



BARNDALE SCHOOL

What I learn today, prepares me for tomorrow.

Supporting Self-Regulation Policy (Behaviour Policy)

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Rationale

Being regulated to learn is our overall aim but we recognise that for some of our pupils this is much easier than others. Whilst many schools use a traditional 'behaviour management' approach we feel this contradicts our ethos, working practices and understanding of our pupils and their varied and complex needs.

This policy will provide a clear basis for the approaches, strategies and considerations we will put in place to support our pupils in being successful and ready to learn. It will hopefully identify the expectations for pupils, parents/carers and staff to ensure our approaches support the children and young people's personal development and preparation into adulthood.

We pride ourselves on being a caring and safe school for everyone. As such this policy will reiterate how we develop this culture and ensure we uphold respectful relationships at the core of what we do.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Barndale- Our Ethos and Expectations

'What I learn today, prepares me for tomorrow...'

Our Expectations



Definitions

Deregulation/Deregulated behaviour is defined as:

- Vocalisations- shouting, screaming, crying, murmurs
- Physical behaviours- pushing, flapping, nipping, biting, spitting, hitting
- Work avoidance- general disruptions, lethargy, frequent breaks, leaving the class/site
- Deflection- instigating a change in others, directing focus on tasks/behaviours

Serious behaviours are defined as:

- 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
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
- Any article (inc. digital devices) 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)

The approaches we would use, as a school, would differ between those **deregulated behaviours** and **serious behaviours**. This policy will focus on the approaches we would use for each separately. Depending on the incident it may be the case that a blended approach is used if it was felt that the serious behaviours were directly because of the young persons needs/condition.

Behaviour as Communication

The staff at Barndale recognise that behaviour is a form of communication and that for some of our pupils this is one of the only ways they can communicate.

'Considering that more than half of our communication is nonverbal, it is really no surprise that both adults and children use behaviour to communicate in pretty much every moment of every day..'

'Unsurprisingly, children rely heavily on nonverbal communication. Your child is using behaviour to communicate with you while they are developing their understanding and use of the verbal language.'

'Often this challenging behaviour manifests out of frustration at either not understanding a situation or being unable to verbally express their wants, needs and feelings. As children get older and develop appropriate vocabulary, sentence structure and social skills, these high-level behaviours reduce.'

'But for children with speech and language delays or disorders[including autism], these behaviours can continue. Often communication difficulties and the anxiety surrounding interactions are at the root of a child's behaviour.'

-Extract from 'A growing understanding'

(<https://www.agrowingunderstanding.com.au/actions-can-speak-louder-than-words-behaviour-as-communication/>)

On the whole behaviours generally communicate one of two things- **a need to be met or avoidance**. Explicitly these could be some of a combination of the following:

- Frustration – they can't do something or can't tell you what they want
- Fear – they are frightened of something new or from a previous experience
- Strong feelings – they are unhappy or angry about something; they dislike or are unhappy about a situation.
- Anxiety – they are feeling confused, worried, stressed, unable to make decisions or process what they are experiencing
- Confidence/self image- the feeling of being inadequate or unable to succeed
- Hyperactivity – they have excess energy and cannot seem to burn it off
- Discomfort – they are in pain/ feeling unwell and can't tell you
- Hungry, Tired etc- a basic physiological need not being met
- Attention – they are making attempts to meet their need for attention, attachment and interaction by behaving in a certain way and they are wanting engagement with you
- Difficulty with understanding –they may not know what is expected. They may need time to work out what is meant and how they need to respond. They might not know what is happening around them or retain information that you have given them.
- Difficulty processing or making sense of sensory experiences in the environment – for example, certain touch, noise and lights. Some children may have hyper or hypo-sensitivities to certain stimuli in an environment.
- Seeking sensory input and/or experiences
- Sleep-Getting enough sleep is vital for children and teenagers overall health and wellbeing. A child or young person having a bad night's sleep can make it difficult to concentrate and leave them lacking energy.
 - Sleep is the bodies way to support healthy brain function and maintain physical health and supports how their bodies and minds grow and develop
 - Lack of sleep can also impair their judgement, behaviour and impact on their physical coordination. It can also affect the way they feel, think, work, learn and get along with other people
 - *Barndale House recognises the impact poor sleep can have on students and can share resources, websites and programmes which can support families to work towards better sleep hygiene and routines*

Important Principles- Fundamentals

As a school we have 4 key principles which support our pupils in being regulated to learn. These are based on our ability, as adults, to foster and adapt approaches that work best for our young people to succeed. These are:

- ❖ Quality relationships
- ❖ Consistency & Predictability
- ❖ An environment conducive to learning/needs
- ❖ Communication that cares

Quality Relationships

Quality relationships ensure that our young people know that we, as trusted adults, have their best interest at the heart of what we do- learning, personal development, reflection. This can be known as '*unconditional positive regard*'. We also aim to develop quality relationships with parents, carers and wider professionals.

