

'To enable all children and young people to access, participate and contribute to their community for life'

*Kindness
Respect*

*Inclusivity
Openness*

*Resilience
Understanding
Empathy*

Policy for Behaviour

including

Reducing the Need for Restrictive Intervention and Restraint

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Introduction

At Medeshamstede Academy our shared purpose and values reflect that every child has a right to be treated with respect and dignity; belonging to a community that understands their needs and provides them the right support. Our vision for behaviour is that incidents of behaviour are associated with significant and complex needs and never with poor practice. This is because we aim to understand autism and to fully meet the needs of all children.

Autism is defined as a lifelong developmental disability that affects how a person communicates with and relates to other people, and how they experience the world around them. Behaviour is a means of communication and has a cause and a purpose. Behaviour that challenges may reflect frustrations faced by children with learning disabilities, autism and mental health difficulties for:

- the challenges of communication;
- the impact of being exposed to environments which a child does not understand;
- sensory overload;
- positive social interactions that are lacking;
- personal choices that are limited;
- little choice and control over their lives.

These are some of many factors that may result in behaviours that are challenging and signal a need for support. It is essential to understand the underlying causes of behaviours. Children need support to have their needs met and to develop alternative ways of expressing themselves that achieve the same purpose but are appropriate. Positive Behaviour Support Plans, drawn up with the involvement of the child and parents, help to understand better a child's experiences and the preventative strategies that should be taken to meet their needs and overcome barriers.

Points of note: This behaviour policy should be read alongside the teaching, Learning and Assessment Policy. The academy's research-based academy autism strategy is our approach for positive behaviour support; to assess, plan for, prevent and de-escalate challenging behaviour by tackling the reasons for it at source through the lens of autism.

For the purpose of this policy the terms child/children will be used in reference to both children and young people.

Differences associated with autism:

The DSM-5: Autism Spectrum Disorder identifies individuals will have differences with:

- **Social communication**
 - Differences in social-emotional reciprocity (exchanges between people)
 - Differences in nonverbal communicative behaviours
 - Difficulties in developing and maintaining relationships
- **Restricted, repetitive patterns of behaviour, interests, or activities**
 - Stereotyped or repetitive speech, movements, or objects
 - Excessive adherence to routines, ritualised verbal or non-verbal behaviour
 - Highly restricted, fixated interests (intensity or focus)

- **Hyper or hypo-reactivity to sensory aspects of the environment**

(2017 TEACCH Autism Program, University of North Carolina)

At Medeshamstede we recognise challenging and unwanted behaviour may be because of these difficulties and an attempt for the individual to control a situation or communicate distress or frustration. It may arise from lack of social understanding.

We understand autism as a continuum of mild to severe difference that may occur alongside additional needs arising from other conditions and cognitive difficulties.

“Once you have met one person with autism, you’ve met one person with autism” (Dr Lorna Wing).

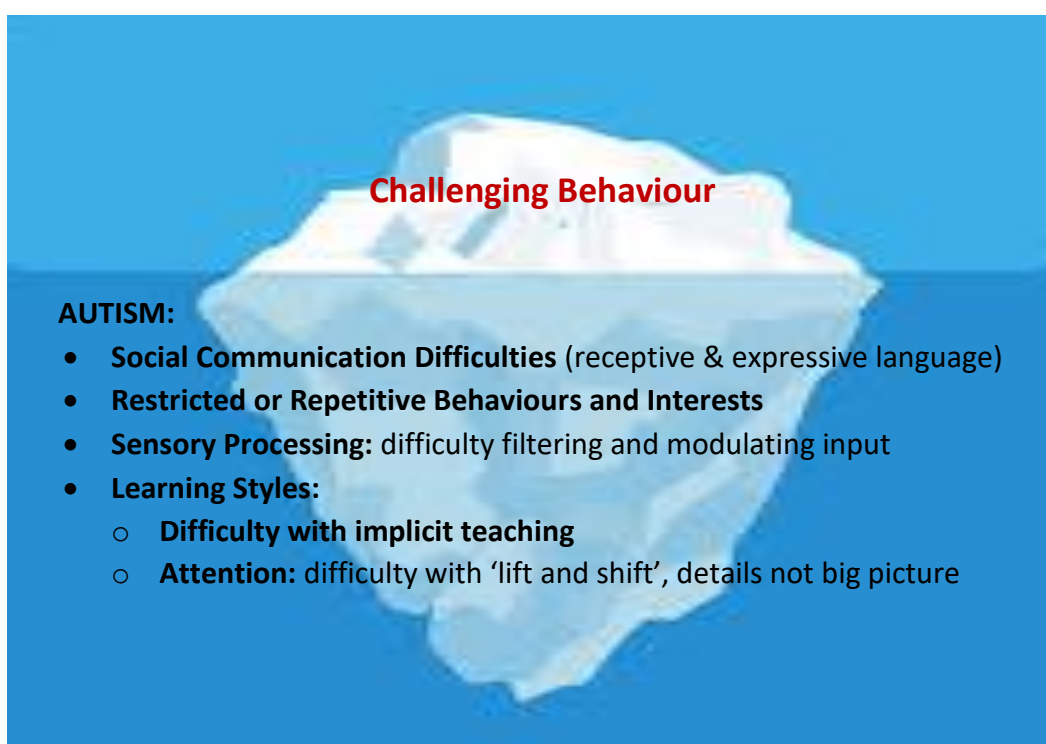
Our behaviour frameworks

Within our culture of autism, we aim to teach appropriate social skills and coping strategies to help the individual understand and accept boundaries of reasonable behaviour. Through the curriculums of:

- Social Thinking® (Michelle Garcia Winner)
- Zones of Regulation® (Leah M. Kuypers)

we employ a shared language that draws upon ‘*expected*’ and ‘*unexpected*’ behaviours and empowers the individual to regulate their emotions, promote independence, enhance communication, social skills and raise self-esteem.

We recognise autism as a life-long difference and understand the unique learning styles and characteristics of children with ASD. *TEACCH Autism* (University of North Carolina) is a fundamental framework which aims to enhance the life of individuals with ASD and their families. Through this framework we aim to understand the connection between learning styles, developmental stage, challenging behaviours and evidence-based practice to develop and implement behaviour interventions. Using the iceberg concept below, we can aim to interpret challenging behaviours in ASD by looking at the relationship between autism, the underlying core difficulties and how they might present as behaviours that challenge.



- **Auditory processing** (visual learner)
- **Executive functioning** (time and organisation)
- **Theory of mind** (social thinking/perspective of others)

Characteristics of ASD that Influence Learning (TEACCH Autism, University of North Carolina)

Characteristic (Learning Style)	How do we reduce the barrier for learning ?
Implicit Learning <ul style="list-style-type: none"> • Automatic learning and generalisation is a relative difficulty for individuals and they may have: • trouble exhibiting the same skill across people, places and materials • knowing what to do based on prior learning or experiences 	<ul style="list-style-type: none"> • Use direct (explicit) teaching of skills • Systematic teaching • Teachers explicitly plan for and teach generalisation • Teach the use of visual strategies that support generalisation
Attention <ul style="list-style-type: none"> • 'sticky' attention • Difficulty disengaging and shifting • Narrow beam • Focus on details (relevant vs not relevant) • Problems seeing the 'big picture' 	<ul style="list-style-type: none"> • Modify the environment to reduce distractions • Use visual structure to direct attention to important and relevant information • Use visual supports to enhance meaning and understanding of abstract concepts • Use a variety of visual cues to help disengage and shift attention
Auditory Processing Difficulties <ul style="list-style-type: none"> • For some leads to strength in visual processing • Learn from what they see • Think in pictures • Difficulty with abstract language • Concrete or literal thinking • Delayed processing 	<ul style="list-style-type: none"> • Match language to level of receptive understanding • Use gestures, concrete examples and visual instruction/supports • Allow time to process information and formulate a response
Executive Functioning <ul style="list-style-type: none"> • Weak organisational skills • Difficulty sequencing/planning • Trouble with initiation • Difficulty understanding 'finished' • Set shifting/flexibility • Difficulty with transitions 	<ul style="list-style-type: none"> • Provide visual sequences of activities • Develop and teach organisational strategies • Provide concrete indicators for the passage of time and concept of finished
Multiple Perspectives <ul style="list-style-type: none"> • Difficulty with joint attention • Responding to others emotions • Theory of Mind (Frith, Baron-Cohen) • Inability to understand that others have beliefs that are different to one's own 	<p>Attention Autism by Gina Davies Social Thinking by Michelle Garcia winner Zones of Regulation by Leah M. Kuypers Social Stories by Carol Grey</p> <ul style="list-style-type: none"> • Use visual prompts to support social engagement and interaction • Incorporate interests to promote social engagement and joint attention • Directly teach about emotion in self and others • Create narratives to enhance social understanding
Sensory Processing <ul style="list-style-type: none"> • Problems filtering and modulating input 	<p>Zones of Regulation by Leah M. Kuypers Peterborough Paston Pack Sensory Circuits</p>

<ul style="list-style-type: none"> • Hyper reactivity (over-stimulated): Aversion, avoidance, over aroused • Hypo-reactivity (under-stimulated): sensory seeking, may not notice sensory input • Difficulty dealing with open space 	A sensory diet <ul style="list-style-type: none"> • Organise and segment the environment to decrease stimulation • Provide calm and quiet spaces • Schedule breaks throughout the day
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What is the intervention approach of structured TEACCHing and visual supports?

Structured TEACCHing (University of North Carolina) is the framework within which we teach skills, other research based strategies and support independence. It focusses attention and makes the environment more explicit and organised:

- It blends other evidenced based strategies and curriculums to support and enhance provision across the four areas of SEND
- Uses explicit learning (rules) to compensate for implicit (intuitive) learning difficulties
- Directs attention to important and relevant information
- Antecedent-based using visual supports to promote organisation, planning and sequencing
- Uses strengths and interests to increase engagement with learning
- Supports learning and behaviour
- Makes the world a more meaningful and predictable
- Teaches expected behaviour through the use of physical organisation
- Decreases confusion and anxiety
- Understands learning styles and behaviours can be addressed through a work system, schedule presentation, material structure and visual supports
- Increases initiation and independence
- Increases flexibility
- Supports the generalisation of skills
- Is underpinned by informal assessment of skill areas through observation to meet individual routines and developmental needs within an optimum learning environment.

Why is behaviour seen as a problem solving process?

We understand that children with difficulties in language and social development are at risk for using challenging behaviours as a way to communicate and get their point across.

We understand challenging behaviour through positive behaviour support as an approach for developing an understanding of *why* the child has challenging behaviour and teaching the child new skills to replace challenging behaviour.

Through this holistic approach we can consider all the factors that impact on a child, family and the child's behaviour. We reframe interpretation of behaviour problems to an autism perspective and complete the problem solving process.

Every communicative behaviour can be described by the form and function.

Function: the reason or purpose of the communicative behaviour to:

- Escape demands or activity (*eg: I don't like this*)

- Request information or help (*eg: I'm confused*)
- Escape sensory stimulation (*eg: I'm overwhelmed*)
- Request an object or activity (*eg: I want that*)

Form: the behaviour used to communicate:

- Conventional: words, gestures, eye contact
- Unconventional: scream, hit, bite, throw, kick

In this way, positive behaviour support:

- Matches the intervention to the purpose of the behaviour for the individual through assessment (it is not general intervention for 'one size fits all')
- Intervention is proactive (not reactive)
- Focuses on *teaching new skills* appropriate for the child's developmental level (rather than focus on behaviour reduction)
- Is a long term intervention (rather than a quick fix)
- Behaviours are interpreted within the context of the child's cognitive ability rather than chronological age (stage not age)
- Uses ASD framework to interpret challenging behaviours through
 - Diagnostic symptoms
 - Learning differences

What is a Positive Behaviour Support Plan ?

Learning styles and differences can make learning in the classroom demanding because of social communication difficulties and restricted, repetitive behaviours. This in turn may lead to challenging behaviour.

We understand that behaviour also presents as a spectrum of difficulty. Some individuals may demonstrate big, melt down behaviours and some may present with more passive, internalised behaviours where a child may become quiet and withdrawn. By looking at behaviour through the lens of autism, we can understand the relationship between autism and difficulty behaving appropriately.

