



# **Behaviour, Regulation and Wellbeing Policy**

**Date:** September 2025

**Review Date:** September 2026

## **Rationale**

Ifield School promotes the wellbeing of our pupils to build capacity for securing positive outcomes for all.

At Ifield School our expectation is that all staff, pupils and our wider school community are kind, respectful, and safe. We understand that an individual's wellbeing is essential to their overall health and development, supporting them to develop resilience and strategies to overcome challenges, on their journey towards achieving their personal goals and aspirations. Our staff lead by example, framing language positively and modelling behaviours that encourage positive healthy relationships and interactions.

We recognise the vulnerability of our pupils and that every pupil has a need for security and stable caring relationships within a dependable, predictable environment. Our Behaviour, Regulation and Wellbeing Policy aims to create a caring, stimulating and secure environment in which pupils and staff can work and play safely, and we encourage the involvement of parents/carers in the development of their child.

Ifield School aims to nurture our pupils' self-confidence, sensitivity and respect towards others, through an understanding of rights and responsibilities. We recognise that the school cannot achieve this in isolation and therefore expect all members of the school community to celebrate pupils' success and achievements, recognising the importance of positive, shared values and approaches to managing behaviour.

In order to ensure that all staff working in the school adopt a common approach towards pupils' behaviour this whole school policy has been extensively discussed and unanimously agreed.

Ifield is a school where every individual is: Valued, Challenged, Supported and Successful.

## **Legislation, Statutory Requirements and Guidance**

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

- Behaviour in Schools Guidance (September 2022)
- Behaviour in Schools Advice for headteachers and school staff February 2024
- Searching, Screening and Confiscation Advice for schools July 2022
- The Equality Act 2010
- Keeping Children Safe In Education
- Special Educational Needs and Disability Code of Practice
- Use of Reasonable Force and other Restrictive Interventions in Schools

## **The Philosophy and Core Values of Ifield's Behaviour, Regulation and Wellbeing Policy**

- Ifield School is a safe, caring, supportive environment, promoting positive outcomes for all
- All pupils and staff interactions at Ifield School are positive, kind, respectful and safe
- All behaviours are recognised as functional and communicative acts
- All staff have a commitment to providing proactive strategies to support pupils and reduce reactive practices
- All pupils should expect a consistent approach from each adult which supports their individual needs

- All staff sustain trusting relationships with pupils to enable them to express their emotions and individuality together in a safe space, no matter how long it takes (Behaviour Cycle)
- Therapeutic approaches are consistently used to identify and provide strategies to support mutual and self-regulation
- Ifield School works collaboratively with external agencies to promote the very best outcomes for all.

## **Aims**

- To create a safe school environment that promotes positive interactions and opportunities for all stakeholders to thrive and take an active role within their community, currently and into the future.
- To promote a basis for proactive and respectful responses to all behaviours and collaborate to create planned support for all pupils' successful engagement in all areas of school life.

## **Objectives**

### **a) Pupils**

Pupils are working towards communicating their needs effectively and with support from familiar, safe adults, be able to accept offers of, and develop co-regulation strategies, with the aim of being able to self-regulate, where possible.

### **b) Parents, Carers and Families**

Parents, carers and families are to collaborate closely with school staff and any identified external agencies to promote and maintain regulation for engagement and wellbeing

### **c) All Staff**

Staff will build relationships and know pupils well, so that they can implement strategies within this policy. They must promote and implement a safe and high-quality learning environment, meeting the needs of pupils within and across the four Pathways - Sense, Explore, Discover, Innovate - affording all pupils the best opportunities to succeed.

### **d) Leaders**

In addition to the staff responsibilities detailed above, leaders are responsible for ensuring that this policy is applied consistently by all staff.

### **e) Headteacher**

The Headteacher has overall responsibility for ensuring that policy and practice are in place and that all staff have read, understood and are able to apply the policy consistently.

### **f) Governing Body**

The Governing Body have a responsibility to provide support and challenge leadership on the quality and application of this policy.

## **Principles of our Approach**

- In general, behaviours that challenge are viewed as purposeful (functional and useful) within the context of the environment in which the behaviour occurs.
- Behaviours that challenge often communicate an individual's unmet wants or needs.
- Behaviour occurs within a social context and therefore, interpersonal relationships are important in understanding behaviours that challenge.

