Regulation & Engagement Policy
(Formerly Behaviour Policy)
January 2022
Updated July 2022
Updated July 2023 incorporating Quiet Room Guidelines and Positive Handling Statement

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Date	January 2022
Reviewed by	Andy Maher July 2023
Equality Impact Assessed	
Date	
Ratified by Governors	
Next review date	July 2024

Contents

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

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<u>Key Principles</u>

- 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

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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 earnt 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.

<u>Zones of Regulation</u>
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. A formulation of a PREP at all other campuses will be triggered by 2 incidents of significant dysregulation that requires a consistent approach across a staff team to support a student. This will be usually informed by a change to a student's personalised risk assessment or discussion alongside SMLT regarding the dysregulation. PREP's are reviewed and monitored 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. Students (where appropriate), parents/carers and staff are made aware of the PREP to ensure consistency implementing the strategies outlined in the document.

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 Purpose of touch and physical contact

At Linwood School we encourage independence for our students and is at the fore front of what we do. We encourage staff to adopt the least amount of touch for the least amount of time that is necessary. This approach will help students where it is absolutely necessary and also safeguard students and staff.

Staff need to be clear and open about why they are using touch and be able to explain their practice. There must be clarity and transparency in issues of touch. The use of touch should be discussed openly and regularly between staff. People of any age can want and need physical support/touch.

- Touch and physical contact may be used for:
- Communication e.g. to greet someone by shaking hands and to celebrate success with 'high fives' (using and teaching appropriate force for this).
- To support early communication e.g. sensitively directing/guiding/supporting children in an educational task
- Transitions e.g. during changes between activities if a student requires a physical prompt for the least amount of time

- Learning e.g. to assist, prompt and enable interactions with peers and staff. To support engagement with resources and classroom activities.
- Play. Many play activities naturally involve touch. People of any age who are at an early stage of development are likely to be tactile and physical. The students we support should be given opportunities to touch each other while interacting and playing as would happen naturally for any child or young person. Attention should always be given to ensure that both parties are happy with this and will cease if either is not.
- Therapy e.g massage, physiotherapy, Intensive Interaction, sensory integration activities (specific activities which involve touch will be included in a student's relevant therapy plan)
- Emotional reasons e.g to communicate affection and warmth, to give reassurance. For example, if a student has an accident and seeks comfort from their emotionally available/known staff members.
- Staff should not routinely cuddle/hug a student. If a student attempts to do so the member of staff should encourage the student to accept a side hug supporting their shoulders and upper arm. Side hugs should be used to offer comfort, reparation and to show support.
- Staff should not encourage students to sit on laps – pupils attempting to do so should be gently guided to sit next to the adult and supported, if necessary; close proximity, holding hands, linked arms or supportive arm are appropriate methods of support.
- Cuddles/hugs/sitting on laps and any other physical contact deemed appropriate will be addressed through teaching to prevent further occurrences.
- Staff should be sensitive to any verbal and non-verbal communication from students that might indicate that they don't want to be touched. It should always be considered by staff that for touch to provide positive experiences it should be consensual.
- Purposes of care. Touch is necessary in order to carry out personal, medical and nursing care for many. (Remembering to incorporate planned methods of touch in care plans to maintain consistency.)
- Physical support to people who have physical difficulties e.g. transfers in and out of wheelchairs, to guide people between places, rooms or activities
- Protect children and young people from danger by reasonably physically intervening.

Any touch should be planned for and documented in the most relevant student plan(s). These include PREPS, individual risk assessments, care plans and therapy plans. They should also be reviewed termly to ensure the planned touch remains relevant and supportive of the student's needs.

Staff must be aware of potential hazards in respect of sexual issues:
- Staff must be sensitive to the danger of touch being misunderstood and triggering sexual arousal and must be alert to all feedback signals from the student they are working with
- The students we support may occasionally inadvertently touch intimate parts of a member of staff's body when there is no sexual intent or understanding. The member of staff should withdraw without giving significant negative feedback in this situation.
- It is never appropriate for staff to touch a student's intimate body areas or for intimacy to be perceived by either party except as part of an intimate or medical care plan.
- If students display intimate 'behaviour' towards staff, it is the responsibility of the staff present to sensitively cease the presentation immediately and the class team to teach the pupil about appropriate interaction and record the presentation on My Concern or discuss with a designated/deputy safeguarding lead.