The reason we build quality relationships

- To build trust and rapport with our young people
- To establish high expectations- so they know we believe in them and want them to succeed
- To ensure dignity and respect at all times
- To establish accessible and appropriate ways to communicate effectively
- To understand their strengths to build on these
- To be able to coach, scaffold, support and model behaviours to develop self-regulation
- To be able to listen so our young people can share their experiences and feelings

Knowing what damages relationships, we wouldn't:

- Chastise a pupil for their behaviour
- Shout or use body language that would be threatening or intimidating
- Discount or ignore a young persons feelings
- Talk about them in the vicinity of others (staff or students)
- Use humour or comments that would draw attention to an interest and/or physical attribute

Relationships with parents, carers and professionals

These are paramount to ensure joined up working and consistent approaches. Staff at Barndale actively engage with wider stakeholders to ensure the young people get the best possible:

- ✓ Quality support/care
- ✓ Guidance, resources & strategies
- ✓ Team around them

Consistency & Predictability

We feel it is really important that all of our young people, as well as staff, have the confidence to expect a consistent and predictable day at Barndale. As such we have established some key approaches that can support this:

- A familiar classroom base, where the majority of the curriculum is delivered
- Minimal transitions throughout the day
- Known adults and consistent class teams
- Visual timetables
- Regular weekly curriculum/timetable
- Well established routines
- Clear communication for changes, alternatives or special days/events/trips

An environment conducive to learning/needs

How activities/lessons are planned and delivered will substantially affect pupil motivation, engagement, participation and response. The following pointers are associated with effective teaching and learning:

- Noise level - carefully managed to maintain a calm, quiet space
- Deployment of adults – to focus, assist and motivate pupils
- Classroom layout – considerate of pupils needs and the task/activities
- Learning environment – easy and clean to navigate physically/visually (minimise displays)
- Organised – pupils know where resources are kept and are accessible

Communication that cares

Some of our pupils struggle to verbalise or recall the language to communicate needs, feelings, learning and support they need.

To support our pupils communicating we will:

- Give attention- for some pupils this would not be direct eye contact but a pause in body language
- Talk calmly, quietly and allow processing time
- Listen, clarify and repeat- modelling effective listening
- Use visual cues, signposts, Makaton and objects of reference
- Adopt Zones of Regulation across the school
 - Every classroom will have a display
 - Staff will adopt the same language when supporting pupils
 - Each class will have a way for all pupils to check in
 - Pupils will be supported in reflecting on period of dysregulation
 - Help scripts to be developed to ensure a consistent approach
- PECS/AAC will be used to support those pupils with communication barriers
- Widgit symbols will be used across the school to reinforce text-picture communication
- Adopt and adapt social stories to reinforce the learning of ‘social norms’

Supporting deregulated pupils

- a. Relate
- b. Zones of Regulation- readiness to learn
- c. Respond
- d. Reflect/Repair
- e. Rewards

Relate

One of the most difficult aspects of supporting deregulated pupils is relating and understanding that their verbal and/or physical response to the processing of an event/interaction/activity is valid and appropriate at that point in time for the young person. Whilst this is a challenging concept the value to developing self-regulation is to relate to the young person- acknowledging how they feel is valid, respond by being there and diffusing so the young person is then able to reflect, hopefully identifying the trigger, response and alternative.

Zones of Regulation- readiness to learn

The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. Integrating in cognitive behaviour therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honouring and respecting each student and their unique self.

