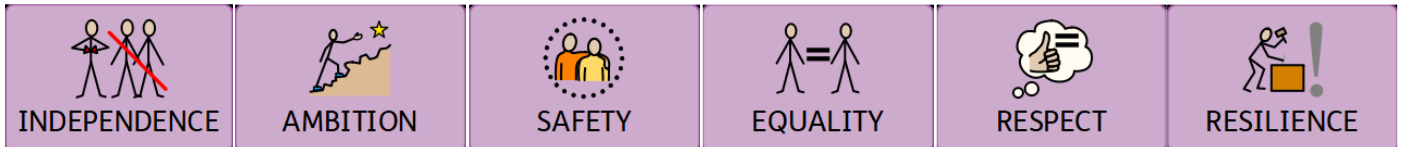


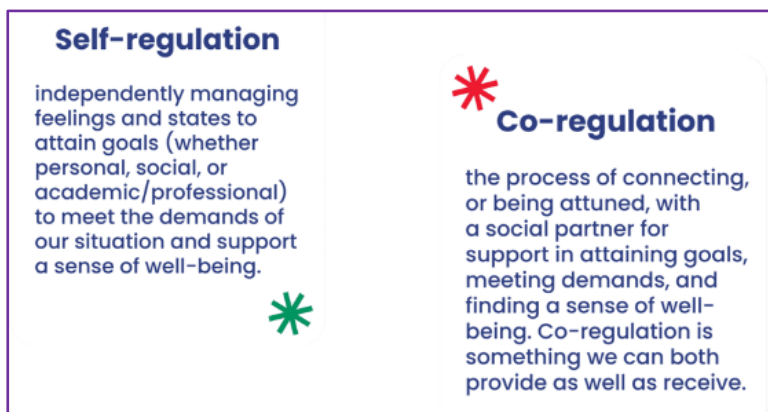
Regulation Support Policy (Including Statement Of Behaviour)

At Samuel Rhodes emotional regulation support is centred on our school values:



1. We believe that:

- All students want to emotionally regulate independently and deserve to be supported with dignity and respect.
- Behaviour is one form of communication. Most of our students need a degree of support to communicate their needs safely and appropriately.
- Effective emotional regulation support begins with proactive interventions that are delivered both globally to groups, and in some cases, individually.
- Learning to emotionally regulate appropriately is a core element of our curriculum. Learning about regulation empowers learners of all ages to understand the full range of their feelings and to identify and apply strategies that support their mental health and wellbeing.
- Sometimes 'you have to get it wrong to get it right'. We know failing is part of the learning process.
- We can support students to learn individual strategies that allow them to better access their community and increase their opportunities for success in the future.
- That students' understanding of their own sensory, communication and learning needs is a very important element in the journey towards independence and self-regulation.
- Emotional regulation strategies are an essential element of the universal design for learning.
- Everyone's emotional experience is unique.



2. We aim to:

- Enable students to self-regulate, be ready to learn, form meaningful relationships and feel belonging.
- Ensure students access a safe, happy and engaging environment.

- Promote resilience, independence and responsibility in school and the wider community.
- That realistic, achievable and incremental regulation expectations support students to develop confidence and self-esteem.
- Take a Consistent, persistent and insistent approach.
- To be proactive in using consistent de-escalation strategies and follow-up any relationship conflict using effective restorative measures.
- Model inclusivity, tolerance, understanding and kindness to all people all of the time.
- Work effectively in close partnership with parents and carers.
- Collaborate well with other professionals to individualise strategies and keep school practice current.
- Ensure environments are as 'low stim', de cluttered, needs appropriate and accessible as possible.

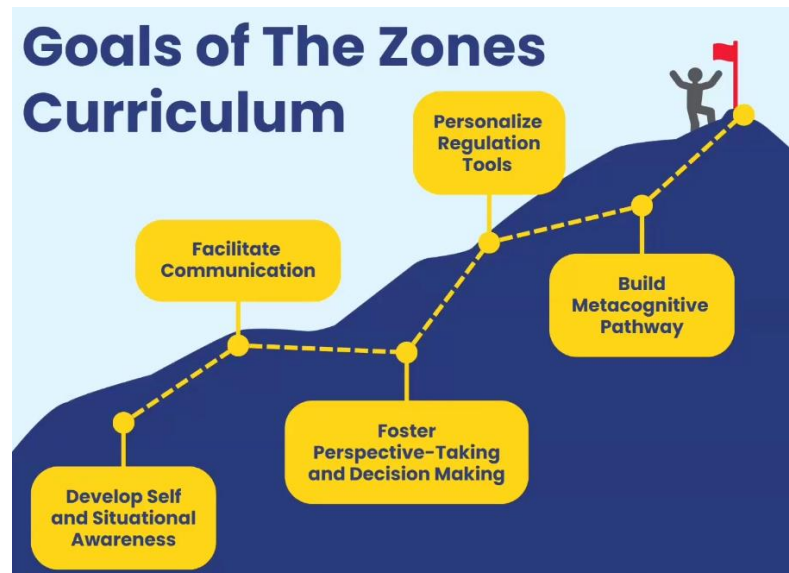
3. Use the 3 R's when using proactive responses:

- **Related;** The response must be appropriate to each student and their needs. This relies on staff knowing each student very well. Presentation of behaviour may mean different things for each student, or even different things for the same student at different times.
- **Respectful;** Responding to behaviour needs to be with empathy and kindness, staff aim to be supportive, not punitive.
- **Reasonable;** If boundaries are put in place, they must be fair and appropriate for that student's need, level of understanding and their sensory profile. They must be communicated effectively and strategies are used consistently and reviewed regularly.

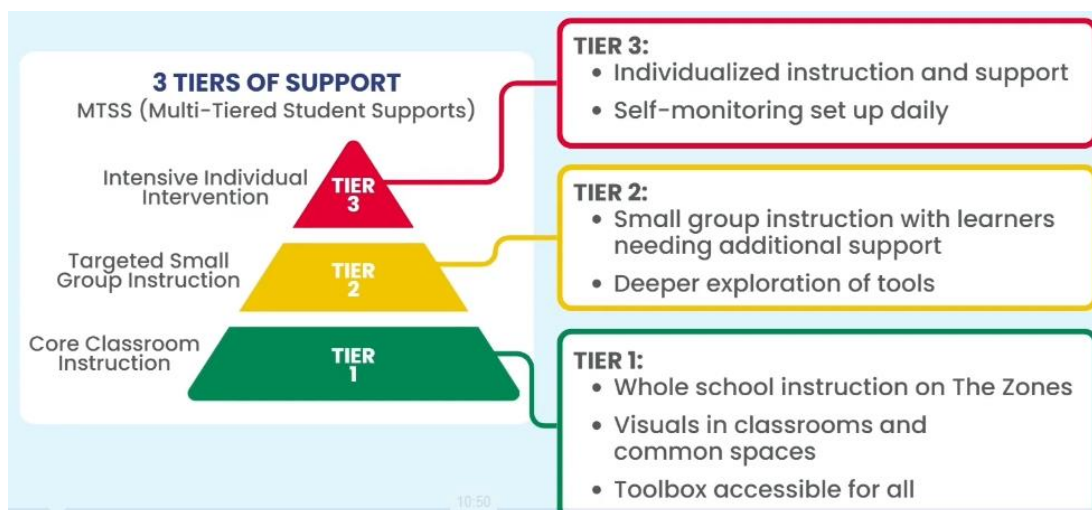
Our provision-specific approach has been developed over time to meet the particular needs of our cohort and uses a range of successful and established strategies.

4. Strategies and interventions

- Staff ensure routines are consistent and changes are well signposted. They consider appropriate classroom layout and seating plans. Frequent environmental audits around school take place and changes are made where necessary.
- The zones of regulation are delivered through a 3-tiered model, the first tier of which is timetabled for every student.



- Activities are well planned, engaging and level appropriate. Scaffolding and individualisation are supported by class teams.



- Rewards and motivators are individualised. Every student’s journey is different, and their success deserves to be celebrated.
- The school uses a ‘layered communication’ approach. Communication is accessible, differentiated and need-specific. Positive language and reinforcement is used. We promote the language of choice.
- We understand many of our students learn in small incremental steps over a long period of time. Some need additional support to empathise with and specifically understand how their behavior affects others. Comprehensive use of restorative conversations and resources optimise on all social and emotional learning.
- Pro-active and preventative strategies such as sensory breakfast/movement breaks/regulation tools are regarded as good practice and a necessary part of most students’ ‘daily diet’.
- Different spaces around the school (such as sensory rooms, regulation corners and the movement

room) are used to support students to engage in learning. Specific use of the Safespace is done in line with the ['Safespaces Best Practice Guide for Schools 2022'](#). **The Safespace, sensory rooms and sensory tents are specifically not used for restrictive interventions.**

- All interventions that are provided in the sensory areas are developed and evaluated in collaboration with the multidisciplinary, senior and SHM teams.
- Frequent opportunities (check-ins) for students to express their needs, emotions are bespoke and need-driven. The SHM team identify students who will benefit from regular check ins and the staff can respond effectively to emerging concerns.
- Strategies are used across the school to support students develop emotional language.
- The Zones of regulation resources provide a neutral common language, fosters emotional equity, increases students' agency and develops empathy.
- Parents are able to access Zones of regulation support sessions and resources that help use this strategy at home.
- In challenging situations staff are trained to reduce their language, volume, intonation, facial expressions and body language to diffuse and divert. They give space and time for students to co-regulate.
- On exceptionally rare occasions (when a student is unsafe or putting others in danger) staff will use positive behaviour support techniques in line with those stipulated by the Norfolk Steps program (staff are trained on a rolling program). All Staff know to use the least restrictive practice to keep the students safe that is proportionate and implemented for the shortest possible time. It is expectation that staff exhaust every other form of de-escalation strategies before using any positive behaviour support. Parents/carers will always be contacted on the same day should their child be involved in positive behaviour support.