6 Restraint

Linwood School is committed to reducing incidents that involve restraint. Linwood School is a member of the Restraint Reduction Network. We recognise that restraint can be a traumatic event in a person's life and do not want to add trauma to any student's life.
In order to reduce restraint, Linwood school adopts a proactive, reflective and low arousal approach to dysregulation. We recognise that on occasion some incidents do require restraint and strongly advocate that this only happens when it is **reasonable, necessary and proportionate**.

Linwood School partners with the Positive Handling Academy (Staff Safety Training Ltd) to best support the students. The Positive Handling Academy (Staff Safety Training) is a course designed to support staff to:
•   Understand fundamental de-escalation strategies
•   Understand what the government guidance says
•   Understand the legal issues relevant to restraint
•   Know how to recognise inappropriate or abusive use of restraint
•   Understand when restraint may be required (Duty of Care)
•   Understand how to minimise the risks if restraint is used

We do not have a 'no contact' ethos. There is a real risk that such an ethos might place a member of staff in breach of their duty of care towards a student, or prevent them taking the action needed to prevent a student causing harm or risk of harm.

Connected to the term 'restraint' is the term 'reasonable force'. Reasonable force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. The force used must be **reasonable, necessary and proportionate** to the risk.

As mentioned above, at times, staff may have to use force to control and restrain students. **Control** means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as escorting a student out of a space holding their arm. **Restraint** means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention or to prevent significant harm to self or others. Although not exhaustive, there are some examples of situations where reasonable force can and cannot be used in Section 93 of Education and Inspections Act 2006.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Executive Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

Staff need to be in a regulated space themselves if they are involved in a restraint incident. It is important the staff member is in a position to role model co-regulation when appropriate. A staff member should try to recognise they are not in the right place, mentally or physically, or supporting colleagues should suggest to the staff member to swap out from the situation. This is professional strength. Staff should always summon assistance to support them in restraining a student as per our training.

Staff should also consider if they should intervene when supporting an older or physically large pupil, or more than one pupil if the risk is greater them personally. Staff need to consider removing other students from an incident involving restraint or potential incident if they are at risk from harm physically or traumatically.

Where there is a high and immediate risk of death or serious injury in an emergency or in self-defense, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include preventing a student from running off the pavement into a busy road or preventing a student from hitting someone with a dangerous object.

Staff will not hesitate to act in in these emergency cases but will not if they are also likely to put themselves at risk of serious injury. In the most extreme circumstances, it may not always be possible to avoid accidentally injuring a student.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The decision to use reasonable force must also include consideration of the principles of recognising the potential trauma that a restraint may have on a student's life, consideration of other strategies, proactive, active or reactive (refer to student's PREP) that would support a student without having to restrain and being least restrictive for the least amount of time,

The use of restraint, either planned or unplanned must always be notified to a member of SMLT on the same day and must be recorded on a Restraint Record Form and uploaded to My Concern tagged as 'Restraint'. This will be completed the same day, wherever possible, but at most 24 hours after the event. It must also have an accompanying incident report on Arbor. A Verbal conversation with parents/carers explaining the incident and how it will be managed needs to happen on the same day of the restraint. An incident of restraint should be recorded and reported in line with procedures in 'Section 9 Recording and Reporting' of this policy. Additionally, a Significant Event Follow Up Form should be completed following particularly challenging or out of the ordinary incidents – this form and the Restraint Record Form is located in: J Docs – Regulation and Engagement – Blank Forms.

Restraint and Trauma

Restraint should always be a last resort. Students, or adults, with traumatic histories may have experienced physical abuse. The use of physical interventions, regardless of risk to self and others may trigger trauma responses and cause breakdowns in the students' or adults' relationship with those supporting them.