- Behaviour is more likely to change when the environment changes. To decrease a behaviour, a substitute skill or response needs to be taught to serve the same purpose.
- An individual's behaviour that challenges may be maintained by more than one factor. A group of behaviours may be members of a single response i.e. Sensory, Escape, Attention, or Tangible).
- Conditions that support regulation in pupils include a structured and predictable environment, clear expectations and routines, positive and supportive relationships, and opportunities for self-regulation practice.

The following considerations are key to our approach:

- **Safety**

At Ifield School, staff and pupils feel physically and psychologically safe, when the physical environment is safe, and interpersonal interactions promote a sense of safety. Our staff's understanding of safety is a high priority.

- **Trust and Transparency**

Organisational operations, procedures and decisions are conducted with transparency, with the goal of building and maintaining trust with pupils and family members, among staff and others at Ifield School (e.g. providing timely, accurate and honest information about what is happening, what will happen next and why).

- **Peer Support and Self-Help**

At Ifield School we support pupils to connect with peer support and identify mutual self-help. Creating deeper mutual connections with pupils and staff is vital.

- **Collaboration**

A collaborative approach with everybody working together is important to develop positive relationships.

- **Empowerment, Voice and Choice**

We believe that all pupils can regulate, sometimes with support. We recognise the individuality of pupils and the importance of supporting them to build resilience and feel they can make choices.

- **Cultural, Historical and Gender**

At Ifield School, staff are aware of matters that may arise from cultural, historical and/or gender, so that we can move beyond cultural stereotypes and biases.

## **Supporting and Developing Regulation at Ifield School**

- Consistency of the application of the Behaviour, Regulation and Wellbeing Policy is fundamental to successful behaviour support.
- In any crisis situation, it is important to ensure that reason replaces emotion in interactions and staff do not impose their own personal beliefs onto others.
- Positive reinforcement, opportunity and praise will provide interactions and relationships upon which long term positive and sustainable change can be built upon. This in turn can encourage trust, self-worth and a sense of belonging for our pupils. All stakeholders must have a mutual understanding of the school's expectations.
- Staff should use a calm tone of voice and be mindful of the volume as this can affect the environment. Language should be chosen carefully and be minimal to reassure the pupil that they are safe.

- Staff understand that dysregulation occurs when a pupil has:

**Sensory Need:** delivers contribution into one or more sensory-perceptual pathways. Looks, sounds, feels, smells or tastes good or otherwise generates pleasure for the individual. Behaviour might be positively reinforced by the automatic and natural sensory or perceptual consequences that a behaviour produces. This might include forms of repetitive movements i.e. rocking, or finger flicking. Positive reinforcement for such repetitive behaviour is obtained by the consistent internal natural sensory consequences that the behaviour generates, therefore the behaviour may be reinforcing in itself.

**Escape Need:** behaviour can be negatively reinforced by the avoidance or escape of demands, activities or tasks. Demands may be verbal, physical or related to proximity. E.g. include an individual not performing a task because they perceive it to be too challenging. The individual may become frustrated by the perceived increase in demand and walks out to avoid the increased demand.

**Attention/ Connection/ Relationship Need:** an individual can engage in behaviours that challenge to receive attention or spend time with them. Attention can be positive or negative, verbal, physical, social, or related to proximity (distance from the person). E.g., an individual makes remarks about another pupil during class. The adult responds disapprovingly. The attention, although negative, is likely to be reinforced and therefore maintains or reinforces the behaviour.

**Tangible Need:** want or access to an item, service, food, or activity. Behaviours may be positively reinforced by access to materials and activities that an individual's adaptive behaviour produces less effectively or efficiently. E.g. a pupil wants to continue playing with a toy or electronic gadget, when this is removed, i.e. to enable engagement in other learning opportunities, the child may become emotionally or physically dysregulated.

