



**Regulation & Engagement Policy**  
**(Formerly Behaviour Policy)**  
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## 1 Introduction and Key Principles

At Linwood School, across all campuses, we recognise the importance of a positive, supportive approach to the regulation and engagement of our students. This policy has been re-named to reflect our evolving understanding of excellent practice that recognises the root causes of 'behaviours' that challenge to be poor regulation and engagement as a result of unmet needs.

Regulation can be defined as the ability of an individual to manage an emotion or set of emotions or sensory experiences. Good regulation leads to students exhibiting appropriate emotional responses to situations and being able to (with or without support) move between emotional states using a range of strategies.

Engagement can be defined as the ability to pay attention to an activity, lesson or person. Good engagement leads to improved relationships with others and achievement of personal, social or academic goals.

Our school values are extremely important in supporting and guiding us in our actions and interactions with others. Our school values are:

Respect, trust, responsibility, harmony, excellence, support, inclusivity, positivity

All members of the school community including students, staff, parents and partner agencies should:

- Be respectful, kind and polite
- Be inclusive, striving to ensure everyone in our school community is valued for their unique personality and contributions
- Strive for excellence in everything we do
- Conduct ourselves in a responsible manner and take responsibility for our actions
- Promote honesty, courtesy and trust in everything we do
- Encourage harmony based on kind, respectful and considerate relationships
- Actively support each other to create a positive, caring and effective learning environment

### Key Principles

- All students, staff, parents/carers, visitors, and members of the school community have the right to always feel safe.
- Staff will act with the wellbeing and safety of all students as a priority.
- High quality relationships are essential
- It is vital that staff, child/young persons and parents/carers work together in the promotion of good regulation & engagement
- A personalised approach is key
- Staff recognise the effect of high-quality teaching and learning on regulation and engagement
- Positive relationships and achievements should be celebrated, rewarded, and shared

## **2 Aims of this Policy**

The policy is designed to provide a simple, effective framework to supporting students in their own regulation and engagement

- Our school is invested in supporting the very best possible relational health between all members of the school community (parent & child/student & student, student and school staff/parent and school staff/school staff/school staff and senior leaders/school staff and external agencies)
- We are committed to educational practices which Protect, Relate, Regulate and Reflect and employ the principles of PACE (Playfulness, Acceptance, Curiosity and Empathy)
- Manage student's regulation and supporting their engagement and responding systematically and consistently to their needs
- Sustain a positive ethos and atmosphere including enabling environments
- Develop and foster the ability of students to be responsible for their own regulation and engagement
- Partnership working with families in supporting their child's regulation and engagement
- Partnership working with Governors in managing and influencing student regulation and engagement

## **3 Promoting Positive Regulation & Engagement**

Many of our students have experienced difficult situations either at school or in their personal lives. This could be as a result of a range of factors including being in a school or other setting where their needs were not well understood, challenges forming relationships and friendships or more significant trauma either at school, home or in another setting. We believe that using approaches which are designed to prevent further trauma being caused is important and use this knowledge to inform our approaches. We have a team of core staff trained in Trauma Informed Approaches and this knowledge underpins our proactive, active and reactive approaches to supporting our students.

General good practice reminders

- Use a calm, non-confrontational tone of voice
- Use clear language
- Use a total communication approach to positive reinforcement/positive praise.
- Use and refer to visual timetables, prompts and supports
- Use agreed class scripts/personalised regulation and engagement plans (PREPs) to provide consistency in approach.
- Use a variety of strategies to support students including countdowns, timers etc.
- Once a reward/motivating activity has been earned it must happen/be received. Taking away an earned reward or motivating activity (consequences) will dysregulate a student and is likely to cause/add to previous dysregulation.
- De-briefs following an incident are vital for students and staff.
- New day, fresh start. Once a behaviour has been addressed, everyone starts a fresh.