The staff supporting our students must always use positive, reassuring language when using restraint and always let the student know what they are about to do. For example, "I can see you are feeling really upset and angry right now. That it is OK. I need to keep everyone safe so I'm going to take hold of your arm now and hold you. You are safe and we are going to be here and help you through this". Or "It is OK

to be angry however it is not OK to hit us therefore we are just going to need to hold you to keep everyone safe, we are not going to hurt you and we are here to help you". Of course, verbal messages can be much more succinct in line with a student's communication needs too. For example, "Not safe. Hold." When students are restrained, the tight hold of another person supports their brain to release the feel-good chemical, oxytocin. We need to aspire to teach students more socially adaptive ways of regulating themselves. This may be informed by sensory integration, therapy specialists or psychological specialists, e.g., weighted blankets and completing heavy work tasks in the home like hoovering.

When supporting our students, we need to appreciate their sensory needs and that some may be hypersensitive to touch and as such being held may further distress them. Any restraint that is used must be done in line with the student's PREP or other support plans that will include an appreciation of sensory integration or any contraindications.

Staff supporting our students will ensure that following on from having used restraint that repair work is completed with the student following the best 'Repair and Reflect Pathway' for that student (see 8. Response to dysregulation). This will support them to cope with feelings of shame following on from the incident and may involve using creative or therapy led strategies. For example:
- Comic strip conversations
- Social stories
- Affective statements, e.g. I feel hurt when I hear people speak unkindly to each other. What I'd like is for all of us to be mindful of our words and speak respectfully to each other.*
- Learning conversations, e.g., where the structure of the questions focuses on: the past (what happened?), present (reflection on who has been affected and in what way) and future (what needs to be done to make things right?)*
- Solution focused language/discussions, e.g. What would be different about you? What might other people see happening? If there was one small thing that would be different about you, what would that be? What would it take to do that? What would help you to do that? *

    *More appropriate for Logical and Supported Repair and Reflect Pathways.

We should always question and evaluate the use of any restraint. This will help us to understand whether this was the best and/or only way to support a student and keep them safe. It is important that we are able to clearly evidence what else has been tried, that any restraint plan is kept under review and that steps are taken to find/move to a less restrictive approach wherever possible. We also expect that, in many circumstances, a student's needs change over time. Therefore, we need to recognise this and think about what the least restrictive strategies are to keep them safe. (See 9 Debriefing)

Where planned restraint forms part of the overall strategies for a student to ensure safety, a Restraint Plan should be in place formulated alongside the PREP. The student (if appropriate), staff and parents/carers should all be made aware of the plan.

7 Isolation/Seclusion (Formally Quiet Room Guidelines)/Absconding/Searching pupils

Staff have a vast range of strategies available to them in supporting students with a wider range of special educational needs including Autism to maintain their regulation and engagement. These range of strategies provide staff with a 'toolkit' they can use throughout the course of the school day.

Under no circumstances should isolation/timeout/chillout rooms be used as a disciplinary penalty/sanction. It is imperative that we act reasonably and proportionately in all cases. Any separate room should only be used when it is in the best interests of the student and to meet their needs. Isolation can also mean 'time out', 'chill out', or 'separation'. All these terms suggest that a student has had their liberty restricted.

Locking a door or leaving alone a person in a wheelchair who cannot move independently, are considered methods of isolation. Any use of isolation that prevents a student from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by them to themselves and others. This decision must be authorised by a member of SMLT.

We must also ensure the health and safety of students and any requirements in relation to safeguarding and student welfare. Isolation can also be used as a means of giving a child, young person or adult a place of safety. Students should be supported to be removed from a challenging situation/environment rather than to. For some the experience can reinforce trauma and/or result in an escalating scenario that leads to more significant events.

In some cases, because of a student's needs, a student may often experience stress and anxiety throughout the day. It can be a very successful strategy for a student to actively choose to move to a quiet space for a period, for example when their anxiety levels rise and they become agitated, in order to calm down and 'self-regulate' or if they feel overwhelmed due to communication or sensory integration challenges. This practice is described as 'autonomous withdrawal'. Staff should take steps to support them and monitor them. Where this is the case, this should be documented in the student's PREP and regularly reviewed. This would not constitute restraint as the student is free to leave the quiet space. We should take care to ensure that the use of language is clear regarding when withdrawal is autonomous or imposed. (Reducing the Need for Restraint and Restrictive Intervention. HM Government. 27 June 2019)

The quiet room/space is always offered as a supportive intervention, a place to go to support regulation and engagement when staff perceive the classroom or group environment is not supportive for a student. Staff use a calm and non-confrontational tone of voice when supporting pupils, even in times of high anxiety and when pupils are exhibiting challenging presentations.