(<https://www.zonesofregulation.com/learn-more-about-the-zones.html>)



As a school community we have adopted 'Zones of Regulation' throughout all of our classes and have found it is such an accessible and informative way to give pupils ownership of self-regulating. To reinforce the approach we:

- Have displays in every classroom
- Provide pupils with resources to 'check-in'
- Develop and review bespoke toolkits for each child
- Support pupils in reflecting and adapting approaches to prevent periods of deregulation/dysregulation

Respond

This is the first opportunity to begin the coaching by mirroring and then supporting the young person in regulating.

Help Script

Always speaking quietly, calmly and in control

- * connect by using the learner's name "I'm here to help you....."
- * recognise and acknowledge how they are feeling "I can tell you're feeling Because you are....."
- * explain you are there to help – "If you talk, I will listen"
- * offer solutions- "Let's see what we can do about this together"

Body Language

Composed and in control

- * give space/distance
- * sideways stance, stepping back or finding a space to take a relaxed stance/sit/lean
- * give intermittent eye
- * avoid crossing arms, closing fists, pacing

Reduce Sensory Overload

- * don't talk about the situation/pupil to other staff

- * minimise adult input but swap if needed, giving a reason “.....I’m pleased you’ve come to help. I need to do this but I’ll come back and check on you”
- * try to focus on positive senses “It sounds like the class are working quietly” “Lunch smells nice” “It’s warm here”
- * offer alternatives “would it help to go for a walk, get a drink or find somewhere warm to regulate?”
- * wait and allow take up and processing time

Reflect/Repair

- * Explain how they were able to make the right choices- be specific and descriptive. “By doing you then
- * Share how we need to make things ‘right’ again
- * Discuss what needs repaired/sorted- catch up missed learning, repair relationship with staff/pupil, repair the display etc
- * Look for solutions/ideas to avoid a repeat of the deregulation. “Could we trynext time?”
- * Provide a prompt as a response- we will update you Zone toolbox, create a visual, build a social story, facilitate the repair

Rewards

Primary phase- As a school we have chosen to adopt the token economy to reinforce the concept of working hard and being rewarded for this. All pupils will have a blue wallet in which they can accrue gold tokens. Each class team will then agree how these can be spent- appropriate to pupils needs, motivations and interests. Some classes may use these towards trips, treats, reward time or privileges.

Secondary phase- Dojo points, chromebook time, sporting activities as well as individualised rewards.

As a school we also offer:

- ✓ Certificates
- ✓ Positive phone calls home
- ✓ Positive praise
- ✓ Headteachers awards

Responding to serious behaviours

Definition

In rare cases behaviour displayed by pupils may be specific in causing physical/mental harm to themselves, others or deemed as criminal activity. The list as stated earlier is not exhaustive but covers some of the more commonly known behaviours that would fall into this category.

Whilst these behaviours would be deemed as serious (and alarming) it would be important to remember that our pupils do have additional needs and the approach would be bespoke and aimed at supporting them in receiving help to prevent behaviours recurring. With that in mind the school would always work in conjunction with the police, parents/carers and anyone effected by the behaviours to conclude the best possible resolution.

Procedures and Protocol

In the case of any of these behaviours being reported the school would:

1. Investigate the matter thoroughly
2. Ascertain the antecedents and any evidence available
3. Work with wider agencies (police, CYPs, counselling, social care, therapists)
4. Respond with interventions/curriculum adaptations
5. Monitor the process and outcome
6. Communicate openly and transparently with all stakeholders involved

As a special school we would avoid any form of exclusion but in cases may look to support pupils in finding a more appropriate provision, if this was agreed to be beneficial. Any change of provision would have to be concluded, legally, through the EHCP review process.

Self-injurious Behaviour

This is when a learner physically harms themselves or puts themselves at risk of serious harm. This could be:

- Head banging/shaking
- Hand/arm/finger biting
- Hair pulling
- Slapping, picking, scratching and pinching
- Strangulation/choking
- Climbing/ascending trees, buildings (when distressed)

In all cases this is identifying a need not being met. Quite often it would indicate that the young person is unable to communicate anxiety, pain, excitement or frustration.

Staff must:

- Respond quickly and consistently- do not ignore
- Use low key responses- limited verbal comments and expressions. Be calm, clear and speak in a steady tone of voice.
- Reduce physical and sensory challenges
- Redirect- Tell them what they need to do. "Hand down/Use your chewy etc" Use visuals to reinforce
- Provide comfort- putting your hand over theirs, guiding their hand etc away, use pillows, use sensory tool
- Consider a safer space and how you can get them there
- Keep them safe!

