilitate discussions on the importance of respecting others' and that then they will respect you. Role Modelling – 'At this point, if I were you I'd feel .... And probably feel better if I cleared up and apologised'.</p> <p><b>Safe Throwing Alternatives:</b> Teach appropriate times and places for such actions. Find alternative outlets for exerting difficult feelings or explosive behaviours. Work towards going out to the garden/ park etc.</p> <p><b>Anger Reduction Techniques:</b></p>	<p>Collaborate with specialists to determine the intention of behaviour and develop appropriate interventions and ways of working.</p> <p><b>Individualized Support Plan:</b> Revise individualized behaviour support plan which is tailored to address the specific intent and factors contributing to throwing items etc. Implement strategies such as sensory regulation and communication alternatives (Work closely with school SENDCO, Therapy Team and Educational Psychologist)</p> <p><b>De-escalation Techniques:</b> Train staff in de-escalation techniques to manage situations where a student may exhibit intent to harm through throwing items etc (P&amp;I Training Ltd.). Use visual cues, timetables and communication tools to facilitate understanding and expression. Prioritize approaches to manage behaviours, focusing on de-escalation and communication (P.A.C.E). Train staff in alternative techniques, such as redirecting, breathing, calming strategies and use P.A.C.E language.</p> <p><b>Conflict Resolution:</b> Implement conflict resolution programs to teach students alternative ways to express frustration and resolve conflicts. Time with school ELSA. Foster empathy by discussing the impact of their actions on themselves and others. Ensure students are supported to work</p>
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	<p>Establish a designated safe space for students to go when overwhelmed. Develop a signal/picture/word for students to use when needing a break.</p> <p><b>Transition Support:</b> Give students an overview of the day and leave on the board – tick off as you go. Implement transition warnings. Use of ‘Now, Next, Then’. Assign a peer mentor to assist with transitions.</p> <p><b>Self-Regulation Strategies:</b> Teach self-regulation techniques for use during transitions. Discuss feelings subtly throughout the day and guide students through labelling emotions in the moment. Role Modelling. Provide a transition checklist for students to follow.</p> <p><b>Calm Down Corner:</b> Designate a space for students to cool down. Equip the space with sensory tools (e.g., stress balls, calming colours, bean bags).</p> <p><b>Communication Alternatives:</b> Teach and encourage alternative ways to express difficult emotions (Role play, give examples of how to manage differently, name the difficulty and explore in the moment how to tackle things differently). Provide a communication board or tool. Regular Emotional Literacy sessions – Games/ worksheets/ discussion/ role play scenarios. Time with school ELSA. Co-Regulation.</p> <p><b>Conflict Resolution:</b> Implement conflict resolution strategies.</p>	<p>Teach anger reduction techniques (focus on breathing, mindfulness activities, yoga, sensory circuit etc) Help students identify triggers and cope with emotions – Role play, scenario discussions or in the moment guidance. Create a designated area for students to cool down. Role Modelling</p> <p><b>Behaviour Support:</b> Conduct regular, consistent ‘Class Team Meetings’ to discuss behaviours and support plans. Call regular ‘Progress Meetings’ with student and families. Include positive reinforcement for working towards targets.</p> <p><b>Communication Alternatives:</b> Provide alternative communication tools or strategies for expressing frustration (Pictures, PECS, signs etc). Use ‘Now, Next and Then’ with words and pictures. Introduce Emotional Literacy within the classroom and strategies to explore, display and understand their own and other emotions (ELSA Time). Teach and reinforce the use of appropriate verbal communication.</p> <p><b>Sensory:</b> Offer sensory Circuit to address underlying sensory needs that may contribute to physical aggression (Discuss with SENDCO). Collaborate with occupational therapists for individualized sensory plans.</p> <p><b>Social Stories:</b></p>	<p>through difficulties and find a resolution to prevent recurrence in the future. Staff and students to follow ‘Conflict Resolution Plan’.