All children have a Positive Behaviour Support Plan which captures the personalised strategies adults will use to manage behaviour. This plan incorporates blended, research-based approaches of:

- **Zones of Regulation®** to teach self-regulation, correct emotional responses and support sensory and physical regulation.
- **Think Social®** to teach theory of mind (seeing the perspective of others) to support children to form secure relationships, interpret and overcome 'big and little problems' and teach social understanding for 'unexpected' and 'expected' behaviours in different social situations.
- **TEACCH Framework** to interpret challenging behaviours through the diagnostic symptoms of autism and learning differences. This provides the foundation for intervention for individualised teaching strategies and visual supports.

The Positive Behaviour Support Plan is co-produced; written with parents, child and other professionals where they are involved. The plan forms part of the EHCP and is regularly reviewed.

Additional positive behaviour support documents

The academy adheres to the standards required through partnerships with the Autism Education Trust and National Autistic Society. In line with these standards, each child has:

- A Personalised Pupil Passport for staff to further understand and enable the child to be calm, happy and achieve. The passport captures the child's views, interests, their effective communication system and how adults can best support them (Refer to appendix).
- A Zones of Regulation® Map as a visual support to help identify their emotional state and which zone they are currently operating within. The Zones map contains their personalised menu of tools to support them to get to the green zone for optimal learning and behaviour. (Refer to appendix).
- A provision map which details the programmes for each child above the level of wave 1 (quality first teaching) and specific interventions to support them. (Refer to appendix).
- An Individual Communication and Interaction Provision Map detailing approaches and strategies used for the individual to support communication and language this is attributed to the form and function of behaviour. (Refer to appendix).

How does the problem solving process underpin Positive Behaviour Support Plans ?

The plan is underpinned by informal assessment of skill areas through observation to meet individual routines and developmental needs within an optimum learning environment. The following processes are followed:

1. Define the behaviour in concrete terms

2. Collect data (ABC)

- **Antecedent:** where, who, when, what, biological influences – health, hunger, thirst, fatigue, sensory needs
- **Behaviour:** describing specifically what was observed, using concrete terms
- **Consequences** what happened after the behaviour occurred? When does the behaviour not occur?

3. Create hypothesis:

- Why? From the perspective of autism and learning characteristics
- Other considerations: biological or medical issues, developmental level of the child, skill deficits (including skills for managing anxiety and stress), other additional needs (eg; ADHD, OCD, ACE)

4. Design and implement intervention and prevention:

- Intervention: develop or modify meaningful structure and add developmentally appropriate and meaningful visual cues
- Where am I going?
- What will I do?
- How will I do it?
- When will I be finished?
- What will I do next?
- A rule of thumb is: If you can't draw it, it is too abstract!
- What is the activity or expected behaviour of the child?
- Teach new skills to address the behaviour (eg: explicit social rules through a social story, Zones of Regulation sensory toolkit to teach coping and relaxation strategies and calming routines, identifying emotions and plan of action for responding to emotions)
- Is the activity correctly matched at the child's developmental and language level?

5. Develop a plan for when/if the behaviour occurs. Adults will:

- Reduce their verbal language
- Stay calm
- Reduce demands: simplify to 'first-then' and use visual support
- Ignore unwanted behaviours and engage in meaningful routines
- Reduce sensory load
- Direct to a quiet area and/or cue to use learned coping strategy

6. Monitor progress with ongoing data

NB: The behaviour problem solving process and questions are an appendices to this policy.

Behaviour Monitoring, Recording and Reporting

Where behaviour is recorded	What information should be recorded?	How this information is used?
Behaviour Problem Solving Process (Appendix to this policy)	TEACCH Autism Assessment will be performed by the class teacher.	To inform the teacher's planning, delivery, learning profile and the individual positive behaviour support plan.
Positive behaviour support plan (Appendix to this policy)	Zones toolkit with sensory, relaxation and calming strategies. EHCP provision strategies Recommendations by other professionals (eg: educational psychologist, CAMHS, SaLT, OT)	To inform parents and staff about prevention and de-escalation strategies.
CPOMs	Behaviour incidents that have taken place in school or out of school.	Behaviour leader will analyse all incidents each week and liaise with SLT to decide on how best to support the child using autism or wave 2 strategies.

CPOMS: Significant incidents	Unplanned restrictive interventions PRICE level 2 holds Safe Space use Absconding incidents Significant incidents between pupils Any other incidents the leadership team feel are appropriate	Behaviour leader will support the staff member to review the behaviour incident record. The most important part is the reflection and restorative practice section – could the significant incident been prevented? How will we prevent it from happening again? Parent / carer will be informed by behaviour leader.
Safe Space record sheets	Every time the child chooses to use the Safe Space to emotionally regulate and how long they remain in the Safe Space.	Each week the DSLs and SLT will analyse this information looking for patterns and offering support if needed.
Injury occurs to staff, student or visitor	Each injury will be analysed by the leadership team to look at lessons learnt	Health and safety meetings review accidents, near misses and violent incidents and details of any actions agreed to address any health, safety or welfare issues

Anti- Bullying

We are committed to providing a caring, friendly and safe environment so that all can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all children should be able to tell someone and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening should tell staff and/or a senior leader.

Bullying damages. No one deserves to be a victim of bullying. Everybody has the right to be treated with equality and respect. Our academy values of kindness, respect, inclusivity, openness, resilience, understanding and empathy reflect this.

Children who are bullying need to learn different ways of behaving. Issues associated with bullying are presented as part of our PHSE lessons. Special assemblies promote anti-bullying culture alongside participating in anti-bullying awareness weeks. Everybody has a part to play in reporting and promoting an anti-bullying culture.

What Is Bullying?

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender, sexual orientation or any other aspect such as appearance or disability.

Bullying can take many forms including:

- **Emotional** - being unfriendly, excluding, and tormenting for example hiding belongings, stealing, threatening gestures, staring.
- **Physical** - pushing, kicking, hitting, punching or any use of violence.
- **Racial** - taunts, graffiti, gestures, cultural slurs/taunting, stereotyping.
- **Sexual** - unwanted physical contact or sexually abusive/provocative comments. Sexting and sending sexually explicit content. Both sending and receiving.
- **Homophobic** - because of, or focussing on the issue of sexuality or gender.
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing.
- **Cyber**- all areas of internet, email, chat rooms, online gaming, social media platforms and applications, mobile communication devices. It is vital in this current day and age to be aware that bullying can happen from the comfort of the child's home as the reach of the internet is far and with a range of devices and methods of communicating has increased. All forms of bullying can take place online and staff need to be aware of this.

This is not an exhaustive list. Bullying can be an intentional misuse of power (abusive) in peer relationships. Obtaining a response from another person under intimidating circumstances or the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying by its very nature is insidious because children are likely to feel that “telling” will only make matters worse for themselves, and leave them even more at the mercy of the bully/bullies. Any strategy for dealing with bullying must ensure that it protects the child being bullied.

Children with autism may be at risk of having their body language and behaviour misinterpreted by others whilst out in the community. This can lead them into difficulties as others may focus on their differences, or react to the individual’s perceived ‘odd’ behaviours.

It is important to note that an individual’s behaviour towards another pupil may be rooted in their autism rather than in an intention to bully them. However, for the individual who is on the receiving end of unwanted behaviour the result may be the same. It is well known that children with SEND are more vulnerable to bullying and can often lack the skills to deal, cope and report these incidents effectively. Staff vigilance is key into knowing the children and changes in behaviours to ensure that they remain safe.

In all cases of bullying, all incidents will be recorded by staff on the academy’s recording and reporting system (CPOMS) and a dialogue will be held with the Designated Safeguarding Lead and/or Behaviour Leader. The member of SLT will put in place actions to negate any further bullying. Parents should be informed and will be asked to come in to a meeting to discuss the problem. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly. An attempt will be made to help the bully (bullies) change their behaviour this will be completed in line with our Social Thinking and PSHE strategies to support our children with autism.

Outcomes

The individual/s who have been bullying may be asked to genuinely apologise. Other consequences may take place such as reparation of any property damaged or stolen or signing up to a behaviour contract. If possible, the individuals will be reconciled through restorative practice. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

When looking towards prevention of bullying we will take a proactive approach to teaching children about bullying and why it is not acceptable within our community using the following approaches:

- Social Stories and Concept Cartoons
- Activities on bullying, stories about bullying
- Assembly themes
- Think Social and Zones of Regulation topics
- Making up role-plays and scenarios for children to practice troubleshooting
- Having discussions about bullying and why it matters
- Participating in anti-bullying week
- Support from the academy educational psychologist and other professional services

Exclusions

Where a child's behaviour presents as a significant risk or has caused significant harm exclusion may be considered as a last resort. The academy will adhere to DfE exclusion guidance in such event. Leaders work to prevent exclusion and it may only be used in exceptional circumstances.

Professional Behaviour and Conduct

All staff are expected to demonstrate the highest possible standards of personal and professional conduct and behaviour and must:

- consistently act with unconditional positive regard, openness and integrity
- have regard for the culture, ethos and values of the academy
- treat each other, children, parents and the wider community with dignity and respect at all times
- act in accordance with their duty of care to children and ensure that the safety and welfare of children are accorded the highest priority
- show fairness and avoid behaviours such as embarrassing or humiliating children, making jokes at the expense of children, discriminating against or favouring children and sarcasm
- show tolerance of and respect the rights of others and should uphold the fundamental British values including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs
- act in accordance with the school's policies and procedures at all times
- dress safely and appropriately for the tasks they undertake including footwear, which must be appropriate to working with the children
- maintain professional boundaries appropriate to their position and must always consider whether their actions are warranted, proportionate, safe and applied equitably. Staff should act in an open and transparent way that would not lead any reasonable person to question their

actions or intent. Staff should think carefully about their conduct so that misinterpretations are minimised

- not establish or seek to establish social contact with students for the purpose of securing a friendship or to pursue or strengthen a relationship. If a young person seeks to establish social contact staff should exercise your professional judgement in making a response and be aware that such social contact could be misconstrued
- use the following script for radioing other staff when help is needed:
'Hello its (name) here. Could (name of staff required) come and support in (class name/room) please.

Person requested replies:

' Yes, I am on my way' or

'I am busy at the moment but I will send another member of staff/leader to support you'

Staff avoid reference to zones colours as this could trigger pupils and calmly say ***'Thank you. It is important to have support'*** to signal urgency if nearing a crisis stage. We do not use first names of staff.

Part 2:

Reducing the Need for Restrictive Intervention and Restraint

Protocol for Medeshamstede Academy

At Medeshamstede we believe that all need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. We have a duty to operate an effective behaviour policy that encompasses positive support strategies for children.

Our aim, in all our work, is to provide an environment in which all children feel happy and secure, and in which they are able to develop and learn; physically, socially, emotionally and intellectually. In order to do this, all staff must ensure they:

- understand the needs of children, including the underlying causes of and triggers for their behaviour through the lens of autism;
- have read and understand the Positive Behaviour Plan, risk assessments, EHCP and associated documents from other professionals;
- understand triggers, what the child's behaviour looks like and implement the provision and proactive strategies of these plans;

- work in partnership with parents, the child, therapists and other professionals to listen to their views, implement their recommendations and work in a multi-disciplinary way for a holistic approach to understand and support behaviour;
- operate person centred planning that ensures the child's voice is listened to and their views taken into account;
- employ the academy's research based autism strategies which include the framework of TEACCH Autism, Zones of Regulation® and Think Social® to explicitly teach self-regulation, social thinking and expected behaviours to children with ASD;
- employ TEACCH Autism assessment tools as core to the behaviour problem solving process; asking questions which help generate hypothesis and support the co-production of Positive Behaviour Plans (refer to Appendix);
- apply the principles of TEACCH Autism behaviour iceberg model to understand what a behaviour may be trying to communicate in relation to the learning styles and behavioural symptoms of autism;
- consistently use augmentative communication to support *all* children, particularly those who may be less verbal;
- regularly implement the *assess, plan, do, review* cycle to clearly inform their teaching, learning and behavioural approaches so that they are carefully matched to children's developmental stage rather than age, understanding and language level;
- develop strategies and Positive Behaviour Support Plans to meet the four areas of SEND need and regularly review them as children change. Positive behaviour Support Plans and Individual Provision Maps form part of children's EHCP (Educational Health and Care Plan) and Annual Review;
- adapt both indoor and outdoor environments in which children and young people are taught and cared for so as better to meet their needs;
- provide appropriate support through a proactive approach, grounded in a knowledge and understanding of autism, for children whose behaviour challenges, without the use of restraint or restrictive intervention and only ever as a last resort;
- ask the following key question, at any particular time, for everyone involved with children whose behaviour challenges:

"What is in the best interests of the child and/or those around them in view of the risks presented?"