- Staff will consistently apply and adhere to all training, following policies, protocols and procedures in relation to all aspects of behaviour and regulation support. Staff should immediately seek explanation and support from a member of the Leadership Team, should they have any uncertainty, doubt or questions.
- Staff need to be aware of their own emotions and recognise when a change of face is needed to de-escalate a situation.
- Staff should consistently apply agreed sensory strategies to support pupils during periods of dysregulation.
- There is no expectation that a pupil apologises, unless this is purposeful, meaningful and relevant for the individual pupil.
- When pupils build trusting connections with the adults supporting them, this leads to a feeling of safety. After a pupil has been in crisis, it is an expectation that all staff seek to rebuild relationships, and a fresh start is given.
- Staff will be given opportunities to debrief following any incident, in order to reflect on the incident that has occurred and receive any support needed for their own well-being.

Ifield School will provide:

- Continuing Professional Development guided by the principles of PROACT SCIPr®.

- Training in identified strategies to support individuals, such as Occupational or Speech and Language Therapies.
- Bespoke training will be given to individual classes, when a need has been identified.
- Staff are responsible for the consistent application of this training and informed by their professional judgement. It is everyone's responsibility to collaboratively plan for, reflect upon and improve behaviour and regulation strategies.

### **Communication and Interaction**

Communication and interaction is fundamental to supporting effective behaviour for engagement and preparation for adulthood. Building positive relationships helps to underpin all learning at Ifield School. All practitioners use a Total Communication approach. Therefore,

- All pupils are developing a means of communication that is effective so that they can communicate their wants, needs and feelings.
- In order to fully meet the needs of the pupil it is essential that staff are attuned, attachment-friendly and nurturing
- It is essential that all staff recognise behaviour as a means of communication.

### **Therapies to Support Regulation**

Ifield School employs a Mutli-Disciplinary Team including Speech and Language Therapists and Occupational Therapists. Pupils are supported to develop their communication, regulation, and advocacy skills through the school's curriculum.

### **PROACT SCIPr.**

All class-based staff will receive PROACT SCIPr® UK Training with refreshers taking place annually. This is a Positive Behaviour Support approach. In addition, staff receive comprehensive ongoing training on the pupils' needs and how to best support them.

The principles of PROACT SCIPr are embedded in our school. These principles are centered around positive behaviour support, crisis prevention, and person-centered planning.

The key principles include:

- **Minimising Physical Interventions:** Emphasising the use of proactive and positive strategies to reduce the need for physical interventions, which are only used as a last resort.
- **Behaviour Support:** Recognising that behaviour serves a purpose and addressing the underlying needs, characteristics, and preferences of individuals.
- **Person-Centered Planning:** Ensuring interventions are tailored to the individual, focusing on their strengths, preferences, and quality of life.
- **Proactive, Active, and Reactive Interventions:** Using proactive strategies to prevent crises, active interventions to address early warning signs, and reactive interventions only when necessary.
- **Functional Analysis:** Understanding the function of behaviours to develop effective support plans

and teach substitute skills.

- **Respect for Human Rights:** Upholding the dignity, rights, and best interests of individuals, in line with legal and ethical standards.
- **Team Collaboration:** Involving multidisciplinary teams, including the individual, family, and advocates, in planning and decision-making.
- **Training and Empowerment:** Equipping staff with the knowledge and skills to support individuals effectively and safely.
- **Continuous Improvement:** Regularly evaluating and refining well-being support plans and interventions to ensure effectiveness and alignment with best practices.
- **Time:** Staff recognise and acknowledge that pupils will require time to restore their wellbeing and sense of equilibrium and may go through several phases, as shown in the Time Intensity Model. Please refer to Appendix 1.

## Motivators

Positive behaviour support is devised collaboratively in a personalised, pupil-centred manner, that is built through knowledge and relationships with all pupils.

If dysregulation occurs, offering a motivator can be an effective strategy to encourage a pupil to regulate, transition, or distract from a challenging situation. This is called Strategic Capitulation.

If there is any potential for a pupil to experience extreme distress or injury, it would be considered negligent to omit strategies or options available on the basis of it seeming 'unfair' or 'rewarding' challenging behaviours. The goal is always to support the pupils' regulation and wellbeing to enable them to reengage in their learning.

## Self-Injurious Behaviours

Helmets may be used as a behaviour strategy to minimise the impact of self-injurious behaviour through headbanging. Teachers will liaise with parents/carers to consider whether any strategies used at home, such as a lavender scented soft toy or a dummy or helmet, can be replicated in school.