</p> <p><b>Restoration:</b> Encourage students to contribute positively to the community by helping to repair or recreate the damaged work/ put the room back together/ clear up/ apologise/ write a letter of apology etc. Staff and students to follow ‘Conflict Resolution Plan’. Facilitate discussions on the importance of respecting others' and that then they will respect you. Role Modelling – ‘At this point, if I were you I’d feel .... And probably feel better if I cleared up and apologised’.</p> <p><b>Functional Behaviour Analysis (FBA):</b> Conduct a detailed Functional Behaviour Analysis to identify triggers and functions of the physical interventions. Develop behaviour intervention plans based on FBA findings and team meetings.</p> <p><b>Communication Supports:</b> Implement augmentative and alternative communication (AAC) – strategies and support to enhance communication for students with limited verbal abilities. Use visual communication systems to reduce frustration and increase understanding (Work closely with school SENDCO and Educational Psychologist where necessary) Introduce Emotional Literacy within the classroom and strategies to explore, display</p>
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	<p>Encourage open communication about feelings. Restorative Justice techniques – Explore reasons for behaviours by listening, then guide students through better ways of managing in the future. Post event, ensure students are able to have the space to come together and resolve conflict with support.</p> <p><b>Safe Outlet:</b> Provide a designated space for expressing frustration, like a destruction box with expendable items (Paper, tissue, bubble wrap, lego etc). Teach students to redirect destructive urges to appropriate outlets by discussing examples of things to do. Bespoke sensory circuits. Key staff.</p> <p><b>Work Backup:</b> Keep digital or hard copies of work to prevent complete loss in case of destruction. Offer opportunities for revision and improvement.</p> <p><b>Restorative Approaches:</b> Use restorative practices to repair relationships and discuss the impact of destructive behaviours. Collaborate on creating solutions and alternatives.</p> <p><b>Safer Throwing Alternatives:</b> Introduce soft, safe objects for throwing. Teach appropriate times and places for such activities (Paper aeroplanes or take students out to an outdoor space).</p> <p><b>Teaching Boundaries:</b> Establish clear boundaries about when, where and with what – guide on what’s appropriate</p>	<p>Create social stories that depict appropriate ways to express anger and frustration. Reinforce positive behaviours through storytelling.</p> <p><b>Physical Outlets:</b> Introduce structured physical activities to channel excess energy in a positive way. Establish a designated space for movement breaks. Regularly allow students time outside or off-site e.g. parks, beach etc for fresh air and physical activities.</p> <p><b>Conflict Resolution Training:</b> Implement conflict resolution training to teach alternatives to physical aggression. Practice de-escalation techniques to prevent escalation.</p> <p><b>Restoration:</b> Encourage students to contribute positively to the community by helping to repair or recreate the damaged work/ put the room back together/ clear up/ apologise/ write a letter of apology etc. Staff and students to follow ‘Conflict Resolution Plan’. Facilitate discussions on the importance of respecting others' and that then they will respect you. Role Modelling – ‘At this point, if I were you I’d feel .... And probably feel better if I cleared up and apologised’.</p> <p><b>Positive Peer Models:</b> Pair students with positive peer models who demonstrate appropriate social interactions. Encourage peer mentoring and support.</p> <p><b>Art as an Outlet:</b></p>	<p>and understand their own and other emotions (ELSA Time).</p> <p><b>Therapeutic Supports:</b> Involve specific parts of the therapy team to provide/suggest therapeutic interventions or knowledge and understanding of how to work with the student better (Work closely with school SENDCO. Carry out a Sensory Audit, then Implement sensory strategies to address underlying sensory needs.</p> <p><b>Individualized Crisis Plan:</b> Develop an individualized crisis plan outlining steps to manage and de-escalate situations. Train staff on crisis intervention techniques with an emphasis on safety (P&amp;I Training Ltd.). Ensure regular discussions are had with school P&amp;I Training Team around consistent strategies and techniques suitable to support particular student.</p> <p><b>Positive Behaviour Support:</b> Reinforce positive behaviour through a reward system, acknowledging and rewarding non-aggressive behaviours. Collaborate with parents and guardians to maintain consistency across environments (Regular Student Progress Meetings).</p> <p><b>Physical Outlets:</b> Introduce structured physical activities to channel excess energy in a positive way (Make a list of activities that would provide a positive outlet for the students difficult feelings or energy).</p>