Physical Intervention

Before physical intervention is considered staff should think about the answers to the following questions:

- What are the child's views and in accordance with their Positive behaviour Plan; what are their preferred de-escalating (calming) tools listed on their individual Zones menu ?
- Is this absolutely necessary? Where possible staff should always to use diversion in preference to physical interventions.
- Is this in the best interests of the pupil and those around them?
- Is a less intrusive intervention still possible?
- Do we have to act now?
- What is the risk presented by the situation?
- Am I the best person to be doing this? Which other adults do I need to request assistance from?

Promoting a Positive Culture

In June 2019 the DfE and the Department of Health and Social Care published guidance for *'Reducing the Need for Restraint and Restrictive Intervention'* for autistic spectrum conditions *'as policies, strategies and practices which promote a positive culture and improve the quality of children and young people's lives'*.

Further to this, as an independent body *The Restraint Reduction Network Training Standards 2019* for education, health and social care services provided a national and international bench mark for training in restrictive interventions including individuals with autism, learning disabilities, and mental health conditions. They provide quality benchmarks, since restrictive interventions are potentially dangerous and distressing for everyone involved.

The standards promote culture change through promoting human rights and a person centred therapeutic approach. They are designed to:

- protect fundamental human rights and promote person centred, best interest and therapeutic approaches to supporting people when they are distressed
- improve the quality of life of those being restrained and those supporting them
- reduce reliance on restrictive practices by promoting positive culture and practice that focuses on prevention, de-escalation and reflective practice
- increase understanding of the root causes of behaviour and recognition that many behaviours are the result of distress due to unmet needs
- where required, focus on the safest and most dignified use of restrictive interventions including physical restraint

Restraint and restrictive intervention are traumatising. We know that use of restraint and restrictive intervention can have long-term consequences on the health and wellbeing of children, and that it can have a negative impact on staff who carry out such intervention.

There will, however, be times when the only realistic response to a situation will be restraint or restrictive intervention. For example if a young child is about to run into a busy road or a pupil is attacking a member of staff or another pupil and refuses to stop when asked, then reasonable force to stop this may be necessary. However, this can be avoided through careful planning, risk assessment and the proactive, preventative, non-restrictive approaches that will be adopted in respect of the behaviour that challenges.

Restraint and Restrictive Intervention

For a very small minority, the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used. All academy staff need to feel able to manage inappropriate risk and behaviour, and to have an understanding of what and how challenging behaviours may be communicated. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

Restrictive intervention must only be used when absolutely necessary, in accordance with the law and clear ethical values and principles which respect the rights and dignity of the child, and in proportion to the risks involved. It will never be used as a long term solution to behaviour that challenges.

Our practice follows the guidance of ***Reducing the Need for Restraint and Restrictive Intervention: Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings*** (Published: 27 June 2019) which can be found on this link: <https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>.

This guidance sits alongside a range of other research to help ensure that children receive the support they need. Supporting the appropriate use of restraint and restrictive intervention is one element of a much wider range of measures to safeguard human rights and to provide effective support for vulnerable individuals in relation to their education, health and care.

The Law allows for teachers and other persons authorised by the Principal to use restrictive physical intervention to prevent a child from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour that is prejudicial to maintain the good order and discipline at the academy

‘Restrictive Physical Intervention’ is the term used by the DCSF to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Principal has to, in specific circumstances, use *reasonable force* to control or restrain a child. There is no legal definition of “reasonable force”. However, there are two relevant considerations:

1. *The use of force can be regarded as reasonable only if the circumstances of an incident warrant it.*

2. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

All staff responsible for supervision of pupils are authorised by the Principal to use reasonable force where required, in adherence of this policy and in the event of an emergency. Planning for the use of restrictive physical intervention will use the minimum force needed to restore safety and appropriate behaviour. The principles relating to the intervention are as follows:

- Restrictive Physical Intervention is an act of care, not punishment. It is never used to force compliance with staff instructions.
- Staff will only use it when there are good grounds for believing that immediate action is necessary and in the child's and/or other child's best interests.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and at the level of understanding of the child.
- Only the minimum force necessary will be used to prevent severe distress, injury, or damage.
- Staff will be able to show that the intervention used was in keeping with the incident.
- Every effort will be made to secure the presence of other staff who may act as assistants and/or witnesses and a senior leader, who will supervise the situation. Contact should never take place in private without others present.
- As soon as it is safe, the restrictive physical intervention will be relaxed to allow the pupil to regain self-control.
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance. It will not be used repeatedly as a regular feature of behaviour management.
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable.
- The age, developmental stage, level of understanding, individual characteristics, history and competence of the individual will always be taken into account.
- In developing Positive Behaviour Support Plans, consideration will be given to approaches appropriate to each child's circumstance and use the academy's research based strategies as fundamental behaviour support practice.
- Procedures are in place, through the restorative practice of the academy, for supporting and debriefing pupils and staff after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

Acceptable forms of physical intervention in the academy:

- Leading or guiding a pupil by the hand or arm, or shepherding them with a hand in the centre of the back (in accordance with PRICE shepherding manoeuvre)
- Holding a pupil who has lost control until they are calm and safe (using PRICE hold of least resistance first)
- Physically moving between and separating two pupils
- Blocking a pupil's path
- Use of reasonable force to remove a weapon or dangerous object from a pupil's grasp
- Where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force', for example, to prevent a pupil running into a busy road or hitting or hurting someone
- Using more restrictive holds in extreme circumstances
(N.B. This list is not designed to be exhaustive)

The following restrictive physical intervention may be implemented in accordance with PRICE (Protecting Rights in a Caring Environment) protocol as a BILD (British Institute of Learning Disabilities) accredited practice using the following approved techniques:

- Shepherding
- Single embrace
- Adapted embrace
- Adapted side hug
- Figure of four, cupped hands, straight arm transition
- Cupped hand and scoop from the floor

A 'holding' strategy will be used with the minimum amount of force, for the minimum amount of time and only as a last resort when all other strategies that have been in place as proactive, preventative and non-restrictive approaches have failed or in the circumstance of immediate danger (i.e. running into the road). Holds will always be supervised by the behaviour and well-being leader or a member of the senior leadership team in her absence.

An incident requiring any level of restrictive physical intervention or restraint will be recorded as it takes place; including a commentary of what was said and the physical intervention that was used, the length of time and by which members of staff.

Parents/carers will be informed on the same day. Review of the Positive Behaviour Support Plan will ensure strategies are put in place to mitigate risk of the incident happening again.

After an incident where restraint has been necessary as a last resort, priority is given to the well-being and recovery of the child. They will be offered a drink and/or snack and the strategies to calm and relax and aid recovery will be followed from their Positive Behaviour Support Plan.

Restorative practice to repair and maintain relationships with the child will be a priority.

Staff Training

All academy staff are trained using PRICE (Protecting Rights in a Caring Environment) positive behaviour approaches to manage physically-challenging behaviour in the least restrictive way, focusing heavily on de-escalation and diversion techniques.

PRICE training ensures our staff have the skills needed to keep themselves and those in their care safe. Training is accredited by the British Institute of Learning Disabilities (BILD).

Positive Approaches to Behaviour Support training are designed to help staff manage physically-challenging behaviour in the least restrictive way, focusing heavily on de-escalation and diversion techniques. The approach ensures staff fully acknowledge the rights of those they care for and only consider physical restraint as a last resort.

The assistant principal for behaviour and well-being is a PRICE trainer and manages this protocol across the academy. Whilst delegating such responsibility to the 'Behaviour and Well-being Leader' the principal will:

- Ensure that all members of staff receive regular training and guidance;
- Ensure that all new staff receive guidance on the use of restraint as part of their induction programme;
- Provide guidance for staff dealing with challenging behaviour;
- Oversee reporting and recording systems;
- Monitor and review incidents;
- The principal will review the policy annually and will consult with parents.

PRICE training ensures all staff have the knowledge and skills which enable them to understand behaviour and recognise when behaviour is likely to escalate. That knowledge can enable staff to defuse behaviour in such a way as to minimise the risk of harm or injury. It also focuses around the importance of restoring both the environment and relationships immediately after an incident.

Except in cases where there is immediate danger, we would always try other ways of resolving or de-escalating a situation. These could include:

- Calmly re-stating the rules and expectations for the situation (verbally and non-verbally using visual support or an object of reference)
- Mindfulness to keep their body language open and unthreatening
- Using a motivating activity or passion to distract the pupil and re-engage them in their own interests
- Removing other pupils from the situation and thus from danger of being an audience
- Use of calming techniques stated on the individual's Positive Behaviour Support Plan and Zones tool menu e.g. calming sensory activity (some pupils respond to deep pressure such as that provided by a weighted blanket or use of a quiet space)
- Encouraging the pupil to withdraw to a safer and calmer situation (e.g. the rainbow room)
- Calling another adult for support or to take over using a calm voice (name the adult/SLT member and ask for assistance to the room)

If more than minor physical intervention is judged to be necessary as a last resort, the teacher or adult in charge will:

- Send/radio calmly for the assistance of a senior member of staff (for support, or to take over, and as a witness)
- Reduce their verbal input but continue to talk calmly to the pupil, explaining what will happen and under what circumstances the physical intervention will cease (but not in a threatening way and using concept of 'finished')

- Use the minimum force necessary and begin with the least restrictive physical intervention, ceasing the intervention as soon as it is judged safe
- Not act punitively in any way, verbally or physically
- In rare circumstances, it may be appropriate to call the police

After the incident the child should be offered a drink and their Positive Behaviour Support Plan followed for recovery with their personal toolkit of the sensory and/or physical activities that support them to relax and calm. Adults should keep interaction 'low and slow' instilling calm. They will reassure the child and use visual supports while a child is in the recovery phase. When the autonomic nervous system has been triggered, the body releases adrenaline and cortisol, the stress hormone which will remain present for some time until they recover. Adults should be mindful that until recovery phase has passed behaviours can easily be re-triggered. Therefore time for recovery and restorative practice will be prioritised.

Following a significant incident of physical intervention, when a pupil has resisted or challenged and reasonable force has been used, the teacher or adult responsible should as soon as possible debrief with a senior member of staff. We acknowledge that such events are stressful for both pupils and staff and both parties will need time to recover, through de-briefing and resolving the situation.

A full written account of the incident will be made by the member of staff and witnesses concerned and recorded on an incident sheet which will be handed to the behaviour and well-being leader who will read and sign the form before it is scanned onto the CPOMS system. Any residual action or notifications to other parties will also be acted upon in a timely manner.

The report of the incident will contain the following:-

- Name(s) of pupil(s) concerned, when and where the incident occurred
- Names of staff or pupils who were witnesses
- The preventative measures taken and their impact
- The lawful reason why force was needed
- How the incident began and progressed; who said what, who did what?
- What was done to calm things down?
- What degree of force was used; what kind of hold, where and for how long?
- Pupil's response and the outcome of the incident
- Details of any injury to any person or damage to property
- What further actions and/or changes will be made to the Positive Behaviour Support Plan and what strategies will be put in place to mitigate risk of the incident occurring again?
- How restorative practice was implemented and what was the impact?

The account of the incident will be signed and dated by the member(s) of staff and countersigned that it has been read by the behaviour and well-being leader, who may need to:-

- Discuss the incident with the pupil as soon as possible
- Interview staff involved and any other witnesses

- Inform the pupil's parents/carers as soon as possible and DSL to inform social worker, if relevant
- Record any disagreements expressed by the pupil or adults about the event
- Take any appropriate further action, liaising with the academy health and safety representative and principal as appropriate.