## Physical Interventions

Ifield School does not have a 'no contact' policy. There are many examples of where it is appropriate for staff to have physical contact with pupils, and this will look different depending on the age and stage of the pupil.

- administer first aid
- to provide personal care
- to guide or escort pupils, e.g. holding the hand of a pupil when supporting them to access a safe space to co/self-regulate
- to comfort a dysregulated pupil

- to congratulate or praise a pupil, e.g. fist bumps/high fives
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching
- to support communication through Intensive Interaction and On Body Signing
- to support learning through interventions such as TACPAC and Story Massage.

In assessing whether physical contact is appropriate in a given situation, a member of staff should use their judgement, whilst having regard to the school's Safeguarding and Child Protection Policy, and the specific circumstances (e.g. whether there are other adults present).

On occasion, physical interventions may be necessary when a pupil is in crisis. Physical interventions are an absolute last resort when 'There Really Is No Alternative' (**TRINA**) to avert risk of imminent harm or damage to the pupil themselves, others in the immediate area or property, that may in turn cause harm to an individual.

The following practices **must not** be used at any time to control or manage behaviours and may be unlawful:

- Physically punitive strategies are not permitted.
- Not allowing access to regular planned curricular activities, unless participating is deemed unsafe to the pupils, staff or environment. This will be dynamically assessed and agreed on by a member of the Leadership Team. Parents/carers must be informed of the rationale and provisions made.
- Restricting movement, limiting the space available for pupils to access or blocking access or exit routes.
- Mechanical restraints of any description should never be implemented to manage behaviours that challenge.
- Isolate away from others in a secluded space.
- With-holding strategies that are beneficial for pupils to support regulation.
- Behaviour that is intended to humiliate or belittle pupils.
- Food and drink should never be withheld to coerce a pupil to conform in a specific way.
- If a pupil has earned a reward, this must not be removed due to subsequent behaviour. This behaviour is entirely separate and must be dealt with accordingly. Removing rewards undermines the reward system and breaks down trust in their supporting adults.
- A pupil must never be denied access to learning opportunities due to behaviours that challenge. Pupils have a right to access all elements of their curriculum.

Physical interventions are therefore only to be used in a crisis. Physical interventions must be a last resort, used with the least restriction and for the least amount of time. All physical interventions must be used to support the safety of the pupils, staff and wider school community and must **never** be used as a form of punishment. Appropriate physical interventions are taught by PROACT SCIPr® instructors and revisited annually or as needed.

All physical interventions must be recorded in the Bound and Numbered Book, known as the Red Book. This must be documented within 24 hours.



## **Consequences**

Pupils respond and feel safe in the presence of clear structure, routine and boundaries. Staff will build trusting, positive relationships with each pupil to enable them to set, maintain and respond when boundaries are tested. Natural consequences or where appropriate, restorative practices can be implemented to teach pupils strategies in response to negative behaviours and this will only be implemented if staff and parents/ carers recognise it could be a useful tool to support positive behaviour.

- Staff will seek to co-regulate pupils proactively at the earliest signs of dysregulation.
- Staff will offer personalised strategies to support co-regulation and self-regulation.
- Staff must always have regard for previous experiences and individual circumstances of each pupil.

## **Reflection Time (Discover and Innovate Curriculum Pathways)**

Debriefs and reflection opportunities may be facilitated by a familiar member of staff after a suitable calming period, following the incident. The purpose of the debrief is to facilitate discussions in a low-pressure environment and identify alternative strategies that can be employed to avoid recurrence of challenging situations. All discussions must be respectful and supported by pupils' preferred communication styles and resources. Staff should support pupils to rebuild the relationship positively. This may need to follow a calming period to enable pupils to process the interaction.

## **Wellbeing Support Plans**

Wellbeing Support Plans are co-produced with Teaching staff, pupils, parents and carers. When a pupil is experiencing a significant period of dysregulation, where usual support strategies are not effective, a Wellbeing Support Plan will be created for a fixed period of time. This could be where two or three behaviour incidents are recorded per day, a pupil is regularly disengaged from their learning, behavioural incidents are prolonged for a period of 2-3 weeks, or their behaviours are impacting on their wellbeing.