5. Systems and processes

- Students receive Dojo points for good behaviour and Dojo certificates are given to students in whole school assemblies.
- Some students will need comprehensive, proactive and individualised support to regulate. These students will have a Regulation Plan. These documents are developed in conjunction with parents, carers and the multi-disciplinary team. Staff collaborate in whole school student focus meetings to develop and find the very best support strategies. These meetings feed directly into the regulation plan which is kept up to date by the form tutor.
- In some classes or for certain students behaviour charts are used to motivate and encourage regulation and engagement in learning.
- When necessary, a student may move onto a traffic light report card system which is led by teachers and members of the senior team if this is a strategy that is effective for a particular student.
- Detentions can be given if a student refuses to complete the work set. These detentions can be

during break times and occasionally after school with parental permission.

- We do not believe exclusion is the most effective way to support students with learning needs. In only exceptional circumstances it is sometimes necessary to internally or externally exclude students. These decisions are made on an individual basis by the Headteacher, or the Deputy, should the Headteacher be offsite. Permanent exclusion is exceptionally rare. Parents are informed by email/Dojo for an internal exclusion and receive a letter for an external exclusion.

6. Training and support

Training is provided for all staff:

- To recognise that the students' learning needs and ACEs contribute to their ability to regulate. The school does not take a punitive approach but strives to find the strategies that best support the students' social and emotional development.
- Through a comprehensive weekly CPD schedule and regular training workshops, the staff team continue to develop understanding and safe, proportionate, and effective strategies for supporting emotional regulation and presentation that can challenge.
- To ensure the changing needs of the cohort are met and the team can be effective and responsive to changes in individual presentation.
- To optimise on the expertise and support given by the multidisciplinary team, through class team meetings, whole school student-focused meetings, staff briefings, and sessions where good practice is shared.
- To optimise on outreach departments within Islington and use the partner schools with the school's Networks.
- To ensure there is a whole school culture of proactive practice and robust SEN pedagogy that support emotional regulation.

7. Assessment and behavioural data

- Ongoing rigorous assessment and investigation inform the strategies that best support the students' needs.
- Behavioural incidents are recorded using CPOMS/detailed tracking procedures and accurate behavioural data is analysed by senior leaders, teachers and visiting professionals to ensure interventions are bespoke and successful. These are referred to when editing EHCPs, when planning best provision.
- Ongoing collaboration between school staff and the professional teams such as CAMHS, Educational psychology, Social Care, Speech and Language and Occupational Therapy ensures students are assessed in depth and whole school practice is continuously developed to meet their needs.
- All students are behaviourally risk assessed by their class staff teams and this assessment is used

to effectively plan support in and outside of school.

- Whole school behaviour data is presented every term to the governors by the Headteacher.
- The senior team look at any trends within their weekly meeting and analyse data in detail to assess effectiveness of strategies in place.

8. Legal and governmental advisory documents supporting this policy

- [Keeping children safe in education September 2023](#)
- [Behaviour and discipline in schools February 2024](#)
- [Use of reasonable force July 2013](#)
- [Education Act 2011](#)
- [SEND code of practice April 2020](#)
- ['Safespaces Best Practice Guide for Schools 2022'](#)

Appendix 1: written statement of behaviour principles

- Every student has the right to be supported by staff who understand their needs and presentation.
- Every student understands they have the right to feel safe, valued and respected, and that they belong at school.
- All students, their families, staff and visitors are free from any form of discrimination on bias.
- Staff and volunteers model good behaviour to students at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is regularly accessed and understood by students and staff.
- The exclusions policy explains that exclusions will only be used as an absolute last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Students are supported to take responsibility for their actions when it is appropriate.
- Families are involved in the behaviour support strategies and process in order to foster good relationships between the school and students' home life.

Premeditated violence or threatening behaviour will not be tolerated. The safety of all members of the school community is the primary concern when dealing with every incident.

This written statement of behaviour principles is reviewed and approved by the School Development Plan committee annually.

Current version reviewed by: Cerys Normanton

Next review date: November 2026