Serious incidents should be reported immediately to the Principal along with sexual, bullying or racist incidents and accidents.

Who needs to know?

Everyone connected with the academy should know of the existence of the policy and feel free to study it in detail. However, not everyone needs to know about specific incidents. The chart below sets out information.

	About the Policy	About a specific incident
AAC (governors)	Yes	Not generally, however, quantitative data will be presented to them termly
Principal	Yes (owner of the policy)	Yes
SLT	Yes	Yes - early intervention involving other professionals/agencies and further prevention/training will be actioned
Parents	Yes	Yes - about incidents relating to their own child and prevention strategies to mitigate further risk
Staff	Yes	About any incidents involving pupils they may have charge of
DSL	Yes	About any incidents involving pupils that may have involvement with other services or social care
Pupils	Yes	Only those they witness to be reassured
Academy Health & Safety Team	Yes	Yes – significant incidents involving damage to property and injury to others
Unions	Yes	If informed by members

Culture of Restorative Practice

We operate a culture of restorative practice in the academy to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. Restorative approaches have been found very effective in improving behaviour and learning in both primary and secondary settings where implemented as a whole school approach.

Restorative approaches are based on four key features:

1. **Respect:** this is a real value for everyone in the academy by listening to other opinions and learning to value them.
2. **Responsibility:** taking responsibility for your own actions.

3. **Repair:** developing the skills within our community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
4. **Re-integration:** working through a structured, supportive process that aims to solve the problem and allows children to be fully included in the life of the community.

Physical contact and positive touch

There are occasions when staff will have cause to have physical contact with children for a variety of legitimate and beneficial reasons, for example:

- To comfort a child in distress
- To direct or guide a child in transition
- To support supervision and safety – i.e. holding a child's hand or linking arms on a trip, or crossing the road
- For curriculum activities involving contact (for example in PE, Drama, play)
- To deliver therapy interventions such as occupational therapy – sensory input such as massage.
- To offer physical support with an activity during teaching a skill, e.g. hand over hand cutting, support with self-care routines such as toileting or washing (where this is required an intimate care sheet will be completed and agreed with parents).
- During Intensive interaction sessions where a child seeks contact, e.g. tickling, action games or songs
- In an emergency to avert danger to the student or students

Safe space (Rainbow Room)

Use:

In its simplest form, a safe Space can provide a low stimulus sensory area for a child to go to calm down or simply have quiet time away from a busy environment, transition, playground or area.

Staff may remove individuals displaying challenging behaviour to this safer area to prevent injury to staff and the child themselves. This reduces the need for manual 'holding' whilst a child is in distress. Children can also use the 'safe space' as a means of managing their own behaviour. At Medeshamstede our safe space is referred to as 'The Rainbow Room' as children can adjust the lights to their preferred colour to aid relaxation. Children are taught to request this space as a time out when they themselves recognise they need it.

Some children will use visual symbols to indicate to members of staff that they wish to use the 'the rainbow room'. A child would be monitored at all times and staff are able to see through the window

and give verbal reassurance. It is important to note that the 'rainbow room' is there to be used as a positive strategy for the child who will be able to choose to use the distraction limited, sensory space to self-regulate and this would be taught to the level of understanding for the child.

Where the 'rainbow room' is to be used as an intervention for positive behaviour management, this will be documented in the child's Positive Behaviour Support Plan and agreed with the child, parents/carers and any professionals involved.

Recording:

We have 2 safe spaces within the academy. We feel it is important to show that the use of the safe space through choice to self-regulate is key in building the skills of children and we want to capture this. We will record when the space is used out of choice or whether staff used this as a method to keep everyone safe.

The safe space can help reduce the incidence of crisis situations and be used as part of a restraint reduction plan. It offers a less restrictive option than manual 'holdin' to prevent physical injury to others from an agitated child. This can mean that relationships with staff members are not damaged by the use of more restrictive interventions.

The behaviour and well-being leader keeps a monitoring record of the use of the safe space. Parents are welcome to visit our 'rainbow room' to see it in use with the children.

Complaints

It is intended that by adopting this policy and keeping parents and the AAC informed we could avoid the need for complaints. All disputes that arise about the use of force by a member of staff will be dealt with according to Peterborough local authority and Greenwood Academies trust safeguarding policies and the LADO (local authority designated officer).

The trust complaints procedure will be followed.

Conclusion

Within this policy we aim to cover the key topics and areas within our behaviour and physical intervention protocols. Although we can predict and foresee best practice and provision we cannot account for the unpredictability of behaviours that occasionally present from the children. We strive to ensure a positive culture and atmosphere within the academy that fosters positive behaviour support and best outcomes for all children.

Staff need to think dynamically and be able to have a robust policy and structure to work within. This policy aims to give that and will be monitored to ensure our practice matches current legislation and laws as well as maintaining the positive culture within the academy.

Points of note: at the time this policy was written, Revised Operating Procedures, risk assessment and a recovery curriculum are in place due to Covid19 pandemic to ensure safe practice for full school re-opening post closure in March. Wherever possible staff should maintain a 1-2 metre distance from children to minimise risk of spread and infection. This means there will be a conscious effort to minimise positive touch at the present time whilst maintaining caring and effective practice to meet the needs of all children.

This policy should be read alongside the Teaching, Learning and Assessment Policy 2020.

Appendices

Behaviour Problem Solving Process and Questions – understanding behaviour through positive behaviour support (PBS) p.26

My Positive Behaviour Support Plan p.29

Zones menu p.33

My Personalised Pupil Passport p.34

Individual Communication and Interaction Provision Map p.36

Think Social Curriculum Map. 40

Zones of Regulation Curriculum Map p.47

Individual Provision Map p.50

Behaviour Problem Solving Process and Questions – understanding behaviour through positive behaviour support (PBS)

Iceberg concept – the perspective of autism



AUTISM:

- **Social Communication Difficulties** (receptive & expressive language)
- **Restricted or Repetitive Behaviours and Interests**
- **Sensory Processing:** difficulty filtering and modulating input
- **Learning Styles:**
 - **Difficulty with implicit teaching**
 - **Attention:** difficulty with 'lift and shift', details not big picture
 - **Auditory processing** (visual learner)
 - **Executive functioning** (time and organisation)
 - **Theory of mind** (social thinking/perspective of others)

Assessment Steps: Behaviour Problem Solving Process and Questions		Observations informing assessment
1a. Define the behaviour	Clearly define the behaviour in concrete terms	
1b. Describe the activity or expected behaviour of the individual	Is the expected activity at the pupil's developmental level? Are the expectations and activity appropriate to stage and understanding?	
2. Collect Data Setting /situation	<ul style="list-style-type: none"> • Where: <i>the physical setting, sensory aspects of the environment</i> • Who: <i>people in the environment, the person involved in the interaction</i> • When: <i>time of day, change in routine</i> • What: <i>specific activity, how it is set up and presented (language, visual clarity), is it too hard/easy/disorganised or confusing</i> • Within (biological influences): <i>health, hunger, thirst, fatigue, sensory needs</i> 	
Antecedents	what is happening just prior to when the behaviour occurs: <i>getting/ not getting attention, demand placed, item or individual removed or unavailable, other?</i>	
Consequences	Response(s) of others after the behaviour occurs: <i>no attention, access to/escape from attention/tangible/activity, other?</i>	
Child's response:	How did the individual respond to the consequences?	
Comments:	When does it not occur, other?	

<p>Step 3. Generate Hypothesis - Develop an understanding of the reasons underlying the behaviour</p> <p>Iceberg concept the perspective of autism. Which characteristics may be relevant?</p>	<p>Implicit learning:</p> <ul style="list-style-type: none"> • Are there skills that you assume the pupil should know or skills that need to be taught more explicitly? • Does the pupil understand the meaning behind the activity? Why is this skill or behaviour important from the pupil's perspective? • Does a skill need to be generalised? <p>Attention:</p> <ul style="list-style-type: none"> • Have we highlighted what the pupil should attend to or limited the distractions? (noise, voices, movement of others, visual stimuli) • Does the pupil have a warning or way to anticipate that it is time to shift their attention? • Does the task require the pupil to attend to more than one thing at a time? <p>Executive Functioning/Time and organisation:</p> <ul style="list-style-type: none"> • Is their organisation of skills/ability to initiate or sequence events or understanding of time causing any difficulties? • Does the activity have a clear concept of 'finished'? • Does the pupil know what to do while waiting/next? 	
<p>Symptoms of ASD the perspective of autism. Which characteristics may be relevant?</p>	<p>Communication: receptive (comprehension), expressive (vocabulary):</p> <ul style="list-style-type: none"> • Does the pupil know what is being asked? • Is there a concrete visual instruction for the expected behaviour? • How does the pupil communicate? • What might the pupil be communicating through their behaviour? What is a more expected way for them to communicate this need/desire? <p>Social communication: multiple perspectives (theory of mind):</p> <ul style="list-style-type: none"> • Does the pupil have the skills to appropriately engage with another person? • Other than social motivation, why should the pupil engage in the expected behaviour? • Does the pupil understand other people's perspectives? <p>Restricted or repetitive behaviours or interests:</p> <ul style="list-style-type: none"> • Is the pupil driven to complete a specific routine? Is this a functional routine? • Do they have a strong interest that is causing difficulty or could possibly be used to enhance engagement ? • Does the individual learn routines quickly? <p>Sensory processing:</p> <ul style="list-style-type: none"> • Are there obvious signs of sensory seeking behaviour? • Does the pupil have some sensory aversions that may be related to the area of concern? • Does the pupil appear to get overwhelmed by certain types or amounts of sensory input? 	
<p>3 b. Functional Behaviour Assessment</p>	<p>Review the collected data/information (antecedents and consequences). <i>Thoughts on what the pupil was confused about or trying to communicate.</i></p>	

<p><u>Step 4. Design and implement intervention and prevention based on hypothesis</u></p> <p><u>4a. Develop or modify the meaningful structure</u></p> <p><i>Strategies need to match the pupil's level and need to be explicitly taught.</i></p>	<p>Physical structure – how will you change the environment?</p> <ul style="list-style-type: none"> • Boundaries/structure • Address sensory issues – how will you minimise distractions and reduce stimulation (visual, auditory, tactile, smell, movement) <p>Individual schedule (<i>where, when, with who, what, for how long, finished, next</i>).</p> <ul style="list-style-type: none"> • How will you improve the schedule to clarify expectations and balance activities? • How will you use strengths and interests, provide choices • How will you teach Zones of Regulation for sensory and physical activities/ sensory diet • How will you teach socialising with peers/ quiet time/ reward <p>Work system</p> <p>How will you use visual and physical structure to highlight what to do, clarify finished and what is next?</p> <p>Visual Instructions</p> <p>How will you structure and modify tasks to be more meaningful, clarify instructions, and how are materials structured (TEACCH tasks)?</p>	
<p><u>B. Teach new skills to address the behaviour</u> (<i>use Think Social: curriculum map & Social Behaviour Mapping Tool</i>)</p>	<p>Teach expressive communication skills to address the function of the behaviour ie: replacement behaviour</p> <p>Teach social skills (<i>Attention Autism/ Think Social curriculum</i>) ie: turn taking, sharing, social rules, social perspective taking and initiation of social interactions</p> <p>Teach coping skills and emotional control strategies (<i>Social Story, Zones of Regulation curriculum</i>) ie: relaxation, routine, calming activity, identifying an emotion.</p>	
<p><u>Step 5. Create positive behaviour support plan (PBSP) for when/if the behaviour occurs</u></p> <p>a) How to address the behaviour in the moment</p> <p>b) Re-evaluate data and repeat steps 3 and 4 (assess, plan, do, review cycle)</p>		

(TEACCH Autism: University of North Carolina)



photo

My Positive Behaviour Support Plan

Child:	Class & Year Group:	Date of Plan:
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Additional needs & Medical Conditions:
Health Care Plan: Y/N

What does the behaviour look like in each Zone ?

I am in the green Zone.

I am 'good to go'.

I can learn.

My behaviour is expected.

I am listening, responding, content, calm, focussed, feeling Ok and ready to learn.