Evidence of tried strategies should be gathered, reviewed and recorded, including strategies outlined to support regulation within their EHCP Provision Plan. The Wellbeing Support Plan will include current interventions and strategies, for example, Sensory Diet, OT intervention card. The Wellbeing Support Plan targets will be reviewed alongside short term targets detailed on their Provision Plan.

Annual Review meetings are held three times per academic year, however a meeting to initially implement a Wellbeing Support Plan will be held at the time of need, so that support is timely. Staff can change, adapt and update the Wellbeing Support Plan, as necessary but at a minimum of every 12 weeks.

The Wellbeing Support Plan proforma can be found in Appendix 2.

## **Recording and Reporting**

Transparent, accurate and prompt reporting is essential to build an accurate picture of behaviour and build capacity to devise and implement timely and targeted support.

- Staff will be trained in recording behaviour incidents factually on the school's behaviour system, CPOMS

- Parents / carers and families of individuals involved must be informed when an incident of a serious nature takes place or if physical intervention is needed to protect the pupils or others from harm.
- Staff must complete a factually accurate report within 24 hours of the incident.
- It might not always be practicable for the member of staff to complete the behaviour form within 24 hours, another member of staff can complete it on their behalf, using the best of their knowledge of the situation.
- The information on CPOMS will be analysed termly by leaders and used to identify and implement additional strategies, where required.
- Behaviour records do not need to be reported to a Designated Safeguarding Lead.

Staff record behaviour using CPOMS in order to:

- Identify patterns of behaviour for an individual pupil
- Identify patterns of behaviour at different times and in different locations
- Understand underlying needs of individual pupils
- Be able to put in place evidence-based strategies to support pupils
- Monitor progress
- Provide factual information to parents/carers and external agencies
- Promote transparency and accountability within the school community
- Promote a positive learning environment
- To support the minimisation of behaviour incidents to improve engagement and wellbeing.

### **Fixed Term Exclusion**

The Headteacher will ensure that a proper and fair investigation takes place, before considering a fixed term exclusion. The Headteacher makes the final decision on fixed term exclusions. The school is responsible for the pupil's education on and off site from the sixth day onwards.

The school will inform parents /carers on the same day that the decision to exclude is made. A formal exclusion letter will follow. Pupils and parents / carers are required to attend a 'ways forward' meeting upon their return to school.

### **Permanent Exclusion**

The school recognises the DfE's guidance and fully accepts that permanent exclusion is both a serious and, on very rare occasions, necessary decision, which will always be considered as a last resort. The school may have to consider excluding a pupil if their behaviour has become so challenging that we are unable to keep the pupil or others safe.

The Headteacher may decide to permanently exclude a pupil in response to a serious breach (one off), or persistent breaches, of the School's Behaviour, Regulation and Wellbeing Policy; and allowing the pupil to remain in the school would seriously harm the education or welfare of pupils or others within our wider school community. Before any action from the school, the Headteacher will consider the implications of the Equality Act 2010.

Examples of this include, but are not limited to:

- Carrying an offensive weapon
- Supplying an illegal drug
- Actual or threatened assaults on pupils
- Actual or threatened assaults on School staff
- Actual or threatened sexual abuse or sexual assault on any member of the school community

- Persistent and defiant intentional mis-behaviour (including bullying and racism)
- Arson
- Theft

The school will ensure that the pupil or their representative, has an opportunity to present their case before a final decision is made. This might not always be practicable as identified in DfE guidance. The Headteacher will also take account of any mitigating factors.

The Headteacher will take into account their legal duty of care when sending a pupil home following an exclusion. This will apply to the first five days of an exclusion, up to the sixth day. Then the child passes into the responsibility of the sixth day provider. (DfE Guidance, page 11 part three, Point 3: September 2022)

Safeguarding and welfare checks will be carried out for the first five days following a permanent exclusion, usually in the form of telephone calls home.

The Local Authority must provide full-time education from the sixth day of a permanent exclusion.

### **Confiscation of Inappropriate Items**

Ifield School's Leadership Team maintains its right to search, screen and confiscate with or without consent in line with the government guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching Screening and Confiscation guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

The school will use the power to search or screen without consent for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and vapes
- Fireworks
- Any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school

Weapons, knives and extreme, or child, pornography, will always be handed over to the police, otherwise the school will decide if and when to return a confiscated item.