## Zones of Regulation

The Zones of Regulation is an approach which is used widely across Linwood campuses. It was created by Leah Kuypers who had worked as an Occupational Therapist and noted the following that many of the students they had worked with struggled with emotional control and this frequently interfered with their everyday lives. Leah reports that the Zones of Regulation was created to support with this. Zones of Regulation can be described as the following:

*“The Zones is a systematic, cognitive-behavioral approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially.*

*We all encounter trying circumstances that test our limits from time to time. If we are able to recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This is the goal of the Zones of Regulation.”*

(Leah Kuypers, Creator of the Zones of Regulation)

## 4 Proactive and Planned Interventions – PREP’s/Rewards & motivators/Individual Risk Assessments

*“Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important.”* (Paul Dix - ‘When the Adults Change, Everything Changes’)

It is vital that staff, students and parents/carers work together in the promotion of good regulation and engagement. Personalised Regulation and Engagement Plans (PREPs) evolved from what was formally known as Behaviour Guidelines. It is the responsibility of the class teacher to ensure that PREP’s are in place and updated as appropriate. Wherever possible they should be co-produced with parents/carers and the student themselves. They are shared with a member of PACE Team and stored on the school’s ‘Arbor’ administration portal under ‘Academic Notes’. A paper copy is kept with the student’s clipboard profile information in the relevant class to act as a quick ‘aide memoir’ to staff and other others as appropriate. To preserve confidentiality, they are stored in a locked class room cupboard when not in use.

All students at Springwood and Littlewood Campus will have a PREP. At other campuses students will have a PREP if additional intervention or support is required beyond the planned strategies used across the school to support all students. PREP’s are reviewed termly. (\*PREPs form part of the ‘Checklist of Expected and Possible Actions Supporting a Consistently Dysregulated Student’. See Appendix 1 ) A PREP is a working document that is continually evolving alongside a student’s presentation and needs. When a student’s needs change and are considered different or their behaviour becomes more dysregulated, a regulation and engagement meeting is called by the class team at the earliest opportunity to discuss what is working well and what could be changed or improved to better meet the student’s needs. At this meeting the supporting team can share strategies that support the students, as well as analytically looking at the function of the student’s presentation. This collaborative approach promotes consistency and is reviewed with parent(s) and the student (where appropriate). A PACE Team member or senior leader can be present at these meetings if required. Parent/carer, staff signatures are

collected on the PREP so that an element of ownership and shared understanding is recorded and all parties agree to consistently implementing the strategies outlined in the PREP.

#### School Values Based Reward System

Linwood School has a school values-based reward system which emphasises the values that, as a school community, we recognise and promote positive regulation and engagement. We actively encourage and celebrate the presentation of these values in students with rewards. We do this via reward system variants that are meaningful and relevant to the students at each campus.

The consistent main elements that are represented in all variants of the reward system include a half-term focus on 2/3 school values, a bronze, silver, gold reward element to the system and a certificate rewarding and celebrating the specific value-based presentation.

#### Additional motivators

Other external rewards or motivators are encouraged to support the students at Linwood School particularly for students who are experiencing dysregulation or difficulties in engagement with their learning. This is also done in a variety of meaningful and relevant ways to support the needs of each individual student. These are carefully planned and delivered alongside PACE team to ensure consistent, relevant and quality interventions/motivators are being used. Examples of these include: stickers to encourage small step targets or a motivating physical activity, such as basketball or access to a school laptop program for an agreed amount of choice time.

### **5 Response to dysregulation (including information regarding consequences)**

*“Keeping the accelerator and the brakes of emotion in balance”*

(Dan Siegel, MD)

Although we aim to adopt a calm, supportive and positive approach, there are times when students will be dysregulated and disengaged. To support students at these times staff will:

- Remember the importance of ‘relationship’ within the school community – this should not be underestimated
- Endeavour to develop and maintain an emotionally enriched environment for our students. (With students spending 50% of their waking hours in school, the staff/learner relationship is key.)
- Act consistently with the well-being, safety and education of the students as their priority
- Monitor, reflect and de-brief about incidents of dysregulation and disengagement and actively involve students in these reflections and de-briefs including the use of Zones of Regulation.

- Communicate with parents/carers about incidents of dysregulation and disengagement and actively involve parents/carers in these reflections and de-briefs
- Act quickly to investigate and act upon all reported cases of bullying or abusive behaviour

Linwood follows different logical 'Repair and Reflect Pathways' dependant on the cognitive ability of a student. These are detailed and reviewed within a student's PREP.