I know:

- Where am I going
- Who I am with
- What will I do
- How I will I do it
- When will I be finished
- What I will do next

Times I may be in the green zone:

-
-
-

The strategies I will need in my learning environments are:

- An individual schedule
- My workstation and my work system
- Direct (explicit) teaching of skills
- Language at the right level of my understanding, time to process and respond
- Visual strategies in place across all environments
- Reduced distractions
- Taught organisational strategies
- Environments organised and segmented to decrease stimulation
- Calm and quiet spaces
- Sensory breaks scheduled throughout the day (Peterborough Paston Pack, Zones, Sensory circuits)
- My interests incorporated to promote social engagement and joint attention
- Tangible rewards throughout the day

I will also need:

- Direct teaching of my own emotions and those of others (Social Thinking, Zones of Regulation and my Zones menu).
- Narratives to enhance my social understanding (Social Stories/concept cartoons)

I am in the yellow zone.

My behaviour is unexpected.

Proceed with caution - there are triggers ahead.

I need to slow down.

I might feel frustrated, worried, silly/wiggly, excited, overstimulated by my activity, have loss of some control.

Prevention:

- Use TEACCH structure, balance the schedule, have reasonable expectations
- Improve organisational and communication skills
- Enhance social understanding

Teach emotional control:

- Use my Zones map and toolkit.
- Use my routine for expressing negative emotions and staying in control:
 1. **Where to go** – a safe place and a resource person (or strategies to do at my desk).
 2. **Strategies for calming down** – relaxation, exercise, favourite activity
 3. **Adults use a non-intrusive signal**
 4. **Practice during calm times:**
 - a) Learn the stress reduction activity
 - b) Build stress reduction activity into daily schedule
 - c) Practice leaving the situation when calm in response to visual
 - d) Give visual cue at earliest signs of stress
 - e) Teach to initiate request to leave

Times I may be in the yellow zone:

-
-
-
-
-

This is what my behaviour looks like:

-
-
-
-
-

My yellow tools from my zones menu are:

- A quiet, calm space
- Set up 'finished' so that retreat has a clear beginning and end.
-
-
-

**I am in the red zone.
My behaviour is unexpected.
My emotions are extreme.
I am out of control.
I have difficulty making good decisions.
I may experience flight, fright, fight or freeze.
I must STOP.**

I might feel mad/angry, elated, terrified, yell/hit, hurt, be out of control.

As a last resort, when all other strategies have failed or in the case of immediate danger, restrictive physical intervention may be necessary to prevent me:

- a) injuring myself or others
- b) causing serious damage to property
- c) committing a criminal offence
- d) persistently disrupting good order, discipline and safety
- e) leaving the premises if I am about to put myself at risk.

The following restrictive physical intervention may be implemented in accordance with PRICE (Protecting Rights in a Caring Environment) using the following scale of approved techniques:

- Shepherding
- Single embrace
- Adapted embrace
- Adapted side hug
- Figure of four, cupped hands, straight arm transition
- Cupped hand and scoop from the floor

These strategies will be used with the least restrictive first, minimum of force, for the minimum amount of time and under supervision of a senior leader.

The incident will be recorded and parents/carers will be informed that day. Review of the Positive Behaviour Support Plan will ensure strategies are put in place to mitigate risk.

My team will implement restorative practice to repair and maintain relationships as a priority.

Times I may be in the red zone:

-
-
-
-
-

This is what my behaviour looks like:

-
-
-

My red tools from my zones menu are:

- A quiet, calm space away from others
- No questions (I cannot make choices or problem solve at this stage)
- Reduce time pressures as needed
-
-

I am in the blue Zone.
My behaviour is unexpected.
My body is running slow.

I might feel sad, sick, tired, bored, depressed and move slowly.

Interpret behaviour through my sensory profile.

Use my zones map and visual representation of emotions so that I can identify my feelings and use my toolkit for what to do about them.

1. **Where to go** – a safe place and a resource person (or strategies to do at my desk).
2. **Strategies for relaxing or alerting** – exercise, favourite activity
3. **Adults use a non-intrusive signal**

Times I may be in the blue zone:

-
-
-
-
-

This is what my behaviour looks like:

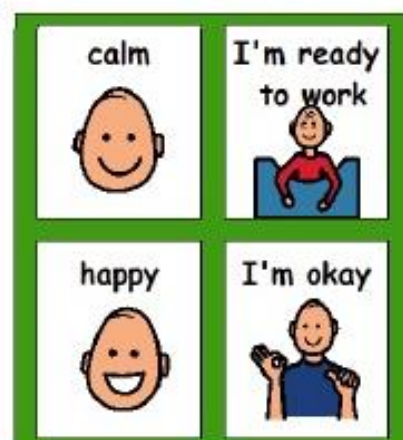
-
-
-
-
-

My blue tools from my zones menu are:

- A drink and/or something to eat
-
-
-
-

Parent/Carer comments:

What zone am I in?



Use tools to get in the green zone



photo

My Personalised Pupil Passport

My Name:

Class and Year Group:

Teacher:

Date:

My personalised pupil passport helps others to effectively support me, understand and enable me so that I can be calm, happy and achieve. I have a Zones of Regulation Map and a provision map which supports me too.

Differences in social communication

My preferred or most effective way of communicating what matters to me is:	<ul style="list-style-type: none">• Adults using language matched to my level of receptive understanding• Time to process information and formulate a response
The best way of presenting information to me is:	<ul style="list-style-type: none">• Visual structure to direct attention to important and relevant information• Concrete examples and visual supports to enhance meaning and understanding of abstract concepts
How I like to socially interact and where I like to be is:	<ul style="list-style-type: none">• Visual prompts to support social engagement and interaction

Sensory Experiences

The sensory experiences I enjoy and find stimulating are:	
Sensory experiences that cause me discomfort and interfere with maintaining my attention and focus are:	
The best way to support me when I am experiencing sensory overload or discomfort is:	

Self-reliance and Problem Solving

The best way of breaking down, structuring and presenting tasks to me is:	
The best way of structuring and presenting transitions to me is by:	<ul style="list-style-type: none"> • Concrete indicators for the passage of time and concept of 'finished' • Transitions that are visually organised and well planned • Visual symbol, my schedule, lining up markers.
My academic strengths are:	
My challenges are:	
My aspirations for the future are:	

Emotional Well-being

My interests, passions and the things I find most motivating and rewarding are:	
My strengths, challenges and interests when participating in the wider community are:	
Signs that indicate I am becoming anxious, frustrated, confused or agitated are:	
The triggers that have a negative impact on my emotional well-being and which should be avoided are:	
The best way to restore calm and control for me is:	
I make a meaningful contribution to the school community by:	
Other things I would like you to know about me are:	

Individual Communication and Interaction Provision Map

Name: _____ Class: _____ Year Group: _____ Teacher: _____

	Attention and Listening Skills (communication skills) Hearing, vision, attention, listening, motivation	Understanding the Meaning of Words (semantic skills) Vocabulary store, Meaning of words and sentences	Structure and Rules (Syntax) Speech sound system, sentence construction skills	Social Communication Skills Desire to communicate, social use of language, conversational skills
Observed Behaviours	<input type="checkbox"/> Difficulties with attention and listening control – finds it difficult to 'lift and shift' attention <input type="checkbox"/> Gets lost within an activity <input type="checkbox"/> 'Sticky attention' – fleeting/focusses attention very briefly <input type="checkbox"/> Difficulty staying on task <input type="checkbox"/> Difficulty processing information <input type="checkbox"/> Difficulty filtering information and deciding what is redundant <input type="checkbox"/> Difficulties sitting still during whole group/class teaching <input type="checkbox"/> Does not respond when whole group/class asked to listen <input type="checkbox"/> Instructions need to be simplified to be understood <input type="checkbox"/> Does not comply with verbal instructions <input type="checkbox"/> Relies on peers and copies their actions <input type="checkbox"/> Is not used to understanding so does not question or ask for clarification	<input type="checkbox"/> Difficulty learning new vocabulary <input type="checkbox"/> Finds it difficult to understand language – both at a single word and sentence level <input type="checkbox"/> Is unable to recall known words <input type="checkbox"/> Word finding difficulties (ie uses 'yacht' instead of 'boat'; 'clock instead of 'watch' <input type="checkbox"/> Difficulties understanding and retaining abstract concepts <input type="checkbox"/> Experiences difficulty defining words <input type="checkbox"/> Difficulties processing language at a sentence level <input type="checkbox"/> Difficulties reading for meaning <input type="checkbox"/> Is used to not understanding so may not question	<input type="checkbox"/> Needs language simplified for complete understanding <input type="checkbox"/> Misunderstands instructions or questions that contain negatives, pronouns, plurals and tenses <input type="checkbox"/> Difficulties constructing sentences <input type="checkbox"/> Uses immature sentence construction <input type="checkbox"/> Uses telegrammatic sentences (ie: man in house) <input type="checkbox"/> Gets words in the wrong order <input type="checkbox"/> Uses the wrong word endings	<input type="checkbox"/> Poor eye contact <input type="checkbox"/> Difficulties taking turns in conversation <input type="checkbox"/> Makes irrelevant comments or asks inappropriate questions <input type="checkbox"/> Interrupts conversations or changes the topic of conversation rapidly <input type="checkbox"/> Uses inappropriate volume, intonation or unusual voice <input type="checkbox"/> Laughs at the wrong time or appears rude/cheeky <input type="checkbox"/> Tends to talk at people rather than to them <input type="checkbox"/> May take on adult role <input type="checkbox"/> Finds it difficult to understand jokes or sarcasm <input type="checkbox"/> Struggles to understand implied meaning
Whole academe	<input type="checkbox"/> Attention Autism	<input type="checkbox"/> Colourful semantics <input type="checkbox"/> Word mats linked to topic/theme	<input type="checkbox"/> Colourful Semantics – have colour coded sentence frame and set of	