Bullying, Discriminatory and Hate Language/Incidents

As a school we do not tolerate any kind of bullying, discriminatory or hate related incidents. We do acknowledge that some of our learners may not fully understand or realise the impact of their behaviours on others and relate to those identified as bullying, hate or discrimination.

In all instances:

- Staff must challenge and make the young person aware that the behaviour is not part of our school expectations
- Log as bullying on CPOMs
- Reported to parents/carers of both children
- Develop a solution to support all young people involved- reflect then repair/restore
- Monitor to ensure that the intervention/support is having an impact
- Continue to update log on CPOMs

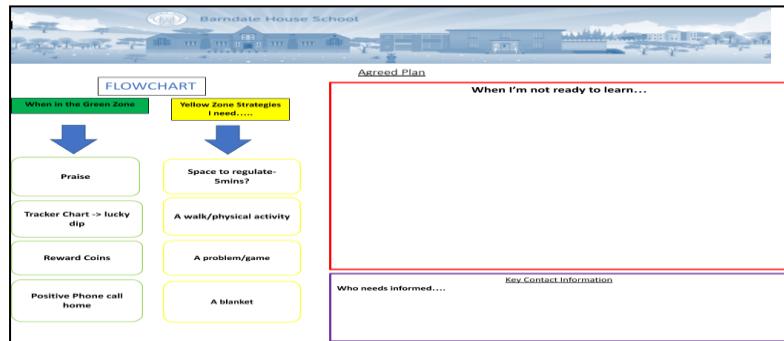
Where a behaviour is discriminatory/hate led the school may involve a wider professional network to ascertain the antecedent to this behaviour/viewpoint. These behaviours are reportable to the Local Authority. The school will support the young person and the family to prevent any further discriminatory or hate behaviours.

Please read our Anti-Bullying Policy and Equalities policy for further information.

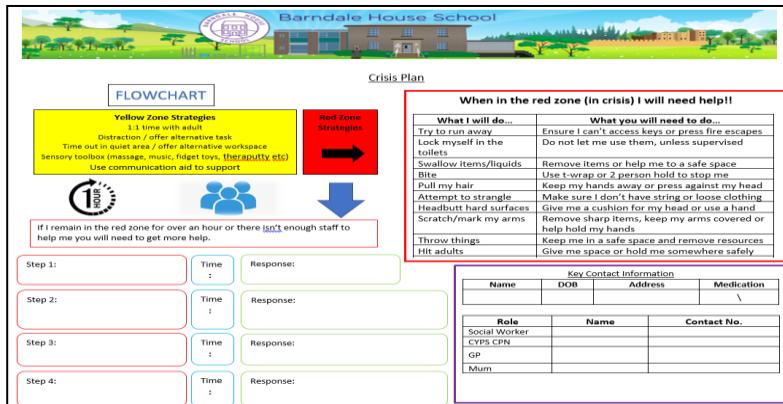
School Based Plans

We have developed two specific plans that we would use to support pupils who regularly dysregulate or present additional risks that need more specific details for staff, parents/carers and the young people to know how we will support them. They both have a similar format. The *Regulation Plan* is specifically for those children who struggle to regulate and need a clear approach for all adults supporting. The *Crisis Plan* is specially for those students who dysregulate to the point they would put themselves or others at risk.

Regulation Plan



Crisis Plan



Supporting pupils with Contingent Touch

Some pupils across the age groups require and thrive with supportive physical contact as part of the normal programme of work in school - this is contingent touch. This could be school hugs (side on side hug), linking arms, high 5s, and directing using arms, shoulders or walking a young person by their hand. This should all be developmentally appropriate and not prolonged.

In the early years' setting the use of physical prompts is seen as part of normal practice, and there will be situations when it is necessary to lift, carry and comfort a small pupil.

Restrictive physical intervention (RPI)

If physical intervention is used with any pupil it needs to be recorded, on the same day, on our safeguarding platform. Physical intervention is any type of force that restricts or physically directs a pupil led by staff.

