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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 adults  I 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 happened  I revert back to my calm/regulated behaviour  I will talk to adults about what happened but will not admit fault  I may apologise for my actions  **What else needs to be in place in the light of this observation?**  Update of the risk assessment  Additional assessments such as sensory profile  Pupil passport  **Which staff are involved?**  Key adults  Class Teacher  SLT  Support / TA  **How will we communicate with parents?**  Phone call Face to Face if they collect child, Email, Through social worker/ Early Help worker |