<ul style="list-style-type: none"> <input type="checkbox"/> TEACCH: visually and physically structured task boxes <input type="checkbox"/> Clear, short, instructions: 'chunking' information <input type="checkbox"/> Explicit teaching of listening with visual cue cards <input type="checkbox"/> Secure attention before giving instruction by saying pupil's name <input type="checkbox"/> Use 20 second processing time rule <input type="checkbox"/> Use positive statements, :eg: say 'walk' instead of 'don't run' <input type="checkbox"/> Instructions given in the same order as the action required (first/then) <input type="checkbox"/> Use of rehearsal and check understanding by asking open ended questions 'Which book do you have to use?', 'What do you have to do?' <input type="checkbox"/> Visual cues, gestures and/ or Makaton signing <input type="checkbox"/> Routine cue cards/task chain <input type="checkbox"/> Visual timetable to support sequencing and recall, understanding of specific time concepts <input type="checkbox"/> Task management boards <input type="checkbox"/> Circle time games: eg: Chinese Whispers, Simon Says <input type="checkbox"/> Listening for specific information (eg: listening for the foods Saxons eat) <input type="checkbox"/> Clap when they hear a key word in a story/poem being read <input type="checkbox"/> Photographs of self carrying out sequence within an activity, eg: dressing, toileting <input type="checkbox"/> Lesson starter with short, focused activity, eg: counting in 5s, number sequences, word association <input type="checkbox"/> Auditory discrimination games: phase 1 phonics: Letters and Sounds, sound lotto <input type="checkbox"/> Clapping rhythms <input type="checkbox"/> Mind mapping to assist note taking <input type="checkbox"/> Play barrier games that require giving/receiving instructions (eg: battleships) <input type="checkbox"/> Lego therapy <input type="checkbox"/> 'how to draw a...' step by step instruction <input type="checkbox"/> Peer support through pair work 	<ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary board/list displayed with 5 new words of the week <input type="checkbox"/> Switch On reading <input type="checkbox"/> Systematic approach to teaching new vocabulary – concrete and abstract concepts related to topic <input type="checkbox"/> Plan vocabulary and prioritise key vocabulary (nouns, functions, categories, attributes, concepts) <input type="checkbox"/> Develop awareness of 'same' and 'different' (concepts). Identify difference between words for new word concepts by sorting and categorising <input type="checkbox"/> Teach new vocabulary in both role-play and learning situations, using real objects, pictures/symbols and text <input type="checkbox"/> Reinforce vocabulary by giving experience of target words in many contexts and with different people. <input type="checkbox"/> Provide parents with list of vocabulary with ideas to help reinforce the meaning of words <input type="checkbox"/> Mind maps and word web visual supports to demonstrate how words are linked <input type="checkbox"/> Practice generalising new vocabulary from one context to another – provide visual cues to help pupils do this <input type="checkbox"/> Teach words in a sentence rather than in isolation <input type="checkbox"/> Pre-teaching opportunities – use topic books, picture dictionaries; discuss new word meanings using pictures then draw from memory to reinforce language concepts <input type="checkbox"/> Give initial sound as a cue <input type="checkbox"/> Word definition skills – responding to questions related to the meaning of a word 'what do you do with?', 'Where do you find it?', 'What does it look like?' use visual clues to support and record information on simple word web 	<p>boxes available labelled with basic elements of a sentence (people, actions, objects, places, adjectives)</p> <ul style="list-style-type: none"> <input type="checkbox"/> PECS book with symbols in categories <input type="checkbox"/> Blanks Levels (Twinkl resource) <input type="checkbox"/> Visual support for work on tense in relation to time (now/next) <input type="checkbox"/> Puppet role play to promote talk <input type="checkbox"/> Use of songs, rhyme, stories or poems that have a lot of repetitive dialogue (eg: Gingerbread Man 'run, run as fast as you can...') <input type="checkbox"/> Hand clapping games (Jenny Mosley) <input type="checkbox"/> Use small world figures (eg: playmobil or lego people) to act out simple stories <input type="checkbox"/> Story sacks <input type="checkbox"/> Pictures of male/female and match action cards to correct pronoun saying 'He is sleeping'/ 'She is swimming'. <input type="checkbox"/> Leave the person standing game: class stands up, teacher or pupil describes a member of the class and they sit down if description fits them eg: 'It's a girl' (all boys sit down). Introduce prepositions, pronouns and complex grammar. <input type="checkbox"/> Play reporters: in a circle first pupil whispers something that they have done that day to pupil on left; that pupil reports what they have done to rest of class using the past tense. <input type="checkbox"/> Circle time: practise 'Why? – because' sentences. Have action pictures as the question 'Why is the boy running?' Answer must start with 'because...' <input type="checkbox"/> Circle time: ask each pupil to say something about self in turn. Pupil 	<ul style="list-style-type: none"> <input type="checkbox"/> Adult not to assume anything - check understanding, especially in social situations <input type="checkbox"/> Teach emotions and feelings through Zones of Regulation curriculum <input type="checkbox"/> Think Social curriculum <input type="checkbox"/> Makes rules explicit and model appropriate skills <input type="checkbox"/> Adult to reinforce social rules labelling behaviors as 'expected' and 'unexpected' <input type="checkbox"/> Support staff to resource and structure break times/ lunch times through scaffolding play/games activities outside and explicit teaching of traditional playground games <input type="checkbox"/> Social stories by Carol Gray to teach expected behaviors in social situations <input type="checkbox"/> Encourage pupil to take responsibility for not understanding - encourage confidence to tell adult if they didn't understand words used, were speaking to quickly/loudly, etc. <input type="checkbox"/> Simplify language; 'You hurt John. He feels sad' <input type="checkbox"/> Use responsive listening to help develop understanding and awareness of emotions, calmly echoing 'You're feeling sad.' <input type="checkbox"/> Use peers as role models <input type="checkbox"/> Explicit teaching and record rules visually <input type="checkbox"/> Lego therapy <input type="checkbox"/> Talk About series (PSHE file) <input type="checkbox"/> Explicitly teach rules of games and sports <input type="checkbox"/> Talk time: time discussing situations to aid understanding
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		<input type="checkbox"/> Sorting and classifying opportunities to explore meaning of words and links between them <input type="checkbox"/> Sort abstract words by linking to concrete words' eg; large pictures of house, person, book, flower, dog. Link words solid, happy, beautiful, healthy, tall, delicate, hungry, grand, blue, heavy, homely, nervous, scary to one of the four concrete words (adapt for any theme/topic) <input type="checkbox"/> Teach describing through two elements, eg; size and colour 'It is big and blue'. Add words linked to senses 'what does it: Look like? Feel like? Sound like? Taste like? Smell like? <input type="checkbox"/> Circle Time games: 'Listen and guess' show range of objects, adult describes and pupil guesses which it is. 'Fruit Salad' – group of related words are chosen, eg: fruit. Pupil runs around circle calling out another fruit before sitting down, 'fruit salad' is called and all run around 'Pass the parcel' put objects or pictures of the vocabulary being taught between layers of paper. Player has to name and say one thing about it to win the picture. Child with most pictures wins. 'I went to market and I bought...' supply items pupils would not necessarily think of to extend vocabulary Snap – matching word games I spy <input type="checkbox"/> Flow diagrams to support sequencing skills	<p>to left repeats what they said using correct pronoun eg: 'my hair is black' – 'Her hair is black'. Pupil then says something about him/herself.</p> <input type="checkbox"/> Circle time: In groups of 2-3 ask group to mime together, eg; building a wall. Rest of class guesses. <input type="checkbox"/> Simon says to develop grammatical skills, eg; 'before you touch you head cough.' <input type="checkbox"/> Circle time: Play 'collective stories': adult starts the story finishing mid-sentence, next child continues around the circle until the story is finished. Start by retelling a familiar story or a known event. <input type="checkbox"/> Talking frames with beginning, middle, end to support pupils to tell class a story or explain how something works <input type="checkbox"/> Have a photo of news reader and two friends talking. Match range of formal and informal speech to each. <input type="checkbox"/> Use a variety of story plans (eg; story mountain visual) to support both sentence construction skills and the development of early narrative skills. Include beginning, middle and end and key questions (who? when? where? what? and character's feelings.	<input type="checkbox"/> Designated seat/place to sit <input type="checkbox"/> Visual timetable <input type="checkbox"/> Visual task chain <input type="checkbox"/> Preparation for change <input type="checkbox"/> Social skills prompt cards; good looking, listening, sitting, take turns, etc. <input type="checkbox"/> Turn taking games: passing ball, board games <input type="checkbox"/> Socially speaking board game <input type="checkbox"/> 'Special talk Time' – time for child/group to talk about favourite topics of conversation <input type="checkbox"/> Time to talk programme <input type="checkbox"/> Socially speaking programme <input type="checkbox"/> Lunch time club/s <input type="checkbox"/> Feelings cue cards <input type="checkbox"/> Social communication skills group/circle time ensuring opportunities to generalise skills in context <input type="checkbox"/> Roleplay <input type="checkbox"/> Dressing up <input type="checkbox"/> Circle time: greetings <input type="checkbox"/> Visits to settings to practice social communication, eg: restaurant, supermarket.
	Working Memory Remembering what has been said/what needs to be said when processing language	Speech Articulation, producing speech sounds	Structure and Rules (Phonology)	

Observed Behaviours:	<ul style="list-style-type: none"> <input type="checkbox"/> Forgets instructions <input type="checkbox"/> Gets lost within an activity <input type="checkbox"/> Appears non-compliant <input type="checkbox"/> Is unable to recall instructions <input type="checkbox"/> Difficulty sequencing <input type="checkbox"/> Difficulty with word finding 	<ul style="list-style-type: none"> <input type="checkbox"/> Difficulties understanding child's speech <input type="checkbox"/> Speech deteriorates when excited, nervous or anxious <input type="checkbox"/> The beginnings and endings of words are omitted <input type="checkbox"/> Syllables and polysyllabic words are left out <input type="checkbox"/> Has difficulty speaking clearly while talking at length 	<ul style="list-style-type: none"> <input type="checkbox"/> Unintelligible speech <input type="checkbox"/> Difficulties blending words <input type="checkbox"/> Substitutes or misses sounds from words <input type="checkbox"/> Difficulties with phonological awareness activities – rhyming, syllable segmentation, etc. 	
Whole academy strategies across the curriculum: HQFT	<ul style="list-style-type: none"> <input type="checkbox"/> Visual prompts/cue cards <input type="checkbox"/> Lists <input type="checkbox"/> Mind maps of class topic and to develop word association skills <input type="checkbox"/> Auditory and visual mnemonics <input type="checkbox"/> Adults use simple, slow language with known words <input type="checkbox"/> 20 second rule for allowing for processing time <input type="checkbox"/> Gesture to support verbal language (Makaton) <input type="checkbox"/> Taking messages to other people in school <input type="checkbox"/> Key points by counting on fingers, rehearsing and visualising what has to be done <input type="checkbox"/> Kim's game (removing item in a group and child has to say what is missing) <input type="checkbox"/> Circle time: I went to market and bought...Play variations linked to topic, eg: pretending to be a Roman Soldier going to battle 'I am going to wear...' etc. <input type="checkbox"/> Variety of daily routines and sequences to practice, eg: dressing, washing hands, brushing teeth, etc. <input type="checkbox"/> Learning dance sequences <input type="checkbox"/> Teach rhymes that help recall of basic concepts eg: Thirty days has September... <input type="checkbox"/> Teach days of alphabet, days of week, months of year and times tables through song, rhyme and raps. <input type="checkbox"/> Word association games <input type="checkbox"/> Sorting and classifying activities <input type="checkbox"/> Task management boards 	<ul style="list-style-type: none"> <input type="checkbox"/> Sound work as part of daily phonics teaching (do not single out children to practice sounds or repeat them – can hinder progress and lower self-esteem) <input type="checkbox"/> PECS book <input type="checkbox"/> Visual support through key vocabulary <input type="checkbox"/> Visual choice board for lunch time <input type="checkbox"/> Games blowing object along with a straw (Blow football) <input type="checkbox"/> Mr Tongue programme <input type="checkbox"/> Sound lotto 	<ul style="list-style-type: none"> <input type="checkbox"/> Letters and Sounds daily phonics <input type="checkbox"/> Phoneme frames <input type="checkbox"/> Sound buttons <input type="checkbox"/> Sound activities in phase 1 phonics <input type="checkbox"/> Model and emphasise the target sound <input type="checkbox"/> Phonics mats at correct Letters and Sounds phase <input type="checkbox"/> PECS book with key vocabulary symbols and words <input type="checkbox"/> Choice board <input type="checkbox"/> Music therapy <input type="checkbox"/> Songs and rhymes <input type="checkbox"/> Music activities to develop sense of rhythm; beats, clapping, tapping, shakers, <input type="checkbox"/> Clapping games (Jenny Mosely) <input type="checkbox"/> Clap syllables of new words <input type="checkbox"/> Auditory discrimination games, eg: sound lotto <input type="checkbox"/> Sound buttons/pegs <input type="checkbox"/> Rhyming lotto 	

	<input type="checkbox"/> Word/ concept mats: key word lists <input type="checkbox"/> Carton strips			
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Think Social Curriculum Map
Whole Academy (KS 1 – KS 4) **2020 -21**

Section	Lesson	Link to Zones Curriculum	Links to Skills Builders	Critical Vocabulary & Concepts	Differentiated Goals for the Section / Possible EHCP Outcomes
SECTION 1 Being Part of a Group and Recognising Expectations	1. Expected and unexpected behaviour in a group	Zones Lessons 3 - 8	Listening Speaking	Doing what is expected in the group Doing what is unexpected in the group	<ul style="list-style-type: none"> When provided with a range of behaviours to critique, can label observed behaviours as '<i>expected</i>' or '<i>unexpected</i>'. When provided a range of situations, can describe own behaviours as '<i>expected</i>' or '<i>unexpected</i>'. When in a social situation, observing others, will be able to explain how '<i>expected</i>' and '<i>unexpected</i>' behaviour can impact how someone else feels. Can describe how other group members are reacting to them. Can predict how people will feel based on the presence of certain behaviours.
	2. Our Behaviour Impacts the Feelings of Those Around Us	Zones Lessons 3 - 8	Problem solving Leadership	You can change (impact/affect) my feelings	
	3. Play Games of Imitation to Show		Creativity	Learning to observe others through imitation	

	How a Group Works Together		Teamwork		<ul style="list-style-type: none"> Can modify own behaviour to help create specific/desired feelings in other people. Given a situation that involves a problem, will accurately determine the size of the problem (big/little problem) and evaluate the situation. When in a frustrating situation, will describe own emotional reactions to their own problem based of the perceived size of the problem. When in a frustrating situation, will describe other people's emotional reactions to their own problem based of the perceived size of the problem. When faced with a small problem, will display a minimized emotional response to problems they acknowledge as relatively small. During a play session or group activity, will regulate own behavioural reactions which allow all pupils to enjoy play.
	4. Problem Solving	Zones lessons 10 - 12	Problem Solving Staying positive	What is the size of the problem? Is it a big problem or a little problem (glitch)? Learning to sort out/analyse the situation Matching the level of expected responses and reactions to the level of the problem	
	5. Understanding How Play Unfolds		CreAiming High (planning effectively) Teamwork	Three parts of play: 1. Set up 2. Play 3. Clean up Where and how do you want to spend your time?	

