



Regulation (Behaviour) Support Policy

Policy Created	2009
Committee	LGB
Last review	November 2024
Review frequency	1 year
Date to be reviewed	November 2025

General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where pupils develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation re Keeping Children Safe in Education 2024, disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

Philosophy

Castle Hill School aims to create a calm, positive, enriching and safe learning environment. We aim to achieve this by being:

- rewarding
- consistent
- nurturing
- happy
- accessible
- adaptive
- patient
- empathetic

We support regulation and wellbeing through healthy and trusting relationships and promoting respect for self and others.

Careful consideration should always be given to language used when describing events and behaviour. Language should be non-judgmental. Some examples of appropriate and inappropriate language are below, although this is not exhaustive.

Appropriate descriptors	Inappropriate descriptors
Crisis	Meltdown
Dysregulation	Naughty
Highly escalated	Kicking off
Anxious	Silly
Unsettled	Bad
Over stimulated	Wound up
To communicate an unmet need	Attention seeking

We are committed to 'Total Communication', all attempts at communication are recognised and constructively responded to. Strategies are put in place to support every student's receptive

language and promote their positive self-expression, ensuring that the student's voice is always heard.

Objectives:

- to ensure the consistent use of positive and appropriate communication based on student need and understanding
- to create conditions and develop strategies built upon a pupil centred approach to behaviour
- to empower our pupils to become self-confident, valued, respected members of school and the wider community
- to provide a consistent, nurturing, safe environment which encourages positive behaviour and active communication
- to recognise, reward and promote positive behaviour
- to encourage pupils to have realisation of their emotions and develop coping mechanisms and self-regulation where possible

Introduction

It should be noted that all employees have a duty of care to ensure that pupils and staff remain safe.

The Regulation (Behaviour) Support Policy at Castle Hill School is based upon positive behaviour principles and Team Teach:

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

The policy combines shared values from both schemes.

There is an expectation that our Regulation (Behaviour) Support Policy principles are applied through a united and cohesive approach throughout the school and wider community to ensure positive behaviour and regulation is encouraged, recognised, and rewarded.

The School Rule, 'We always listen to each other', which is prominently displayed in key areas, helps to reinforce our positive behaviour approach. The rule serves to remind staff and pupils of expectations.

'Listening' includes responding to sensory, tactile, visual, vibro-tactile or signed stimuli.

We follow the principles of the 'Four S's' which are embedded in our Total Communication Approach.

Stress (exaggerating, emphasising the key words)

Say less (reducing language so students are not overwhelmed with unnecessary information)

Show (reinforcing with visual, tactile or auditory cues)

Go slow (allowing time for students to process the information and respond)

It Takes Two to Talk® -- A Practical Guide for Parents of Children with Language Delays (Pepper and Weitzman, 2004).

Castle Hill School works closely with parents, carers and families to help support positive behaviour and regulation. We work together to problem solve to find solutions that can be applied in school, in the home setting, on transport, in respite and social care settings, and in the wider community. This collaborative approach is essential to ensure positive approaches in supporting pupils with regulation are consistent and agreed.

Code of Regulation

All behaviour is communication. We seek to understand this communication and why it might be happening. We look to problem solve towards positive solutions.

Positive behaviour and supporting students with regulation is the responsibility of the whole school community. A clear, agreed, known and visible code of conduct ensures that everyone is aware of our positive behaviour ethos.

The 6 point plan is a template for guidance when supporting students to become or remain regulated:

- positively distract. Ignore the dysregulation (where it is safe to do so), but not the pupil
- gain pupil's attention by using a Total Communication Approach
- use simple instructions or give a simple choice (see key vocabulary) **Stress, Say less, Show**
- allow processing time before repeating choices or instructions (if needed) **Go slow**
- withdraw pupil from situation

NOTE- Point 5. Withdraw can mean remove other pupils from area

- resume pupil's routine

Points to remember:

- respond positively
- remain calm, confident and consistent
- repeat as necessary
- reassure
- reward and praise
- request help and support if required

Please note: A dynamic risk assessment may be applied and therefore these strategies may not be applied sequentially.

Zones of Regulation

We use the principles of the **Zones of Regulation Model** as a scaffolding tool to support understanding of the stages of regulation, including escalation and de-escalation. The tool is child centred.