Restrictive physical interventions should only be considered as a last resort to support pupils in times of crisis and should only be used:

- i) where there is risk of injury to self and/or others
- ii) where there is risk of significant damage to property
- iii) where a pupil is behaving in a way that is compromising good order and discipline

However, it should only be considered as an option when the following judgements have been made:

- a) not intervening is likely to result in more dangerous consequences than intervening
- b) alternative calming strategies have failed to de-escalate this situation or it is not reasonably practicable to attempt alternative strategies due to the imminent risk of injury
- c) this response is in the paramount interest of the pupil

Definition and context for restrictive physical intervention (RPI)

Restrictive physical interventions/physical restraint occurs when a member of staff uses force with the intention of restricting a pupil's movement against their will. The use of barriers to restrict movement would also be considered to be a restrictive physical intervention. Physical prompts or manual guidance from which a pupil can release him/herself without difficulty do not fall within this definition.

Guidelines for the use of Restrictive Physical Intervention (RPI)

The use of RPI / physical restraint should be used as the last resort. All other methods of managing the behaviour should be used first, including listening to the pupil, talking to the pupil, asking for others to withdraw, using calming strategies and negotiating. RPI / Physical restraint must only involve the **reasonable, proportionate and necessary force** to maintain good order and safety. It should be applied only until the pupil is calm. Supportive calming techniques should be used in conjunction with the hold / restraint in order to encourage the pupil to calm as quickly as possible, e.g. using 'help scripts', talking rationally and calmly to the pupil and explaining what is happening, why, and when it will end.

RPI / restraint should be used to de-escalate a potentially dangerous situation. It should not be used as a threat or a punishment. There should be careful planning of responses to individual pupils known to be at risk of self-harming, or of harming others, with pre-arranged strategies and methods which are based upon a risk assessment. This needs to be written into a pupil's Crisis Plan and individual risk assessment. Where RPI strategies are planned, these should be agreed in advance by a multi disciplinary or school based team working in consultation with parents/carers and the headteacher or senior teacher. Again, these should be specified within a pupil's Crisis Plan.

Crisis Plans should be reviewed and updated whenever necessary (e.g. when a new behaviour is seen). Parents/carers must be informed if any form of RPI / physical restraint has been employed and should be consulted with, and involved in, the development of the positive handling and behaviour management plan.

It is important that a multi-agency approach to supporting pupils with challenging behaviour is adopted wherever possible, with other agencies involved in the care and/or support of pupils informed and involved in behaviour management programmes and/or planning. Social Services should be involved if the pupil is a Looked After Child (LAC)

Self Defence/Emergencies

An effective risk assessment procedure together with well-planned preventative strategies will help to keep emergency use of RPI to an absolute minimum. However, staff should be aware that, in an emergency, everyone has a right to defend themselves against attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example, if a pupil was at immediate risk of injury, or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene. (Education and Inspections Act 2006.)

Reporting and Recording

In all incidents involving a pupil being severely dysregulated and where RPI / physical restraint has been used, the following actions must be taken:

- 1) The Headteacher or other member of the senior leadership team must be informed as soon as possible (on day of incident)
- 2) Parents/carers should be informed (on the day of incident)
- 3) The staff involved must complete a written record (**Form on CPOMs**) as soon as practically possible. This should be completed within 1 working days and should take note of any other people present who may act as witnesses if required.
- 4) In circumstances where the incident and resulting action has caused significant concern it is recommended that the school notify the appropriate member of staff within the Local Authority (e.g. Director of Education, Social Worker, Educational Psychologist, Northumberland Strategic Safeguarding Partnership etc)
- 5) All reports will remain on the CPOMs platform.
- 6) Incident reports will be reviewed by the SLT/DSLs termly.

Post-Incident Management

Following an incident in which RPI / physical restraint has been used, both staff and pupil(s) should be given separate opportunities to talk about what happened in a calm and safe environment. Staff need to ensure that the pupil or staff member is comfortable and offered a drink / snack if needed. They should not be used to apportion blame or punish those involved. If there is any reason to suspect that a pupil or staff member has experienced injury or severe distress, they should receive prompt mental health support and / or medical attention where relevant and appropriate.

Authorised staff

The 1996 Education Act allows all staff at a school to use **reasonable force** to control or restrain pupils. It also allows other people to do so, in the same way as teachers, who have control or charge of pupils, provided they have been authorised to do so by the Headteacher. At Barndale House School this includes teachers and teaching assistants employed by the school. All staff will have a copy of this policy and clear guidelines for behaviour management / physical intervention. All staff and other people working in the school will be aware of and understand what this authorisation means. Training and guidance in De-escalation and Restrictive Physical Intervention and relevant training updates will be provided for all permanent staff.