*'Pupils need logical, practical consequences, and they need to learn the effect their behaviour has on others. This needs to be achieved by problem-solving with the pupil. It needs to be within relationship, alongside trusted, caring, empathetic adults, not further inducing shame by being focused on punishment, isolation and exclusion.'*

(P.20 'Behaviour Barriers and Beyond 2022' - Rachel Thynne)

These pathways are:

- **ADVOCATED REFLECTION** is the pathway we follow with students who are not able to cognitively understand that their actions have a negative effect on others. For example: an ALMA curriculum pathway student who has repeatedly scratched and hurt a member of staff which is communicating an unmet need.  
*The most important response to this presentation is to advocate for the student (This might be in the form of observations, talking mat sessions or joint thinking alongside other adults such as parents/carers who know the student best) through analysis of the student's dysregulated presentation, involve the student in a de-brief/repair and reflection (where possible) or staff/parents/carers advocate what the difficulties might be. We would follow the Plan, Do, Review approach using the PREP.*
- **SUPPORTED REFLECTION** is the pathway we follow with students who need support cognitively to understand that their actions have a negative effect on others. For example: a VITA curriculum pathway student who has thrown a resource at a member of staff. The student may need support to understand why this response is unsafe. This can be facilitated by an individualised approach to a de-brief/repair and reflection which might involve talking mats, social stories etc. This response is focussed on supporting students' understanding of what is safe and unsafe.
- **LOGICAL REFLECTION** is the pathway we follow with students who are cognitively able to understand that their actions have a negative effect on others. In the reflection and review process there may be a logical consequence. For example: a LUMOS curriculum pathway student has attempted to abscond school grounds by pushing staff members and then scaled a fence to gain access to outside of the school. During a de-brief/repair and reflection with the student, staff discussed what would be a logical consequence with the student. It was agreed that he/she would not go on the following day's educational visit as staff would not be able to fully guarantee the student's safety. This response instills in the student learning about their actions having an effect on others when discussed and a greater sense of responsibility.

*\*The examples alongside each Repair and Reflect pathway are not meant to correlate exclusively for each curriculum pathway. The decision on which pathway is to be followed should be led by individual student needs. (For example, a student following the VITA pathway might be cognitively able to understand a logical consequence and in turn follow the Logical Reflection Pathway.*

We recognise that natural consequences inevitably occur when incidents of dysregulation happen. For example: A student kicks another student repeatedly; he/she is removed from the situation to keep everyone safe or a student using a pair of scissors in a lesson unsafely; the scissors are removed for the next lesson with a potential plan formulated to re-introduce the scissors in a safe manner.

If a student is working along the Logical Reflection Repair and Reflect Pathway, staff need to consider that when the student is dysregulated (Zones of Regulation- red or yellow zones) they cannot process rewards, consequences, or reason. In order to have a more constructive and positive repair and reflect following an incident of dysregulation, it is best to wait until the student is regulated and is able to cognitively interact in discussion about logical consequences.

*'Planned consequences such as the reduction of reward or negative/perceived unsuccessful earning or taking away of points on a reward system is unacceptable. In fact, it can very quickly and easily activate a child's fight/flight/freeze system. Not only is this child more likely to go to fight/flight/freeze due to an overactive limbic system, but the threat or reality of a punishment-regardless of how mild- can easily trigger past traumas.'*  
*Robyn Gobbel 'A Trauma Informed Approach to Behaviours in the Classroom'*

There are times when more severe consequences are necessary including suspension or exclusion from school. For further details on procedures for this please refer to the school's Exclusion Policy.