### **Reasonable Force and Restrictive Practice**

Staff are legally justified in using reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and maintaining safety within the school. All staff will be trained to introductory level in PROACT SCIPr® UK. All teaching staff will have a minimum of 6 hours training that will include Physical Interventions for crisis management that are to be used only as a last resort.

We have committed to aligning our training and practice with the BILD Code of Practice and the Restraint Reduction Network Training Standards.

## **Bullying**

Pupils are entitled to receive their education free from humiliation, oppression, harassment (including racial harassment) and abuse. Bullying does not just affect bullies and victims; it also affects pupils who may witness violence, intimidation and the distress of the victim. It can damage the atmosphere of a class, home environment and ultimately the school.

All members of the school community have a responsibility to prevent bullying. The school is committed to taking an active role in the elimination of all forms of bullying and harassment.

No pupil will be discriminated against, harassed or receive less favorable treatment on the grounds of gender, race, colour, ethnic or national origin, disability, sexual orientation, age, religious or political views.

## **Child on Child Abuse**

Through a preventative approach, Ifield School strives to minimise the risk of Child on Child Abuse by having a robust, whole school ethos and approach to safeguarding and child protection. This will be supported by continuing professional development for all staff and having safeguarding content delivered through the curriculum for all pupils. Ifield School additionally engages with specialist support through outside agencies.

## **Pupil and Staff Wellbeing**

Please speak to a member of the Leadership Team if you have concerns relating to any pupil, the implementation of this policy or training concerns.

## **Diversity, Equality and Equity**

Ifield School promotes equality. Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination. Prejudice and discrimination will be challenged. The pupils who attend Ifield School are celebrated for their own uniqueness and as such will be treated with equity, correlating to their personal needs.

## **Support Links**

Anti-Bullying Campaign	020 7378 1446
Childline	0800 11 11
Connexions	08080 013219
Kidscape	08451 205204
Local Government Ombudsman	020 7217 4620
Parent-line Plus	08088 002222
Anti-Bullying Network	0131 651 6100
Samaritans	08457 909090
The Children's Legal Centre	08453 454345