Staff Training

The school and residential provision follows De-escalation and Restrictive Physical Intervention guidelines for positive handling, behaviour management and the use of restrictive physical interventions. All permanent staff have access to regular training and updates, most recently through P&I Training. Permanent staff have received a full day of training (6 hours) which will be refreshed every 2 years. All staff who have had the training should be familiar with and have access to the P&I De-escalation and RPI manual. A copy of this is kept on the Staff Share drive.

References and further information

DfE guidance: 'Use of reasonable force – Advice for headteachers, staff and governing bodies' (July 2013)

NICE (National Institute for Health and Care Excellence) guidance: 'Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges' (May 2015)

Searching, Screening and Confiscation

Under the July 2022 guidance '[Searching, Screening and Confiscation Advice for schools](#)' Headteachers and staff they authorise have a statutory power to search a pupil and their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item, listed below:

- knives and weapons • alcohol • illegal drugs • stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of, any person (including the pupil).
- an article specified in regulations: tobacco and cigarette papers, fireworks and pornographic images.

The headteacher would oversee any practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained. Permanent members of staff can also be authorised to search by the Headteacher. In all cases this would need to be accurately recorded on CPOMs and parents informed of the reason for searching and what, if anything, has been found.

Prior to any searching the Headteacher and staff would need to familiarise themselves with the content of the above guidance; particularly the 'Before Searching', 'During a Search' and 'After a Search' sections.

As a school we would not condone any strip searching. Further information regarding strip searching and police involvement is detailed in the guidance for school.

Absconding

Some pupils experience the ‘flight’ response as part of their dysregulation. In almost all occasions these pupils will be supported by staff to a safe space to run or be outside. Some pupils may attempt to leave these safe spaces. As such we have a protocol to ensure that pupil can be kept safe. The protocol below should be followed on all occasions:

1. A staff member maintains a visual on the pupil- ideally the staff member will have a radio or mobile phone
2. The staff member must keep a safe distance and not pursue if the young person is approaching roads or busy areas
3. The office need notified that a pupil is offsite, they will inform the SLT
4. If the pupil is calm and in the vicinity of the school site the staff member can monitor and approach
5. If the pupil is dysregulated then the office will call home to let the parent/carer know
6. If the pupil is dysregulated or they continue to leave the vicinity of the school then the police will be called- giving an accurate description
7. Once the pupil is back on site the SLT, parent/carer and police will need informed

Exclusions

There are two types of exclusion- Fixed Term (Suspension) and Permanent. We do not believe that exclusions are the most effective way to support learners with SEND, and we will always try to adapt and personalise provision for all of our learners in order to ensure they are able to access education.

In exceptional circumstances it may be necessary to exclude a learner for a fixed time period and this would be considered very carefully. Exceptional circumstances could be:

- Incidents where the safety of the learner, other learners or staff is seriously compromised
- Incidents involving weapons or criminal activity
- Incidents of sexual violence
- Incidents of deliberate damage to property
- Significant disruption to the school and learning of others

Decisions to exclude learners are made on an individual basis and should always be a reasonable and measured response. An alternative may be the decision to exclude a learner internally and for them to work away from the class for a fixed period.

Permanent exclusions are extremely rare and not an option we would want to consider as a school.

In the event we felt we could no longer meet the needs of a learner at school this would be managed through the EHCP process and could involve interim measures, such as Alternative Provision, with the agreement of parents/carers.

The process of any exclusion would be conducted in line with the Northumberland County Council ‘School Exclusion Handbook’.

Supporting Staff with Dysregulation/Behaviour

Expectations

We have expectations for all staff working at Barndale. We also share these with visitors and any temporary staff working in school. These expectations are written in our Staff Handbook and specifically some of these relate to how we work with our young people (see highlighted):

All Barndale employees are expected to...