All campuses have quiet spaces identified which can be used as part of students' regulation and engagement toolkits. These are either an integral classroom quiet room or a room/space outside of the main body of the classroom. Across all campuses quiet rooms/spaces are used in a variety of ways including:

- for quiet 1:1 activities such as reading
- as a space to complete work missed
- for relaxation, sensory calm sessions or yoga
- as a quiet space where pupils can talk in private to trusted staff to talk through problems, raise concerns or debrief following an incident
- as a place where pupils can spend time when they are feeling overwhelmed
- as a place where pupils can spend time when they are unable to maintain their safety within the main body of the classroom due to the resources or other people within the classroom

Pupils may:

- have scheduled quiet room time on their individual daily timetable
- take themselves to the quiet room spontaneously when they need a break
- communicate a desire to spend some time in the quiet room by their preferred method of communication and then be supported by staff to access the room
- be given a choice of spaces/activities using visual strategies such as a choosing board which includes the quiet room/space
- be directed to the quiet room by staff as a 'safe space'

Staff at Linwood School are trained in restraint in line with section 6 of this policy. At times it may be necessary to support a student to the quiet room/space using restraint. Staff may choose to stay within the quiet room/space supporting the student as appropriate/co regulate or leave the student in the quiet room/space if it is known to staff that the individual pupil is able to calm more successfully being given space away from staff. If staff do not remain in the quiet room/space with the student the following guidelines apply:

- staff will ensure they are always able to see the student to ensure the emotional and physical wellbeing of the student is monitored
- staff will remain open to communication with the student, this may be through visual support or with clearly defined time limits, timers can be helpful to ensure the student understands the expectations of the situation
- students will be able to exit the quiet room/space when they choose to although if their presentation continues to cause risk to others, staff may use restraint to support pupils to return to the quiet room/space. It is not within our policy to hold or lock a door which secludes a student alone in a quiet room or other space as we understand that this is unlikely to be lawful.
- In line with DfE guidance Behaviour and Discipline in Schools (2014) in exceptional circumstances if a quiet room or another area of the school is used to support regulation and engagement in a way outside of these guidelines this will be investigated using a Significant Event Follow Up which will be completed by a member of SMLT.

Absconding
- If a student leaves a teaching or break time situation (on or off site), the member of staff, teaching or on duty, will notify a member of SMLT, or another colleague who should support in notifying SMLT.
- That member of staff will monitor the student's whereabouts and make every effort to discuss the reason for absconding and return her/him to the class / correct location.
- If this is not possible/desirable, the member of staff will retain the student in a safe location.
- If, however, a pupil leaves the site (with particular reference to senior age/more able pupils), the following procedure should be applied:
  - as far as possible, the member(s) of staff will monitor the student's whereabouts (if in immediate locality of the school or within visual distance)

- o where there is an identified risk of harm, or specified procedure within an action plan/PREP/risk assessment, staff will endeavour to engage the student and encourage a return to school in line with these
- o no attempt should be made to restrain the pupil off-site unless in extreme circumstances; however, guiding / escorting/restraint may be appropriate to prevent increased risk, the student should not be chased
- o SMLT and the office for the relevant campus should be informed immediately and the parents / carers notified
- o The police may also be notified at this stage but our responsibility for care and control does not end if the student is off site.

Searching pupils with or without consent

Linwood School will not tolerate any kind of drug use or prohibited items of any kind. This includes the following items, but is not exhaustive:

- Offensive weapons such as knives, or replica weapons, such as guns and swords
- alcohol
- drugs, whether legal or illegal
- stolen items
- tobacco cigarette papers and vapes
- solvents
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

If a student is seen to have any of the above on their person, the substance or item will be immediately confiscated in the presence of a witness.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched how and where the search is going to take place and give them the opportunity to ask any questions. (Staff to consider repair and reflect pathway that the student follows and use appropriate communication system.)