AUTUMN TERM 2 2020

Section	Lesson	Link to Zones Curriculum	Links to Skills Builders	Links to Recovery Curriculum	Critical Vocabulary & Concepts	Differentiated Goals for the Section / Possible EHCP Outcomes
SECTION 2 Our Whole Body and Mind Help Us be part of the Group	6. Listening With Our Whole Body		Speaking Listening Teamwork		Whole body listening	<ul style="list-style-type: none"> Describe how effectively others are using 'whole body listening' within the session and beyond. Given verbal cues to use whole body listening, monitor and modify own whole body listening. Observing the eye gaze and eye gaze directions of others, can determine and state what that person is looking at and maybe thinking about.
	7. Using Our Brains to Think About Others		Listening Problem Solving		Think and thinking with our brains	

			Leadership			<ul style="list-style-type: none"> When in a structured situation (eg: a game which involves turn taking), modify own behaviour based on what others are looking at/possibly thinking about.
	8. Thinking With Our Eyes		Listening Problem Solving Leadership		"Thinking with our eyes" "Thinking what people are thinking"	

Review

Video moments Self-Monitoring Checklist – Section 2

Our Whole Body and mind Help us be Part of the Group

SPRING TERM 1 2021						
Section	Lesson	Link to Zones Curriculum	Links to Skills Builders	Links to Recovery Curriculum	Critical Vocabulary & Concepts	Differentiated Goals for the Section / Possible EHCP Outcomes
SECTION 3 Self-awareness and Self-monitoring Our Behaviour in a Group	9. Is Your Body in the Group or Out of the Group ?		Speaking		Your body is in the group! Your body is out of the group!	<ul style="list-style-type: none"> When in a structured small group activity, can monitor other pupils' as well as own ability to stay central by determining of their brains/body are "in the group" or "out of the group". Will use the concepts of being a "Just ME" versus a "Thinking of You" kid, to evaluate how other people think they are working as a group member. Will monitor and modify own behaviour to keep "body and brain in the group" to be considered as a "Thinking of You" kid by other people. Will use the concepts "good thoughts, weird thoughts" to describe own thoughts about other people's behaviour. When given feedback regarding own behaviour will attempt to regulate own behaviour based on how other people are thinking about them.
	10. Is your brain in the Group or Out of the Group ?		Listening Creativity		Your brain is in the group! Your brain is out of the group!	
	11. Just ME versus Thinking of You		Problem Solving		Are you a "just ME" or a "Thinking of You" kid?	
	12. Good Thoughts / Weird Thoughts	Zones Lessons 3 - 8	Staying Positive		Good thoughts Weird thoughts We all have them!	
	13. I've Got a Secret !		Aiming High		"I've got a secret"	
	14. Learning to Watch Ourselves on Video		Leadership Teamwork		Video Moments!	

					<ul style="list-style-type: none"> When reviewing video of the social thinking group will be able to identify at least 3 targeted behaviours in self and others, identifying when 'expected' behaviours happened.
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Review

Video moments Self-Monitoring Checklist – Section 3 Self-awareness and self-monitoring Our Behaviour in a Group

SPRING TERM 2 2021						
Section	Lesson	Link to Zones Curriculum	Links to Skills Builders	Links to Recovery Curriculum	Critical Vocabulary & Concepts	Differentiated Goals for the Section / Possible EHCP Outcomes
SECTION 4 Starting the Detective Agency: Learning More About Observing Others	15. Becoming a Detective	Superflex vs Rock Brain Thinking	Speaking		Be a detective Become a better observer and figure out people's plans Motives, intentions	<ul style="list-style-type: none"> Will be able to 'read someone's plan' and report on how that person is feeling by observing body language and the environmental context. When in a brief social interaction that involves movement, will modify own actions base on what they determine someone else is doing to going to do. Will distinguish between a "smart guess" and a "wacky guess" Will define what it means to be a flexible thinker and identify times to use this skill. When asked to make a choice, will indicate their preference once presented by the teacher. Using the concepts of being a "flexible thinker" will make 3 self-generated choices in a small group interaction. Using what is known about a person's/character's emotions and actions in specific contexts, will predict what they will do next.
	16. Video Moment for Exploring being A Detective		Listening Problem Solving		Video moment to REVIEW Being a detective Becoming a better observer Figuring out people's plans (motives and intentions)	
	17. Smart Guess – Wacky Guess		Creativity		Smart guess Wacky guess	
	18. Reading People's Emotions		Staying Positive		Reading people's emotions	
	19. Our Behaviour Impacts How people React and Respond to Use: An Exploration of	Zones Lessons 6 – 9 Lesson 14	Aiming High Leadership Teamwork		Social Behaviour Mapping (SBM) How our behaviours affect others' emotions and actions toward us, which affects how we feel about ourselves	

	Thinking Through Behaviour					<ul style="list-style-type: none">Using what is known about a person's/character's emotions and actions in specific contexts, will predict if their motives are just or questionable.After watching a brief video involving a social interaction, will identify facial expressions, body language and tone of voice, within specific contexts, to determine how that person is feeling.While in a social interaction with at least 3 people, will identify facial expressions, body language and tone of voice, within specific contexts, to determine how that person is feeling.Will define what it means to be a "social detective" and provide examples of this concept within the social thinking sessions.After observation of people, will identify how each person may feel, using vocabulary and words taught in social thinking sessions and make a "smart" guess as to what that person(s) may need from others.Given a visual model of the Social Behaviour Map, will explain how the four columns are related to each other using at least 2 concepts for each column.Given a visual model with a blank Social Behaviour map, will complete a SBM of a specific environmental context.Using their completed Social Behaviour Map will monitor own production of "expected" behaviours.Once target behaviours are selected, will keep own data on the production of these behaviours, by charting their occurrence in the appropriate context.When reviewing video footage of the social thinking group, will identify the targeted behaviours of self and others, accurately identifying when "expected behaviours" happen.
	20. The Incredible 5-Point Scale: learning to Gauge our own Respond to our Inner Feelings 21. Video Moment				The Incredible 5-Point Scale	
Review						

Video moments Self-Monitoring Checklist – Section 4
Learning More About Observing Others

SUMMER TERM 1 2021						
Section	Lesson	Link to Zones Curriculum	Links to Skills Builders	Links to Recovery Curriculum	Critical Vocabulary & Concepts	Differentiated Goals for the Section / Possible EHCP Outcomes
SECTION 5 The Super Detective Agency: Figuring Out What People Mean by What They Say.	22. Comparing Body Language and Spoken Language		Speaking		Body language Spoken language (exploring how we use these 2 systems)	•
	23. Comparing Literal and Figurative Language		Listening		Literal language (being like concrete, never changing) Figurative language (being something your brain has to figure out)	
	24. Learning About Idioms		Problem Solving		Idioms	
	25. Deciphering Language Meaning – The Four Clues		Creativity		Indirect language (exploring how we may state what we want by alluding to it) Four groups of clues (hidden meaning in what people say by considering: what they were thinking; the words said; body language; facial expression; environment/context) “Flexible brain” (recognise choices to make or different ways to interpret the situation – flexible brain is social thinking)	
	26. Indirect Language – What is the Motive Behind the Words?		Aiming High	Motive intention		
	27. Predicting What People will Say Next		Leadership	Prediction		
Review						

Video moments Self-Monitoring Checklist – Section 5

Figuring Out What People Mean by What They Say.

SUMMER TERM 2 2021

Section	Lesson	Link to Zones Curriculum	Links to Skills Builders	Links to Recovery Curriculum	Critical Vocabulary & Concepts	Differentiated Goals for the Section / Possible EHCP Outcomes
SECTION 6 Adjusting our Participation and Language Based on What Other People are Thinking, Imagining or Wondering	28. Observing Pupil's Own Play and Activities		Listening Creativity		Thinking about what others are thinking	<ul style="list-style-type: none"> Will monitor/adjust own physical presence (eg move closer, move more slowly/faster) which will facilitate social exchanges, based on the activity of the group members Will follow the direction of another group member's pointing index finger to understand it's meaning Will use an index finger point to alert others to look in specific/desired directions as needed While in a sequenced imaginary play activity (eg: making a pretend sandwich together) will share an "imagination" as demonstrated by taking turns During a structured activity that involves synchronising movements based on the shared imagination of the group, will perform those actions to demonstrate own ability to share an imagination with other pupils During a structured imaginative play activity will make related comments or ask questions to demonstrate sharing an imaginations when playing with others During an imaginative play activity, will allow other pupils to take the lead during the play (use a flexible brain) Will define and give at least 2 examples of indirect language and how they interpret indirect language by determining people's motives
	29. Building a SHARED Imagination Through Shared Structured Imaginary Sequences		Problem Solving Aiming High		Building imagination Shared imagination World Wonder Social Wonder Social Curiosity	
	30. Moving from Imagination to Wonder – World Wonder versus Social Wonder		Leadership Teamwork		Imagination Wonder	
	31. You Know More Than you Realise – What Type of Animal can you Imagine?				Pupils' knowledge about this world helps them understand other people in stories or books	

	32. You Know More than you Realize...What Type of People can you Imagine?				Teaches pupils that their experiences in the world help them imagine and wonder what others' experiences are like, even if the pupil will never experience it personally.	<ul style="list-style-type: none"> • When provided with a short passage to read, will interpret the indirect language meaning in context with accuracy • When given an imaginary "job" will act out specific tasks/roles using their imagination (based on a "smart guess" about the world) • After reading a short passage, will describe a person's/character's feelings (motives or actions) in the specific context based on 2smart guesses" about he world, even when they have not shared this same experience • When relating to peers within a familiar group, will describe a person's feelings (motives or actions) in a specific context based on "smart guesses" about the world, even if they have not shared the same experience • Will share in another's "wonder bubble" by asking questions related directly to what they are imagining others' experiences to be • Will share in another's "wonder bubble" by making comments related directly to what they are imagining others' experiences to be • When reviewing video footage of the social thinking group, will be able to identify examples of the pupil and others in the group using an imagination to synchronise movements, ask questions and make related comments.
	33. You Know More than you Realize...Taking Our Imagination to Different Places				World wonder Social wonder Wonder bubble	
	34. Building Language-Related Skills				Using language (comments and questions) to further explore imagination	
	35. Using one's Imagination and Sense of Wonder with Reading Comprehension				Wonder and imagination are a required part of reading comprehension	

Review

Video moments Self-Monitoring Checklist – Section 6

Adjusting Our Participation and Language Based on What Other People are Thinking, Imagining or Wondering

Zones of Regulation Curriculum Map

Whole Academy (KS 1 – KS 4) 2020-21

AUTUMN TERM 2020						
Chapter	Lesson	Link to Social Curriculum	Links to Skills Builder	Critical Vocabulary & Visuals to Generalise Learning	Goals for the Chapter	Essential Questions...
2. Get Set... How to use the curriculum		Set up pupils' individual Zones Folders (as described in Chapter 2).				
3. Go !!! Introducing Students to the Zones	1. Creating Wall Posters of the Zones		Speaking Listening Problem Solving	Zones of Regulation Visuals p.30 – 35 Zones of Regulation Visual Reference p. 36	<ul style="list-style-type: none"> Develop ability to identify a range of emotions and how they relate to a pupil's specific zone (Lessons 1,2,3,7) Read their own body's cues regarding what zone they are experiencing (Lessons 3,6) Develop insights on triggers and circumstances that influence their zones (Lessons 4,8,9) 	<ul style="list-style-type: none"> What are the zones? How will they help you identify what emotion or state of alertness you are feeling? How do different emotions play different roles in different zones? How does the way you act in different zones affect the way other people perceive you? How can you benefit from understanding what makes you change zones?
	2. Zones Bingo		Staying Positive	Zones Bingo p. 40 -47		
	Time for Refuelling Lesson: Expected & Unexpected Behaviour	Expected & unexpected behaviours TS p.36	Aiming High Staying Positive Problem Solving	"Expected behaviours" "Unexpected behaviours"		