We take the impact that dysregulation has on other students very seriously. We ensure the impact on other student's wellbeing and learning is reduced by:

- Recognising the root cause of 'behaviours' that challenge as poor regulation and engagement as a result of unmet needs and then proactively finding approaches and solutions that support students. This fundamental belief is communicated to the school community and is an approach that is guided by our values
- Actively promoting a positive ethos and atmosphere including enabling environments
- Developing the ability of students to be responsible for their own regulation and engagement through approaches such as Zones of Regulation
- Partnership working with families and governors in supporting their child's regulation and engagement through shared Regulation and Engagement meetings and parent workshops
- Reducing the exposure to potentially traumatic incidents by using carefully planned strategies that are included in student Personalised Regulation and Engagement Plans and individual risk assessments

- Supporting students positively with the promotion of our values-based reward system and individualised motivators
- Reminding students of consequences, if relevant to their repair and reflect pathway, and consistent enforcement, when necessary, to support the concept of restorative justice with the student that is dysregulated and their fellow peers.
- Supporting students to inform us when things are not right with their own or other's regulation and engagement by providing a curriculum that supports the development of student's preferred communication method and opportunities to share with staff when issues arise through single sex pupil voice groups termly.
- Providing a robust and contextualised PSHE curriculum that teaches students important empowering concepts including when things are safe and unsafe, bullying (linked to Anti Bullying Policy 'Pupils' section), consent, appropriate and inappropriate relationships and harmful sexual behaviours (linked to Safeguarding and Child Protection Policy section 7.8 and 7.9).
- When a child is dysregulated and presents as unsafe and causes damage and disruption in class, they may be supported outside the classroom so that the safety and education of others is not compromised. This approach will be reviewed and monitored in accordance with our 'expected and possible actions' checklist (see Appendix 1)

## **6 Debriefing**

If an incident of dysregulation has led to significantly risk behavior such as self-harming, hurting others or serious destruction of property it may be necessary to use Positive Handling intervention strategies. Staff involved in these serious incidents should always take part in a debrief, the reasons for which are outlined below. It should also always be considered whether or not it is appropriate for the student to take part in a debrief following these serious incidents. Careful consideration should be given to the nature of this debrief – what visuals will be used to support, when and where the debrief should take place and who should lead the debrief. Debriefing is a structured conversation and is an important strategy for learning about and making improvements in individual/team actions, approach or to assess other impacting factors such as environmental factors which impact on a student's regulation.

Research provides support for debriefing as a means to improve team performance and provides support for staff well-being following difficult and challenging incidents.

*Wherever possible, for students being supported following the Logical Repair and Reflect Pathway, they should be supported to repair using restorative justice. This enables students affected by serious behavioural incident (including bullying), to communicate and agree on how the harm caused by their actions or done to them is to be repaired. Staff will support students using restorative resources and methods including 'Five Restorative Questions' (Paul Dix, 2017):*

- *What happened?*
- *What were you thinking at the time and what have you thought since?*

- *Who has been affected?*
- *What should we do to put things right?*
- *How can we do things differently in the future?*

An important consideration, alongside reactive strategies to incidents of dysregulation, is the support we provide peers who may have been affected by these incidents. This includes: restorative justice including restorative conversations, trauma informed approaches such as Protect, Relate, Regulate and Reflect (PRRR) and support from outside agencies such as CAMHS, educational psychologists or a link community police officer. Dependant on the circumstances this support may be done individually, in small groups or as a whole class.

### **7 Recording & Reporting**

All incidents of dysregulation which result in risky or disruptive presentations should be recorded on our electronic MIS – Arbor. Staff working with students are given training on completing these records as part of their induction training. These records should be a factual report of the incident and give some detail of the triggers for the incident, environmental factors, staff responses as well as the behavior presented by the student.

These records should be monitored by the Assistant Headteachers responsible for the Curriculum Pathways and also the PACE Team.

Where an incident has involved Positive Handling strategies (physical intervention or restraint) this will be recorded in the Arbor report as well as in the Bound Book.

All significant incidents should also be reported to and discussed with parents/carers and other professionals such as SEN Case Officers, CAMHS and social care colleagues.

### **8 Partnership working/Roles & Responsibilities**

At Linwood School we understand the importance of partnership working. We aim to foster an environment in which students and their families feel part of the school community by:

- Getting to know individual students and their families very well over our period of association with them
- Building positive relationships with all students to encourage them to feel positive about themselves, others and the school as a whole
- Working alongside external agencies to support the life outcomes of students and their families

Students and their families need to understand that there are certain regulation and engagement presentations which disturb, disrupt or hurt others and that, in the interests of others, these behaviours are considered inappropriate and that action will be taken in accordance with risk assessments and the school's exclusion guidance.