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	<p>and what's not with examples of repercussions and impacts on them and others. Reinforce positive behaviour with praise.</p> <p><b>Coping Strategies:</b> Teach alternative coping strategies to replace throwing e.g. fidget toys, wobble cushion, sensory circuit, time in garden. Encourage self-awareness of triggers through co-regulation, role modelling etc.</p> <p><b>Safe Sensory Outlets:</b> Provide sensory tools to redirect self-harm impulses (e.g., stress balls, fidget spinners). Establish a sensory area for self-regulation. Key staff for that student.</p> <p><b>Crisis Plan:</b> Develop bespoke crisis plan outlining steps to take when a student is experiencing distress (plan with the class team and wider staff team where necessary). Involve mental health professionals for additional support.</p> <p><b>Regular Check-ins:</b> Conduct regular emotional check-ins to identify potential triggers. Encourage open communication about feelings. Question behaviours where necessary to gain a better understanding ('I wonder what's changed or why do you think...').</p> <p><b>Display Reinforcement:</b> Reinforce the importance of displays and shared spaces. Work together on creating displays to increase ownership and the sense of belonging.</p> <p><b>Visual Prompts:</b> Use visual reminders about respecting shared spaces.</p>	<p>Provide opportunities for creative expression through art to address the desire for expression. Use art therapy techniques to explore emotions.</p> <p><b>Community Responsibility:</b> Establish a sense of community responsibility by involving students in maintaining and beautifying the school environment. Reinforce positive contributions to the community.</p> <p><b>Restorative Approaches:</b> Use restorative approaches to address the impact of vandalism on the school community. Facilitate discussions and reflections on the consequences of destructive actions.</p> <p><b>Safe Spaces:</b> Designate safe spaces for students to retreat to when feeling overwhelmed. Implement a buddy system to discourage running away.</p> <p><b>Transition Support:</b> Provide additional support during transitions, including transition warnings and structured routines (during 'Circle Time' or equivalent morning briefings with the class). Ensure student has a daily visual timetable. Now, Next, Then Task Timetable. Collaborate with mental health professionals to develop individualized transition plans.</p> <p><b>Safe Pursuits:</b> Introduce organized physical activities as positive outlets for the need for movement. Create safe spaces for students to engage in physical activities. Ensure good staff ratio and risk assessments.</p> <p><b>Sensory Alternatives:</b></p>	<p>Establish a designated space for movement breaks, sensory circuits etc.</p> <p><b>Self-regulation Techniques:</b> Teach self-regulation techniques to address the impulse to kick with intent. Provide sensory tools and activities to support self-regulation (ELSA Time and SENDCO intervention).</p> <p><b>Behaviour Contracts:</b> Develop behaviour contracts outlining expectations for behaviour and acknowledge that physical contact with others with the intent to harm is not acceptable. Include positive reinforcement for meeting behavioural goals.</p> <p><b>Individualized Supports:</b> Collaborate with specialists to develop individualized supports based on the intent and function of biting or pinching (Physical contact in general). Implement strategies to address underlying sensory, communication, social, emotional and mental health needs (Educational Psychologist, Mindfulness, SENDCO, ELSA, Therapy Team, 3D Youth Team).</p> <p><b>Social Skills Training:</b> Provide social skills training to enhance communication and interpersonal skills. Teach alternative ways to express frustration and seek attention. Gain a greater knowledge and understanding of themselves and others (ELSA Time).</p>