					<ul style="list-style-type: none"> Relate to how their zone and behaviours have changed others' perspectives (Lessons 3,4,5,8) Develop ability to identify a range of emotions and how they relate to a pupil's specific zone (Lessons 1,2,3,7) Read their own body's cues regarding what zone they are experiencing (Lessons 3,6) Develop insights on triggers and circumstances that influence their zones (Lessons 4,8,9) Relate to how their zone and behaviours have changed others' perspectives (Lessons 3,4,5,8) 	<ul style="list-style-type: none"> What are the zones? How will they help you identify what emotion or state of alertness you are feeling? How do different emotions play different roles in different zones? How does the way you act in different zones affect the way other people perceive you? How can you benefit from understanding what makes you change zones?
	Lesson: Our Behaviour Impacts the Feelings of Those Around us	TS p. 40	Teamwork Leadership	<i>"You can change (impact/affect) my feelings"</i>		
	Lesson: Good Thought vs. Uncomfortable Thoughts	TS p. 93	Speaking Listening Staying Positive	<i>"Good thoughts"</i> <i>"Uncomfortable thoughts"</i>		
	3. The Zones in Video		Speaking Listening Problem Solving Creativity	Movies clip, sitcom or cartoon in which characters display many states of alertness & emotions (eg: The Outsiders/Finding Nemo)		
	4. The Zones in Me		Creativity	Zones scenarios p. 59 - 61		
	5. Understanding Different Perspectives	Social Behaviour Mapping. Comic Strip Cartoons/Social Stories (Carol Grey)	Creativity Problem Solving Listening Staying Positive	Understanding Different perspectives Visuals p. 67 – 70 Social Behaviour mapping Tool p.71, 72		

	6. Me in My Zones		Creativity Teamwork	Capture video of pupil in each zone. Me in My Zones p. 76 – 81.		
	7. How Do I Feel?		Aiming High Staying Positive Problem Solving Listening	Visuals of the book How do I Feel? An Interactive reading book of Emotions (2006), Joan Green. Zone idioms p. 85		
	8. My Zones Across the Day		Teamwork Listening Problem Solving	Zones across the day worksheet p. 90 Thought bubbles p.91		
	9. Caution! Triggers Ahead		Problem Solving Teamwork Listening	Triggers worksheet p. 95		
Check in for Learning (End of Term Formative Assessment)					Visual supports: Flip book Wall posters Communication board Zones check-in worksheet p.99 Icons of the 4 zones p.100	

Individual Provision Map

Pupil Name:		Class/group:		Year Group:	Teacher: TA:
	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical	
Pupil Documents	<input type="checkbox"/> Pupil Profile <input type="checkbox"/> TEACCH Fidelity Checks	<input type="checkbox"/> Individual CI Provision Map <input type="checkbox"/> Personalised Pupil Passport	<input type="checkbox"/> Individual Zones Menu <input type="checkbox"/> Think Social Folder <input type="checkbox"/> Zones of Regulation Folder <input type="checkbox"/> Positive Behaviour Support plan	<input type="checkbox"/> Individual Zones Menu <input type="checkbox"/> Paston Pack Booklets	
Wave 1 Quality First Teaching	<input type="checkbox"/> Structured TEACCHing: <ul style="list-style-type: none"> <input type="checkbox"/> Physical structure and organisation <input type="checkbox"/> Individual Schedule <input type="checkbox"/> workstation <input type="checkbox"/> work system <input type="checkbox"/> Material structure and visual supports <input type="checkbox"/> TEACCH fundamentals for behaviour management <input type="checkbox"/> Visually structured work tasks <input type="checkbox"/> Task chain <input type="checkbox"/> Written instructions <input type="checkbox"/> Graphic representation (eg: story maps, experiment maps) <input type="checkbox"/> Mind maps	<input type="checkbox"/> Think Social Curriculum <input type="checkbox"/> Attention Autism <input type="checkbox"/> Zones of Regulation menu <input type="checkbox"/> Visual schedule/timetable, highlighting any changes to the day <input type="checkbox"/> Structured transitions (object of reference, visual cueing) <input type="checkbox"/> Language and communication board/working wall <input type="checkbox"/> Key vocabulary to support learning <input type="checkbox"/> Visual prompt cards <input type="checkbox"/> Working with... chart (photo of adult/partner) <input type="checkbox"/> 'wait' chairs for transition <input type="checkbox"/> Social stories <input type="checkbox"/> Independent working cards/traffic light systems	<input type="checkbox"/> Think Social Curriculum <input type="checkbox"/> Zones of Regulation Curriculum <input type="checkbox"/> Forest School <input type="checkbox"/> Daily schedule (who, what, where, how long, finished) <input type="checkbox"/> Daily circle time <input type="checkbox"/> Rules visually displayed <input type="checkbox"/> Structured leisure times (now/next, choice board, activity schedule) <input type="checkbox"/> Structured leisure and break times <input type="checkbox"/> Provision of quiet/safe space <input type="checkbox"/> Now/next boards <input type="checkbox"/> Prompt cards <input type="checkbox"/> Social stories <input type="checkbox"/> Teaching social rules explicitly <input type="checkbox"/> 'Lets make a deal' cards	<input type="checkbox"/> Zones of Regulation Curriculum <input type="checkbox"/> Sensory Mile <input type="checkbox"/> Sensory Circuits <input type="checkbox"/> Peterborough Paston Pack <input type="checkbox"/> Handwriting programme, eg: Writing Without Tears <input type="checkbox"/> Low arousal environment (eg: screens, display boards, physical and visual structure) <input type="checkbox"/> Physically structured continuous provision, e.g.: reading corner, role play area <input type="checkbox"/> Tables and chairs at correct height <input type="checkbox"/> Quiet space when needed <input type="checkbox"/> Outdoor learning, eg: structured outdoor classroom area	

<input type="checkbox"/> Personal organisation, eg: pupil files, homework checklist, equipment checklist <input type="checkbox"/> Colour coding <input type="checkbox"/> Access arrangements (testing and exams) <input type="checkbox"/> Numicon <input type="checkbox"/> Numbers Count <input type="checkbox"/> Letters and Sounds daily phonics <input type="checkbox"/> Book bands <input type="checkbox"/> Bug Club <input type="checkbox"/> Active Maths	<input type="checkbox"/> Hurt boards <input type="checkbox"/> Feelings boards <input type="checkbox"/> 'I want' boards <input type="checkbox"/> Help card <input type="checkbox"/> Symbol sequences <input type="checkbox"/> Symbol supported instructions <input type="checkbox"/> Portable communication symbols <input type="checkbox"/> My turn cards <input type="checkbox"/> Change symbols <input type="checkbox"/> Visual support around the school (good listening, good sitting, good looking, quiet) <input type="checkbox"/> Voice scale <input type="checkbox"/> Colourful semantics <input type="checkbox"/> Daily circle time <input type="checkbox"/> Talk partners <input type="checkbox"/> Communication and language centred curriculum <input type="checkbox"/> Action songs and rhymes <input type="checkbox"/> Story sacks <input type="checkbox"/> Sensory stories	<input type="checkbox"/> Tangible reward system <input type="checkbox"/> Circle time <input type="checkbox"/> Friendship charts <input type="checkbox"/> Emotions symbols/books <input type="checkbox"/> Break cards <input type="checkbox"/> New Ark Farm <input type="checkbox"/> Family support worker <input type="checkbox"/> Growth Mindset <input type="checkbox"/> 'Fiona Spires PSHE programme'	<input type="checkbox"/> Outdoor gym <input type="checkbox"/> Outdoor trampolines <input type="checkbox"/> Sensory room <input type="checkbox"/> Regular planned movement breaks throughout the day with outcomes <input type="checkbox"/> Jigs (presenting task step by step, eg: washing hands, toileting, packing school bag) <input type="checkbox"/> Fidget bags/boxes <input type="checkbox"/> Hand gym for FMS, eg: lace boards, beads <input type="checkbox"/> Weighted jacket/blanket <input type="checkbox"/> Ear defenders <input type="checkbox"/> Sloping desk <input type="checkbox"/> Theraband <input type="checkbox"/> Music through headphones <input type="checkbox"/> Wedge cushion <input type="checkbox"/> Coloured tape on floor to indicate boundaries <input type="checkbox"/> GMS: bikes/trikes, swinging, climbing equipment <input type="checkbox"/> Sensory diet <input type="checkbox"/> Rebound therapy <input type="checkbox"/> Swimming <input type="checkbox"/> Sensory play <input type="checkbox"/> Move n Shake
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Wave 2 Targeted support	<input type="checkbox"/> Referral to EP <input type="checkbox"/> Intervention from academy reading champions <input type="checkbox"/> Shoe box tasks <input type="checkbox"/> Switch on reading <input type="checkbox"/> Switch on writing <input type="checkbox"/> Numicon <input type="checkbox"/> Precision teaching (eg:probe sheets) <input type="checkbox"/> Colourful semantics <input type="checkbox"/> Smart English: corrective reading <input type="checkbox"/> Dyslexia programmes (eg: Lexia) <input type="checkbox"/> Reading pen/audio technology	<input type="checkbox"/> Referral to SaLT <input type="checkbox"/> Intervention from SaLT <input type="checkbox"/> conversation cards <input type="checkbox"/> Lego Therapy <input type="checkbox"/> Talkabout series <input type="checkbox"/> PECS <input type="checkbox"/> PODD books <input type="checkbox"/> Intensive interaction <input type="checkbox"/> Blanks Levels <input type="checkbox"/> Individual SaLT programme	<input type="checkbox"/> Referral to academy EP <input type="checkbox"/> Referral to other services <input type="checkbox"/> Intervention from Tripod Learning <input type="checkbox"/> Recommendations from other services <input type="checkbox"/> Individual intervention from outdoor learning leader <input type="checkbox"/> Referral to CAMHS <input type="checkbox"/> Key worker <input type="checkbox"/> Circle of friends intervention <input type="checkbox"/> Time to talk <input type="checkbox"/> Fiona Spiers ASD specific PSHE programme <input type="checkbox"/> Lego Therapy	<input type="checkbox"/> Referral to OT <input type="checkbox"/> Recommendations from OT <input type="checkbox"/> Intervention from academy sports/physical development coach <input type="checkbox"/> Paston' pack: sensory profile <input type="checkbox"/> Paston pack: 'vissies', 'movies', 'handies' programmes <input type="checkbox"/> Horse riding <input type="checkbox"/> Swimming <input type="checkbox"/> New Ark Farm <input type="checkbox"/> Boxing <input type="checkbox"/> Ice pops and crunchy foods <input type="checkbox"/> Chewing oral toys <input type="checkbox"/> Self care/ Toileting programme <input type="checkbox"/> Eating programme <input type="checkbox"/> Dressing programme
Wave 3 Specialist support	<input type="checkbox"/> Interventions recommended by LA EP <input type="checkbox"/> Interventions recommended by Academy EP	<input type="checkbox"/> Intervention from SaLT <input type="checkbox"/> 1:1 work programme delivered by SALT <input type="checkbox"/> Individual alternative and augmentative communication technology	<input type="checkbox"/> Intervention & recommendations from academy EP <input type="checkbox"/> Intervention by CAMHS <input type="checkbox"/> Sessions with NSPCC councilor <input type="checkbox"/> CHUMS <input type="checkbox"/> Intervention from other agency	<input type="checkbox"/> Intervention from OT <input type="checkbox"/> 1:1 programme delivered by OT

Other specific provision (identified on EHCP)				
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