Red Zone	Crisis (possible harm to self or others)	5
	Distressed behaviours (possible aggression)	4
Yellow Zone	Agitated	3
	Unsettled	2
Green Zone	Calm (or what 'calm' looks like for me) Happy Able to learn	1
Blue Zone	Zoning out	-1
	Falling asleep	-2

Communicating expectations

The following strategies support regulation through a consistent approach:

Key vocabulary on signage (expressive and receptive) might include: stop, help, wait.

Key vocabulary on communication fob (expressive and receptive: traffic lights, different, squeeze, toilet, help, more, finished, drink, look, choose.

Now and next strips or traffic light visual cues

- Red - finished/stop
- Yellow - getting ready
- Green - starting/go

When using traffic light visual cues pupils are supported to touch the relevant colour card.

To support learning, symbol timetables, communication boards, music cues, touch cues, sounds and objects of reference, and fobs should be used to clarify expectations before transition. Processing time should be given for the pupils and minimal key language used.

Some suggested symbols: bus, home, dinner, toilet, class, outside.

Specific destinations should be represented by photographs, not symbols. Photographs should be taken from the photograph bank. Non-standard, independently taken photographs should not be used.

To enable our pupils to self-regulate, personalised opportunities to request calming strategies should be made available, such as deep pressure, quiet time, massage, outdoors, <preferred object>.

For some students this may include the use of personalised cards, which include child-centred choices that support regulation.

Regulated environments are required to enable students to access learning. These include specialist spaces with minimal resources or colours conducive to calm moods. The learning environment will be tailored and responsive to the regulation needs of individual students. Staff should be aware that changes in the environments can affect student regulation and interventions should be applied appropriately towards de-escalation if required.

Physical Intervention

De-escalation of incidents is the first action and physical intervention may be used only as a last resort. The learning environment should be tailored to assist self-regulation, antecedents should be analysed, understood and addressed. Key vocabulary, now and next strips, photographs and symbols, and personalised approaches to support

regulation should be provided prior to any physical intervention unless there is a direct and present risk of harm.

All staff have a duty of care to ensure safety. Physical restraint should always be the least intrusive technique applied for the shortest necessary period of time. Advice and guidance should be sought from, and promoted by, Team Teach trained colleagues. A list of Team Teach trained staff is prominently displayed in the staff work room.

Physical interventions can take many forms. Pupils can be guided, or redirected using physical barriers such as closing doors, use of thumb locks and positive redirection. These are not a restraint as the pupil is free to disengage from the support. There are some interventions that are restraints and are only used when there is a danger to safety, in accordance with Team Teach principles and our duty of care. All physical interventions are considered to be supportive and positive and should be recorded and monitored through Regulation Plans (Form 4) and a dynamic risk assessment approach. Reflective and restorative practice should determine future need.

If physical restraint is used then this must be recorded through CPOMS and the serious incident book. Parents/carers should be informed and safeguarding procedures should be followed. All actions should be carried out on the day of occurrence. Specific outcomes should be identified and shared.

Use of the Safe Space

The Safe Space provides a small, friendly, low stimulus, safe learning environment.

In the unlikely event of the Safe Space being used for seclusion then the *School Safe Space Seclusion Policy* should be followed and recorded using appropriate documentation which is located in a clear folder on the top of each Safe Space. If the Safe Space is used for seclusion purposes, a member of SLT should be informed immediately to monitor procedures, protocols and processes. The event should be recorded on CPOMs, entered into the serious incident book and parents should be informed on the same day.

Regulation Working Party

The Regulation (Behaviour) Working Party (RWP) is a cross phase group of experienced members of staff who volunteer their skills and knowledge. Names of those members of the working party are displayed in prominent places around school. The RWP meets on a regular basis to problem solve, give advice and guidance and to review the policy.

Records are collated from the meetings and outcomes are reviewed and evaluated.

Parents/ Carers are consulted and we value their contribution to promote positive outcomes. Governors are regularly updated and anonymised information is shared with the whole governing body.

Individual Regulation Support Plans

For those pupils who may need support with regulation and require consistent approaches, an Individual Regulation Support Plan, also known as Form 4, should be implemented (Appendix 1).

An Individual Regulation Support Plan (Form 4) can be implemented and reviewed at any time. A Form 4 is created in a collaborative way, supported by the SLT, class teacher, class team, and parents, and shared with relevant bodies. It is a working document and will record and reflect the changing needs of the pupil. It must be signed by the pupil's parents and carers before it can be implemented.