...treat everyone with respect and work collaboratively

This is achieved by:

- ✓ Always being co-operative, never obstructive
- ✓ Showing open mindedness
- ✓ Being sensitive and understanding
- ✓ Communicating effectively
- ✓ Brief and debrief daily as a team, to provide clarity and welcome contributions & solutions

...promote a positive culture around the school

This is achieved by:

- ✓ Being reflective and flexible
- ✓ Looking out for each other's wellbeing, signposting if required
- ✓ Looking for solutions, rather than sharing problems
- ✓ Recognise the contribution of colleagues

...maintain a safer school culture

This is achieved by:

- ✓ Following policies and risk assessments
- ✓ Communicating with colleagues if they are not following policies
- ✓ Support colleagues in challenging circumstances
- ✓ Report and record any instances of a shortfall in standards

...promote the school vision and values

This is achieved by:

- ✓ Recognising that '*What I learn today, prepares me for tomorrow*'- for colleagues and pupils
- ✓ Being determined- aiming high and doing your best
- ✓ Ensuring Equality- seeing everybody as having equal worth
- ✓ Respect-appreciating and celebrating the differences, skills and talents of others
- ✓ Kindness-showing care and compassion towards others
- ✓ Co-operation-working together to achieve shared goals

Expectations for supporting pupils who are deregulated/at crisis point

One of the most challenging part of any role within a school is supporting pupils who are not regulated. Quite often their behaviours can be unpredictable and without consideration for others. **NO young person chooses to be deregulated.** Being deregulated is a response to a need not being met or avoiding a situation that they know will be uncomfortable.

Our role within a specialist setting is to intervene, wherever possible, before a young person gets to this point. As adults we can make many changes to minimise or prevent any form of deregulation. We can influence:

- Relationships- making and breaking
- The environment- purposeful or stressful
- Routines and structure- predictable or unpredictable
- The work/task- achievable or overwhelming

All staff in Barndale are empowered and supported to make changes to make our young people as safe as possible.

As a school we would not: shout, intimidate, devalue, belittle or use any form of chastisement towards our pupils.

Staff wellbeing

It is incredibly important that all our staff are emotionally available for our young people and able to work in a professional way. We recognise that as adults our resilience also diminishes over time. It is really important that individuals and colleagues realise when this is the case and takes appropriate action, so it doesn't impede them on being able to calmly and appropriately support our young people.

If any staff member is struggling they could:

- Have a time out or break from a situation
- Seek support from colleagues
- Swap with another adult

- Request a debrief or solution circle with the class/SLT
- Identify appropriate CPD or support
- Seek additional support regarding mental health/wellbeing

Work Collaboratively

As all of our young people with have an EHCP it is important that as a school we all seek the professional support from colleagues in wider education provision, social care routes or health professionals. Parents/carers also have a key role in ensuring outcomes are met and that our young people are safe and ready to learn.

Referrals can be completed by any staff member, though often this will be the class teacher or SLT. As much as possible staff will be able to attend any professional meetings so they can first hand share their experiences and source suitable support, strategies and outcomes.

Staff Briefs and Debriefs are an essential part of working in Barndale. They don't need to be formalised in any particular way but should follow a format similar to the example provided:

Team Brief & Debrief Sheet

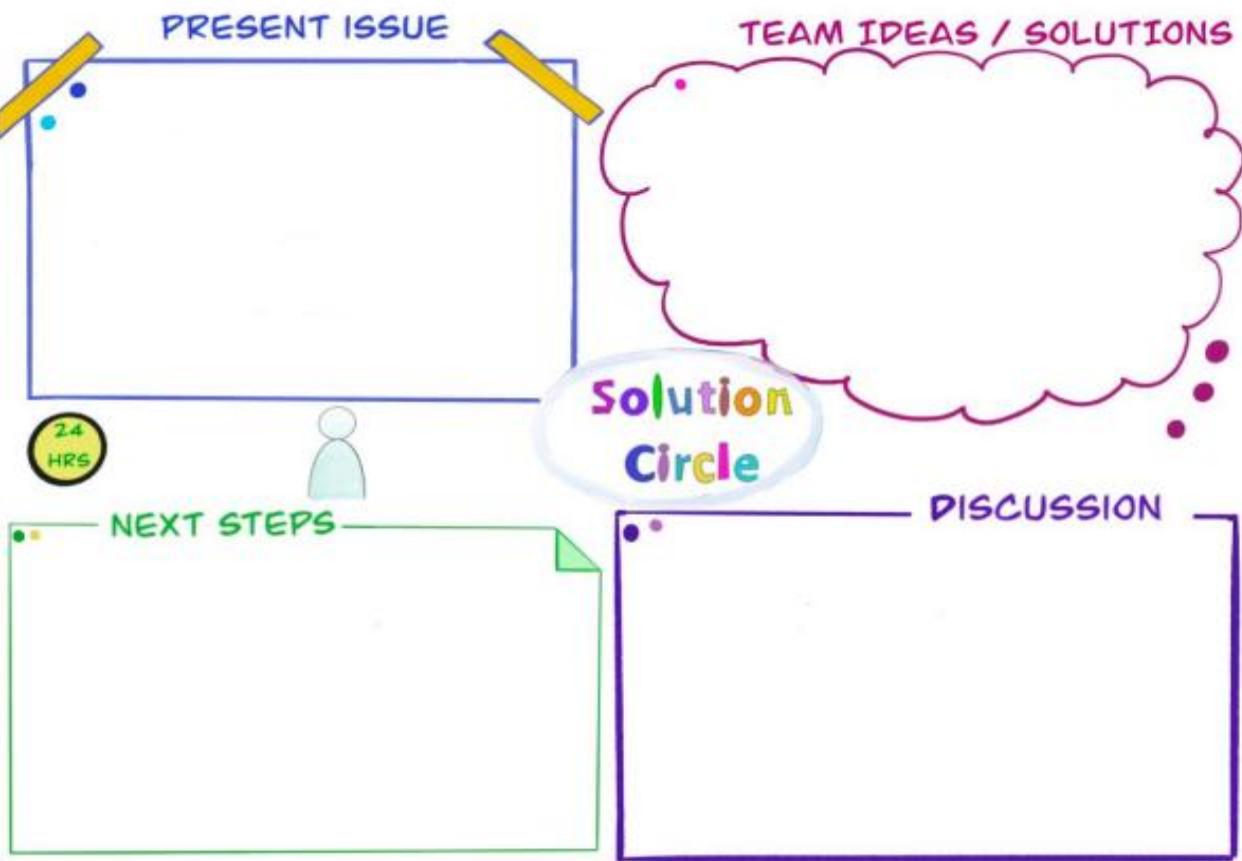
Briefing 8:45am

Wellbeing check-in- is everyone ready to start the day? Cuppas at the ready!	
Check over timetable...does everyone know their role throughout the day? Key students/groups, resources required and place where they will be working. Be brief!	
Are all <u>resources</u> ready and <u>learning environment</u> setup?	
Is anything needed from elsewhere <u>is school</u> ? Office, resource cupboards- get now.	
Update on <u>strategies</u> for any students who may be tricky... <i>be clear who, what, where and when.</i>	
Make sure all <u>visuals</u> are setup ready for learning/transitions	
All staff available to meet, settle and engage with pupils	

Debrief 3:10pm

Teacher- Team Praise- be individual, be specific!	
Teacher-What's been tricky? (Students, transitions, activities, resources, timetabling)	
Agree strategies- what is needed? (Visuals, interventions, routine change, resources)	
Whole Team to Feedback	
<u>Each person</u> - What went well?	
<u>Each person</u> - Even better if...	
Agreement- what needs to be done now and who is going to do it	
Prepare materials/resources for next day- share workload out	
Checkout- is everyone ok? Is there anything that hasn't been discussed?	
Close on a positive - Looking forward to...Thanks for....Can't wait to try...	

For trickier situations a class team can hold a solution circle. They can also invite wider professionals to join this meeting or more school colleagues to bring different perspectives. The format differs but the basic principle of; presenting an issue, present ideas, discuss the practicality/achievability and then agree the next steps with key adults indicated for each. An example below:



Ref: Marsha Forest & Jack Pearpoint
Inclusion Press

Training

All staff are entitled to training as part of their role. This policy is written to provide good working protocols and effective practice. There will be additional training that will supplement the content of the policy- such as Zones of Regulation and Physical Intervention training.

Any staff requiring further CPD or support should discuss this with their class team and the SLT.

Recording

All records produced for our pupils should be recorded on CPOMs, this also includes the addition of documents such as referrals, plans or professional communication.

All incidents should be recorded within 48 hrs but ideally on the same day or the immediate next working day. Physical interventions must be recorded the same day. Parents/carers will also need to be

Behaviour/Deregulation- this should be recorded on the 'Behaviour' category

Handling/moving for comfort or to keep safe-this should be recorded on the 'Physical Intervention' category