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| CALM | ANXIETY | ESCALATE | PEAK/STAND OFF | RECOVERY |
| Engaging, taking part, interacting positively, collaborating, calm , attentiveness, managing impulses and emotions. | Anxiety is triggered. Identify key triggers. May present defensive or deferring behaviours. 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 appear calm, may regroup, or lash out. |  Recovery, false calm, waver, might step back into peak/stand off |
| **How does the YP present?****What are the YP’s usual needs?****What provision is in place now?****Pupil’s view of what would help** | **How does the YP present?****What are the YP’s needs?****What Provision will support these needs?****Pupil’s view of what would help** | **How does the YP present?****What are the YP’s needs?****What Provision will support these needs?****Pupil’s view of what would help** | **How does the YP present?****What are the YP’s needs?****What Provision will support these needs?****Pupil’s view of what would help** | **How does the YP present?****What are the YP’s needs?****What Provision will support these needs?****Pupil’s view of what would help** |

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| DIP | Learning |
| Dip, feelings, flatline, exhaustion, remorse, reset,, relax, regulate Can easily be confused with anxiety stage. People may sit quietly in a hunched position; the difference is they can revert to extreme violence without the build-up associated with the normal escalation in stage 2. | Learning, what do we need to change? Restoration, repair, debrief – what do we need to do differently next time? |
| **How does the YP present?****What are the YP’s needs?****What Provision will support these needs?****Pupil’s view of what would help** | **How does the YP present?****What else needs to be in place in the light of this observation?****Which staff are involved?****How will we communicate with parents?** |