Such presentations include but are not exclusive to:

Failure to consistently adhere with the school's values and subsequent appropriate presentation outlined in the Home School Agreement, e.g., threatening/hurting others verbally or physically, all forms of bullying, disrupting the learning of others, abuse towards peers and staff, failure to respond to staff requests especially when safety is at risk, damage to school property.

Parents/carers can help school by:

- Recognising that school is expected to teach students the standards of regulation and engagement expected by society
- Encouraging their students to regulate and engage well in school including raising awareness of politeness and consideration of others by praising/rewarding when they do
- Supporting the regulation and engagement expectations of the school in line with the school's values
- Supporting actions taken by members of staff which promote good regulation and engagement of students
- Contacting the school to share issues related to their child's welfare/regulation and engagement

Within Linwood School there are many people involved in supporting our students to develop good skills for regulation and engagement.

- A wide variety of colleagues work directly with students providing appropriate support, well matched and timely interventions including teachers and teaching assistants, Occupational Therapists, Speech and Language Therapists, Family Support and Extended Services colleagues.

- PACE Team colleagues support in a variety of ways including working with class teams to develop PREP's, supporting directly when students are dysregulated or presenting risky behaviours, delivering training including Positive Handling, Zones of Regulation, Regulation and Engagement awareness, debriefing staff and students.

- Support teams/wider SMLT all receive foundation level training to support their knowledge and understanding of some of the conditions our students have as well as barriers to learning. All staff are trained to have good knowledge of total communication strategies and strategies that have traditionally been considered good practice to support autistic people which are now understood to be generally good practice. This ensures all staff are able to communicate effectively with our students and understand our approach to supporting regulation and engagement.

- We also work with a wide variety of professionals outside of the school such as colleagues from CAMHS/Social Care which helps us to formulate a more holistic understanding of the student and develop and improve supportive strategies.

## **9 Training/Research/Supporting Information**

All staff working directly with students receive regular training as part of their induction and during class or staff meetings and INSET training throughout their employment with the school.

As well as the training organized by the school, staff are encouraged to explore CPD that would be supportive for them in their roles. Staff who attend training are asked to share their knowledge

Protect, Relate, Regulate and Reflect (PRRR)\*

The use of the PRRR model at Linwood School:

Protect

- 'Safety cues' in all aspects of the school day; 'meet and greet' at the transport drop off/main entrance/classroom door and an open-door policy for informal discussions with parents/ carers.
- Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm empathic, playful and curious (proven to shift students out of flight/fright/freeze positions).
- Promote staff interactions with students to be socially engaging and not socially defensive. This will help to decrease likelihood of students relating defensively (flight/fright/freeze).
- Commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness. Conversations about how we are feeling is actively encouraged between all members of the school community.
- The use of Pedagogic interventions that help staff to get to know students better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling students to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable students access to at least one named, emotionally available adult, and know when and where to find that adult. If the student does not wish to connect with the allocated adult, an alternative adult is found. They are also indicated on PREPs.
- School staff adjust expectations around vulnerable students to correspond with their developmental capabilities and experience of traumatic stress. This includes supporting vulnerable and traumatised students in a kind and non-judgmental way from situations they are not managing well (e.g., Students who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults).
- Commitment to nurturing staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

- Commitment to enabling students to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.

- Students provided with relational opportunities (with emotionally available adults) to make the shift from ‘blocked trust’ (not feeling psychologically safe with anyone) to trust, and from self-help to ‘help seeking’.

#### Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g., from toxic to tolerable) in students, 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.
- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-student interactions.
- The emotional well-being and regulating of staff treated as a priority to prevent burnt out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

#### Reflect

- Staff training and development that supports staff in active listening and empathy and understanding (asking a series of questions/ giving lectures does not support students in feeling listened).
- Provision of skills and resources to support the school community (parents and staff) in having empathetic conversations with students who want to talk about their lives. This is to empower students to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of the PACE Team, students are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of ‘working through’ these experiences and memory re-consolidation. Resources include the provision of different modes of expression, e.g., art/play/drama/music/sand trays/big empathy drawings/emotion worksheets/emotion cards.
- The PACE Team receive development and training to help students move from ‘behaving’ their trauma/painful life experiences, to reflecting on those experiences. PACE Team members learn to do this through empathetic conversation, addressing student’s negative self-referencing and helping them develop positive, coherent narratives about their lives.
- PSHE (Personal, Social and Health Education) and as a preventative input including topics such as relationships (including parenting), emotions, social media and tools for how to ‘do life well’. Curricular content enables students to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Strategies/regulation and engagement systems that are not based on punishment, sanctions but focus on resolution, de-brief and interactive repair (e.g., restorative conversations).

#### **10 Links to other policies and key documents**

The following policies and key documents should be read in addition to this policy to ensure a full understanding of the context of the school and how it fits in with other policies and procedures at Linwood School.

Linwood policies & guidance

Governors Statement of Behaviour Principles

Positive Handling statement

Safeguarding & Child Protection

Anti-bullying

Personal & Social Development

Equal Opportunities

Risk Assessments

Personalised Regulation and Engagement Plans

Exclusion Policy

Communication Policy

Statutory Guidance/other

Keeping Children Safe in Education 2022

Checklist of expected and possible actions supporting a consistently dysregulated student

\*Consideration of safeguarding concerns or considerations throughout the whole process

\*Possible actions from PACE meeting are not exhaustive and actions can be done in unison

Student Name:

Action	Yes?	Notes/Date
Individualised Education Plan and teaching/learning opportunities personalised		
Visual Timetable Personalised to include key transitions		
Visual approaches considered and consistently used to support the student (symbols etc)		
A Regulation and Engagement (R & E) meeting to discuss concerning dysregulation (if possible, alongside a member of the PACE team) *Where appropriate parents/carers should be involved in this meeting		
A review of the staffing structure supporting the student, i.e. should staff work 1:1 for periods of the day? How regularly should staff swap over? How is this communicated to the student? When will the student see key adults for praise/support?		
Updated Risk Assessment which identifies key risk and suggestions actions to reduce such risks		
Use of Personalised Regulation and Engagement Plan (PREP) to support students and staff consistent proactive, active, reactive and review strategies (This can be formulated during the R & E meeting)		
Staff feedback at regular debriefs to help problem solve		
Review PREP after an agreed amount of time (two weeks is advisable to embed new strategies and assess impact), adjust if necessary		
Consider deployment of Family Support Team for student's family		
Consider discussions/referrals to School Nurse Team if medical needs are part of student's deregulation presentation		
Consider discussions/referrals to Occupational Therapist (OT) Team if OT needs are part of student's deregulation presentation (in particular sensory needs of students)		
If there is no sustained impact after 4 weeks, the student's case should be brought to PACE (Playfulness, Acceptance, Curiosity, Empathy) Joint Working Meeting. This meeting is held monthly and chaired by Andy Maher on Teams. It is an opportunity to do collaborative problem solving around a student's dysregulation and determine next steps to support student(s)		
Possible action from PACE meeting (1)- educational psychologist referral (collaboratively completed by relevant Campus lead, class teacher and parents/carer)		
Possible action from PACE meeting (2)- idCAMHs/CAMHs referral (collaboratively completed by relevant Campus lead, class teacher and parents/carer)		

Possible action from PACE meeting (3)- social care referral (collaboratively completed by relevant Campus lead, class teacher and parents/carer)		
Possible action from PACE meeting (4)- Team Around the Family (TAF) meeting (collaboratively completed by relevant Campus lead, class teacher and parents/carer) Attendance of all active agencies required		
Possible action from PACE meeting (5)- seek advice from SEND Inclusion Officer (s) if attendance is part of the student's dysregulation		
Continued review of student's PREP following any advice from support agencies		
Early annual review called If there is no sustained impact on dysregulation despite above actions and adaptations. All relevant agencies, parents/carers and SEND Case Officer to be invited. Consideration of whether Linwood School is the correct provision for the student.		
If a new provision is to be sought- consideration of alternative provision for student whilst awaiting new suitable placement		
Continued review of student's PREP following any advice from support agencies		