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item, or any item identified as above for which a search can be made, or if the pupil has agreed. Any search must be completed with a witness and by a member of staff of the same sex. If there are any limited exceptions to these rules, a member of SMLT must be consulted.

If the pupil refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited item. This is likely to be in extreme cases only. The decision to use reasonable force should be made on a case-by-case basis. The member of staff

should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

An appropriate location for the search should be found. Where possible, this should be away from other students protecting the dignity of the student. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

The staff member conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. Staff should also consider the needs of the student when making requests of removal of 'outer garments' and consider the impact this may have on a student's wellbeing.

A member of staff is able to search personal spaces at the school e.g. lockers, desks or trays for any item provided the student agrees. If the student withdraws their agreement to search, a search may be conducted both for the prohibited items.

A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The school will respond appropriately depending on the nature of the offence and the needs and understanding of the student. This could mean something as simple as providing a personalised lesson and a change to their PREP, or it could mean more serious intervention is needed with involvement with the police, the Safer Schools Team, the local MASH team and possible exclusion, but this is always a last resort.

Strip searching
A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and should advocate for student wellbeing at all times.

Before calling police into school, staff should assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the student(s) involved.

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the student suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed by a staff member once a strip search has taken place. Staff will record strip searches that have been conducted on school premises and monitor them for any trends that emerge on My Concern

8 Drugs

Drugs Education

Drugs education includes all drugs illegal, legal, tobacco, alcohol and solvents. Drugs Education is delivered as part of the schools RSE curriculum. Students are influenced by information and images about drugs from a variety of sources in the home, through the mass media and popular music and by mixing with others who have knowledge of or use drugs. In response to our shared concerns at a local and national level, we at Linwood School believe that we have a duty to inform and educate young people on the consequences of drug use and misuse as part of our care for the welfare of our pupils.

The content of the curriculum surrounding drug education has the following aims:

•   To provide opportunities for the students to acquire accurate knowledge and understanding about the dangers of drug misuse

•   To provide opportunities for the students to be equipped with the knowledge, attitudes and skills they need to avoid the misuse of drugs.

•   To give information about support services and how to deal with medical emergencies.

•   To raise students' self esteem

•   To create a climate where a student will feel comfortable to discuss his/her concerns or worries

•   To enhance students' decision-making skills

Linwood School welcomes the support and encouragement of parents. Parents are encouraged to contact the phase/RSE subject leader to see the school's resources for drugs education and learn about the approaches we use.

Drugs /Possession Misuse

Students, parents or staff suspected of drugs misuse on the premises will be dealt with individually. Action will be taken according to the type of drug or substance found. Other agencies will be involved in supporting cases of drug misuse.

If a parent/carer suspected to be under the influence of drugs on school premises, staff should attempt to maintain a calm atmosphere. If staff have concerns about discharging a student into the care of a parent/carer they may wish to discuss alternative arrangements e.g. contacting another family member/emergency contact to accompany the child home. Where the 'behaviour' of the parent/carer

places the student at risk or the parent/carer becomes abusive or violent staff will follow safeguarding procedures.

Any student found carrying drugs or substances on school premises will have the items immediately confiscated. Action will be taken according to the type of drug or substance found.

If a student is suspected of using illegal drugs the school will consider each incident individually and recognise that a variety of responses will be necessary to deal with them. The school will consider very carefully the implications of any action it may take. It seeks to balance the interests of the pupil involved, the other school members and the local community. Exclusion is seen as the last resort as it may only transfer the problem.
Actions to be taken if a student is found to be in possession of illegal drugs:

- The Executive Headteacher will be informed and they/nominated member of SMLT will inform the police.
- The drugs will be confiscated, in the presence of a witness, and handed to the police on arrival. Staff should be prepared to deal with a drug related medical emergency therefore first aiders should be on hand and staff need to seek further professional medical advice where necessary.
- An incident form will be completed.
- Parents/carers will be informed and made aware of the involvement of the police. Where the school suspects that to do this might put the student's safety at risk or if there is any cause for concern for the student's safety at home, then the school will follow child protection procedures.
- Advice will be taken and the incident will be addressed through a multi-agency approach.