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	<p>Provide positive reinforcement for contributions to displays. Role Modelling appropriate behaviour.</p> <p><b>Alternative Outlets:</b> Offer alternative ways for students to showcase their work or creativity. Establish a rotating student-led display routine.</p> <p><b>Sensory Breaks:</b> Timetable in sensory breaks to address the need for movement. Provide alternative sensory outlets like a climbing wall or sensory paths.</p> <p><b>Structured Movement Activities:</b> Incorporate structured movement breaks within the curriculum. Weekly Sensory Circuits with SENDCO. Introduce appropriate areas for movement, such as a designated movement corner/ Corridor/ Hall/ Garden.</p> <p><b>Visual Boundaries:</b> Use visual cues to indicate which furniture can be climbed on and which cannot. Establish clear expectations and rules regarding furniture use. Role Modelling appropriate use of furniture.</p> <p><b>Structured Physical Activities:</b> Incorporate structured physical activities into the timetable (P.E, Breaks and Lunch times, Sensory Circuits, Regulation Walks, Dog walks, 3D Youth activities in the community). Teach appropriate times and places for physical play.</p> <p><b>Teaching Boundaries:</b> Clearly define boundaries for safe physical play – staff to guide students on social etiquette throughout the day, in the moments.</p>	<p>Offer sensory tools as alternatives to scratching, such as textured items or fidgets. Teach and practice sensory self-regulation techniques.</p> <p><b>Personal Boundaries Education:</b> Implement personal boundaries education to help students understand appropriate physical contact. Use visual cues to reinforce personal space.</p> <p><b>Trauma-Informed Practices:</b> Implement trauma-informed practices to address underlying triggers for scratching behaviours. Collaborate with mental health professionals for specialized support.</p> <p><b>Communication Alternatives:</b> Provide alternative communication tools or strategies for expressing discomfort or frustration. Teach and reinforce the use of appropriate verbal communication.</p> <p><b>Sensory Outlets:</b> Offer sensory tools to address underlying sensory needs that may contribute to pinching. Collaborate with occupational therapists for individualized sensory plans.</p> <p><b>Positive Reinforcement:</b> Implement a positive reinforcement system for using alternative behaviours instead of pinching. Establish a reward system for meeting behavioural goals.</p> <p><b>Professional Guidance:</b> Seek guidance from specialized professionals, such as psychologists or counsellors, to address the underlying causes of sexualized behaviours. Implement individualized behaviour plans.</p> <p><b>Social Skills Training:</b></p>	<p>Ensure student has timetabled time with 3D Youth Team to work in the community and develop better decision making, social skills. Good use of P.A.C.E Language and Emotional Literacy tasks throughout the day.</p> <p><b>Visual Cues:</b> Use visual cues and social stories to teach appropriate boundaries and alternatives to harmful behaviour's. Implement visual schedules to provide predictability and consistency. Ensure visual Timetables are used alongside breaking timetables down into 'Now, Next and Then' tasks.</p> <p><b>Supervised Transitions:</b> Implement supervised transitions with additional staff support where necessary. Develop individualized transition plans to address triggers and anxieties. Discuss potential flashpoints throughout the school and strategies for managing.</p> <p><b>Collaboration with External Agencies:</b> Collaborate with external agencies to establish protocols for managing off-site running away. Ensure all staff understand what is required of them when students abscond by following school protocol. Involve parents and guardians in creating safety plans.</p> <p><b>Safe Spaces:</b> Designate safe spaces within the school environment where students can retreat to when feeling overwhelmed.</p>
