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| CALM | ANXIETY | ESCALATE | PEAK/STAND OFF | RECOVERY |
| Engaging, taking part, interacting positively, collaborating, calm  | Anxiety triggered. Defensive or deferring behaviours ensue. Needs diversion, support and reassurance. | Objective to gain or avoid something, needs to be heard and understood. Set limits, offer alternatives. | Peak, standoff, dominance, heightened, dysregulated. Might plateau and be calm, regroup, or lash out. |  Recovery, false calm, waver, might step back into peak/stand off |
| **How does the YP present?*** I am focussed on the task
* I will appear calm and relaxed
* I will concentrate on an activity for between 5-10 minutes
* I will demonstrate active listening
* I will engage in conversation
* I will smile
* I will be either sitting /standing in one place.

**What are the YP’s usual needs?*** keep activities short
* Plan activities to include sensory breaks
* Give limited choices – now, next and then
* Provide a clear working space/area
* Be alert to any trigger points and use distraction techniques when needed

**What is in place now?*** Ear defenders if you know it’s going to be noisy.
* Choice activity available.
* Social stories – zone 1 to stop anxiety
* Smaller group classes
* Daily check ins / throughout the day
* Visual timetable
* Clear expectations and boundaries
* Now and Next
 | **How does the YP present?*** I will begin to call out/make silly noises
* I will make silly facial expressions
* I will walk around the room
* I will push objects away from me/onto the floor
* I will be extremely quiet and not on task but looking at my surroundings

**What does the YP need to support them?*** Use simple language / Don’t shout
* Guide student away from the situation – provide a distraction
* Use firm and assertive language
* Engage in humour
* Offer a change of task
* Movement breaks

**What needs to be in place?*** Fidget Toys
* Mindfulness colouring
* Role play – kitchen scenario
* Sensory circuits/job to give me gross motor movement
* Reward charts
* Physiological needs are met = had breakfast / been to breakfast club
 | **How does the YP present?*** I am unable to hear and follow adults talking to me
* I will shout out abuse and threaten adults
* I will leave the classroom without warning

**What does the YP need to support them?*** Use firm, assertive and simplified language e.g. No, stop, let’s go.
* Remove any other students away
* One to one support where possible
* Count to 10/ breathing techniques/
* Time in sensory room
* Allow them to talk

**What needs to be in place?*** Weighted blanket
* Safe space/ darkened tent
 | **How does the YP present?*** I will hit, kick those near to me
* I will shout and swear
* I will damage equipment
* I will throw things when I am angry

**What does the YP need to support them?*** Still don’t try and get me to talk at this point, I need to calm down first.
* Give me lots of time to calm down. I can do this without an ipad or fidget toys. If you give me things I could still rip them up or destroy/throw them.
* Offer of safe space /Change of face /Offer comfort object / Safe person offered/ key adult
* Offer food / snack for selected pupils

**What needs to be in place?*** Time in sensory room
* Allow them to talk
* Physical intervention to support
 | **How does the YP present?*** I like to have a staff member with whom I have a positive relationship near to me
* I can take part in restorative conversations
* My face relaxes to show you I am ready to talk.
* My body language will calm
* I will hide myself under a table or blanket

**What does the YP need to support them?*** Speak to me slowly, calmly and ask me questions.
* Allow me to speak in small sentences (yes/no) to discuss what has happened and why and what to do next time if this happens again, what do we need to do now

**What needs to be in place?**Allow them space and time to talk |

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| DIP | Learning |
| Dip, feelings, flatline, exhaustion, remorse, reset,, relax, regulate | Learning, what do we need to change? Restoration, repair, debrief – what do we need to do differently next time? |
| **How does the YP present?**My mood will drop and I can be quite quiet.I might still not do my work even though I have calmed down.I will not look at the adultsI will sit with my back to the adult but I am listening**What are the YP’s needs?**I might now get on with my work but I probably will need some close attention from an adult.**What is in place now?**Feelings diary – personal that no one else can see | **How does the YP present?**I behave like the incident never happenedI revert back to my calm/regulated behaviourI will talk to adults about what happened but will not admit faultI may apologise for my actions**What else needs to be in place in the light of this observation?**Update of the risk assessmentAdditional assessments such as sensory profilePupil passport**Which staff are involved?**Key adultsClass TeacherSLTSupport / TA**How will we communicate with parents?**Phone call Face to Face if they collect child, Email, Through social worker/ Early Help worker |