The use of illegal, legal, tobacco, alcohol and solvents on school trips/residential will follow the same guidelines as for on the school premises.

9 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 debrief/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 debrief/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 debrief/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 Refection 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 way 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).

10 Debriefing

If an incident of dysregulation has led to a significant risk behavior such as self-harming, hurting others or serious destruction of property, it may be necessary to use restraint. Staff involved in these serious incidents should always take part in a debriefing, the reasons for which are outlined below.

A debrief 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. The member of SMLT or PACE team should follow the Debrief Record form and then scan and upload to My Concern along with the relevant restraint record form. The use of My Concern's task facility will prompt staff when this is not done.

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 meeting. Debriefing is a means to improve team performance. It is anticipated that students where this is considered would be following the Logical reflection pathway.

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.

Alongside student focussed debriefs there is another scheduled opportunity to support staff well-being following difficult and challenging incidents. These opportunities are called Wellbeing Debriefs. They will be timetabled in advance for each academic year and led by Andy Maher (regulation and engagement lead). The timetable of wellbeing debriefs will be shared early September. Wellbeing Debriefs are a safe, empathetic space for staff to share thoughts and feelings that maybe linked to incidents that have happened. The space is exclusively for staff wellbeing. In the first instance Andy Maher will conduct these meetings in a group and in person They will be at different campuses in turn. Due to the nature of historical incidents the sites of primary focus will be Linwood Campus, Springwood Campus (including Littlewood) and Woodford Campus. There will also be online Wellbeing Debriefs at regular intervals throughout the year.

11 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 are monitored by the Assistant Headteachers responsible for the Curriculum Pathways and also the PACE Team.

Where an incident has involved restraint, this will be recorded in the Arbor report as well as on a restraint record form uploaded to My Concern.

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.

12 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 restraint, Zones of Regulation, Regulation and Engagement awareness, debriefs with 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.

13 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 emphatic, 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).

14 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

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)		
Debrief following a short period of dysregulation - use of Debrief form to establish strategies that will work for a student going forward. Conducted with a member of SMLT or PACE team member.		
Wellbeing debrief following a short period of dysregulation (formally part of debrief)- weekly check in time with Regulation and Engagement lead (Andy Maher) for staff to check in regarding their wellbeing following short period of dysregulation from a student(s).		
Following a debrief, a PACE Team referral using the PACE Team referral form maybe deemed necessary for support. This may include individual or group intervention work or a bespoke package of support from the team.		
If the PACE Team referral involves an intervention from the PACE Team, particularly 1:1 work, the PACE Team member will set up 1:1 work with a student accompanied by a member of the class team. PACE will lead/model the intervention for no more than a half term with the expectation that staff in the class to take over from them moving forwards, with a gradual removal of PACE support. PACE will monitor the progress of the intervention.		
A Regulation and Engagement (R & E) meeting to discuss concerning dysregulation and review the student's PREP (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 (a minimum of four weeks is advisable to embed new strategies and assess impact), adjust if necessary. Please note, due to the nature of some of the students' presentations it may be significantly longer than four weeks before impact is observable.		

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 a minimum of 4 weeks (remembering this is very individualised), the student's case should be brought to Whole Team DSL Meeting with Regulation and Engagement focus (once every half term). 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 Whole Team DSL meeting (1)- educational psychologist referral (collaboratively completed by relevant Campus lead, class teacher and parents/carer)		
Possible action from Whole Team DSL meeting (2)- idCAMHs/CAMHs referral (collaboratively completed by relevant Campus lead, class teacher and parents/carer)		
Possible action from Whole Team DSL meeting (3)- social care referral (collaboratively completed by relevant Campus lead, class teacher and parents/carer)		
Possible action from Whole Team DSL 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 Whole Team DSL meeting (5)- seek advice from SEND Inclusion Officer (s) if attendance is part of the student's dysregulation		
Possible action from Whole Team DSL meeting (6)- a PACE Team referral using the PACE Team referral form maybe deemed necessary for support. This may include individual or group intervention work or a bespoke package of support from the team. (If not already referred.)		
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		