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	<p>Provide alternatives for physical outlets, such as organized sports or activities.</p> <p><b>Social Skills Training:</b> Implement social skills training to teach appropriate interaction. Circle Time – Controlled group activities. Continual Role Modelling. Co-regulation with exploration of reasons when and why things occur (Action-Reaction). Use role-playing scenarios to practice positive social interactions.</p> <p><b>Transition Warnings:</b> Provide clear warnings before transitions ('You've done so well with this task and although we've only got 5minutes left today before we move on to doing ?, I'm looking forward to the next time you work on this'). Use visual timers/ Clocks to signal impending transitions.</p> <p><b>Transition Routine :</b> Establish a consistent transition routine – use 'Now, Next, Then'. Offer a transition checklist or visual Timetable.</p> <p><b>Transition Support:</b> Assign a peer mentor to assist with transitions. Use positive reinforcement for successful transitions.</p>	<p>Provide social skills training to help students understand appropriate boundaries and interactions. Create social stories to address appropriate behaviour in various social situations.</p> <p><b>Educational Workshops:</b> Conduct age-appropriate educational workshops on healthy relationships and boundaries. Involve parents and guardians in the education process.</p> <p><b>Structured Physical Outlets:</b> Introduce structured physical activities to address the need for movement and physical expression. Establish a designated space for movement breaks.</p> <p><b>Anger Reduction Techniques:</b> Teach anger management techniques to help students cope with intense emotions. Develop strategies for redirecting physical impulses.</p> <p><b>Visual Cues:</b> Use visual cues to remind students of appropriate use and placement of furniture. Implement visual schedules for transitions to reduce anxiety.</p> <p><b>Medical and Mental Health Support:</b> Collaborate with healthcare professionals to develop ongoing support plans. Discuss students situation and arrange regular interventions with Mindfulness Lead, Educational Psychologist, SENDCO and Therapy Team. Refer student to the necessary support.</p> <p><b>Trauma-Informed Practices:</b> Collaborate to explore different trauma-informed practices to address potential underlying trauma contributing to severe behaviours.</p>	<p>Implement a buddy system for additional support during transitions.</p> <p><b>Medical and Mental Health Support:</b> Collaborate with healthcare professionals to develop ongoing support plans. Discuss students situation and arrange regular interventions with Mindfulness Lead, Educational Psychologist, SENDCO and Therapy Team. Refer student to the necessary support.</p> <p><b>Trauma-Informed Practices:</b> Collaborate to explore different trauma-informed practices to address potential underlying trauma contributing to severe behaviours. Provide ongoing therapeutic support for affected student. P&amp;I Training techniques used to Keep everyone safe.</p> <p><b>Risk Assessment:</b> Conduct regular risk assessments to evaluate – 1/Classroom environment, 2/School environment, 3/ Staffing, 4/On and off-site activities and also the necessity and effectiveness of P&amp;I Techniques for particular student. <b>NB</b> - Ensure that Physical Intervention is only used when all other options have been exhausted.</p> <p><b>Training and Certification:</b> Ensure that staff involved in physical intervention are trained and certified in the safe and appropriate use of these interventions. Regularly update training to align with best practices and guidelines.</p>
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		<p>Provide ongoing therapeutic support for affected student.  P&amp;I Training techniques used to Keep everyone safe.</p> <p><b>Risk Assessment:</b>  Conduct regular risk assessments to evaluate –  1/Classroom environment, 2/School environment, 3/ Staffing, 4/On and off-site activities and also the necessity and effectiveness of P&amp;I Techniques for particular student.</p> <p><b>NB</b> - Ensure that Physical Intervention is only used when all other options have been exhausted.</p> <p><b>Training and Certification:</b>  Ensure that staff involved in physical intervention are trained and certified in the safe and appropriate use of these interventions.  Regularly update training to align with best practices and guidelines.</p> <p><b>Significant Incident Debriefing:</b>  Conduct debriefing sessions and complete necessary paperwork after each incident involving physical intervention to analyse contributing factors and explore alternative strategies.  Document incidents and adjustments made to prevent future occurrences.</p>	<p><b>Significant Incident Debriefing:</b>  Conduct debriefing sessions and complete necessary paperwork after each incident involving physical intervention to analyse contributing factors and explore alternative strategies.  Document incidents and adjustments made to prevent future occurrences.</p>
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