## **Useful Websites for Parents / Carers:**

<http://www.parentinguk.org/>

<http://www.netmums.com/>

<http://www.fatherhoodinstitute.org/>

<http://www.dad.info/>

<http://familylives.org.uk/>

<http://www.parentlineplus.co.uk/>

<http://www.supernanny.co.uk/>

## **ADHD:**

<http://www.addiss.co.uk/>

<http://www.livingwithadhd.co.uk/>

<http://www.adhd.org.uk/>

<http://www.youngminds.org.uk/>

## **Autistic Spectrum Disorder:**

<http://www.autism.org.uk/>

<http://www.dimensions-uk.org/support-services/autism-care/>

<http://www.wasfamily.co.uk>

<http://www.childrenintouch.org.uk/>

## **Oppositional Defiant Disorder:**

<http://www.squidoo.com/Oppositional-Defiant-Children>

<http://www.kidsbehaviour.co.uk/OppositionalDefiantDisorderODD.html>

## **Conduct Disorders:**

<http://www.conductdisorders.com/>

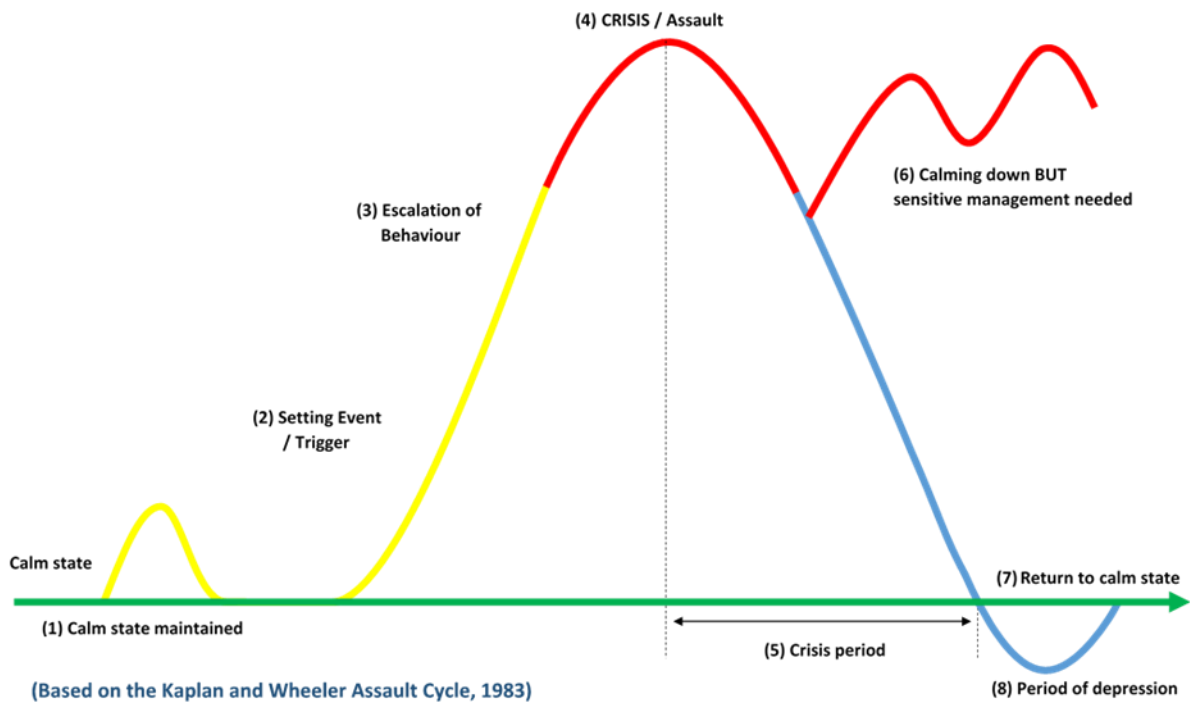
## Research and Information:

- Challenging Behaviour Foundation <https://www.challengingbehaviour.org.uk>
- Understanding Your Child's Behaviour  
[https://contact.org.uk/wpcontent/uploads/2021/03/understanding\\_your\\_childs\\_behaviour.pdf](https://contact.org.uk/wpcontent/uploads/2021/03/understanding_your_childs_behaviour.pdf)
- Zones of Regulation <https://www.zonesofregulation.com/index>.
- html David Burns: Autism Friendly Classrooms  
[https://westsussex.local-offer.org/information\\_pages/300-autism-friendly-classrooms-by-david-burns](https://westsussex.local-offer.org/information_pages/300-autism-friendly-classrooms-by-david-burns)
- Luke Beardon Avoiding Anxiety in Autistic Children: A Guide for Autistic Wellbeing
- Studio III: The Reflective Journey: A Practitioner's Guide to the Low Arousal Approach
- Steven Baker and Mick Simpson: A School without Sanctions
- Department for Education: Case studies of behaviour management practices in schools rated Outstanding  
Research report

## APPENDIX I

### The Time Intensity Model / Behaviour Cycle

Staff recognise and acknowledge that pupils will require time to restore their wellbeing and sense of equilibrium and may go through several phases, as demonstrated below in the Time/ Intensity Model/ The Behaviour Cycle.



APPENDIX 2 WELLBEING SUPPORT PLAN  
Support Plan: Pupil Name (2025-2026)

Provision Plan Short Term Target(s):

<b>PROACTIVE</b> How will adults know that I'm calm, relaxed and ready to learn?	<b>ACTIVE</b> How will adults know that I'm becoming upset?	<b>REACTIVE</b> How will adults know that I'm feeling stressed?	<b>RECOVERY</b> How will adults know that I'm returning to my calm feeling?
What will the adults do to support me when I feel like this? Are there any triggers to avoid?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?	What will the adults do to support me when I feel like this?

The information above can and should inform the Risk Assessment.

Pupil Voice			
Signed Pupil		Date	
Signed Parents		Date	
Signed Teacher		Date	



### 12 Weekly Progress and Target Review

Target	Evaluation	Progress (RAG)

If targets are amber or red, strategies to be reviewed and WSP amended as necessary. If targets are green, strategies should continue for 1 term so that these become embedded. If strategies continue to support the pupil's wellbeing, then plan no longer needs to be reviewed.