The Form 4 should include the following:

- description of dysregulation /risk
- known (or hypothesized) antecedents and triggers including an analysis and function(s) of dysregulation. A student focused approach should be applied to assess why the pupil is expressing certain characteristics. The following should be taken into account; the learning environment, social situations, proximity, noise, time of day, staff personalities, home situations etc. (Please note; this is not an exclusive list)
- positive ways of avoiding problems/risk
- what to do if dysregulation occurs.

NB all students with a Form 4 will have a yellow sticker on their out of school contact details as an advisory to staff.

Parent/Carer Support

The Regulation (Behaviour) Support Policy is available on the Castle Hill School website, or a copy can be requested from school.

Class staff are in daily communication with families. Regulation strategies will be discussed and agreed as appropriate.

Pupil Support

Staff should ensure safeguarding protocols are followed when supporting pupils.

Due to their complex communication and learning needs opportunities will be created for pupils to communicate their emotions using the Total Communication Strategy. All staff need to be hyper-vigilant and aware of any changes in a pupil's regulation and explore any possible reasons for these. A variety of strategies are used to support student regulation in line with individual need.

Use of Technology to support Regulation

A number of pupils have access to iPads to support regulation. The content is filtered and monitored. Where pupils bring iPads from home, internet access is disabled and photos are checked daily.

We recognise the benefits of the use of iPads within the classroom and how much they can enrich the learning experience for many of our pupils.

This can be through:

- specialist communication packages e.g. Grid for iPad
- educational APPs e.g. letter tracing to develop hand writing skills. sequencing, number games, memory games, phonics
- finding out information
- recording visits and experiences through photos and videos
- developing cause and effect
- developing fine motor control through scrolling, tapping, pressing buttons
- developing choice making through recognition of icons
- developing independence

For some pupils the iPad is their biggest motivator when making choices or it can help them with self-regulation. Where this is the case, clear targets for the use of the iPad should be written as part of a pupil's MAPP or on their individual behaviour plan. It is recommended that pupils do not spend more than 15 minutes in one session when working independently.

Child on child Abuse (Reference: keeping children safe in education 2024)

We aim to always provide a safe and nurturing learning environment but we are aware that for some of our students, peer to peer interactions can sometimes be difficult. We foster positive relationships through collaborative activities, links within the community, collective worship, enrichment between classes, circle time games e.g. parachute and resonance board and other opportunities to generalise social skills. The

school rule is on display in classrooms and around school as a reminder that "we always listen to each other".

We apply a graduated approach to individual situations. Where students are identified as finding interactions with particular peers challenging, this is identified in their Form 4 and strategies are put into place to ensure all pupils are kept safe. This may include putting extra support into the class, using other areas of school or moving the student temporarily into a different class.

We also recognise that some of our pupils can initiate communication attempts or demonstrate sensory needs which could be perceived as being intentional sexual contact. Staff should be mindful of this and ensure pupils are supported to respect each other's space, and be vigilant when positioning pupils within the classroom. In all cases we ensure that close monitoring and positive communication strategies are promoted, modelled, and applied. We are as a community, however, hyper-vigilant to the reality and possibility that child on child sexual abuse could happen here. Where we do observe intentional sexualised behaviour, we refer to the RSE curriculum and policy to formulate interventions and appropriate educational strategies according to need. This is in collaboration with other professionals (Social workers, early support workers, health), parents and carers. This process supports all parties involved. Where there is concern for safety and wellbeing we refer to our Safeguarding procedures and policies and escalate to other professionals such as the LADO, Social Care and the police where necessary.

All incidents of 'child on child abuse' (including physical, verbal, online and sexual) are recorded on the Form 4 and preventative measures are discussed and added to the document. Serious incidents are recorded on CPOMS and all parents of students involved are informed of the incident by phone on the same day. Where appropriate, the serious incident book will be completed. All allegations made of 'child on child abuse' are collated and discussed with school staff, parents/carers the student themselves where appropriate. Information is taken from the Form 4s, the weekly recording sheet, the Serious Incident book and CPOMS to assist towards resolving the issue. The Designated Lead for Safeguarding is informed of all incidents and allegations and third-party advice, guidance and input is sought where necessary.

We recognise that all those involved in 'child on child abuse' need reassurance and support. This takes into account their understanding of the event and their preferred method of communication, allowing them to express how they feel. This evidence should be recorded via the methods outlined above.

Team Approach and problem solving

Before a referral is made to the RWP, class teams should try and identify any triggers through the use of an ABC Form (Antecedents, Behaviour and Conclusion) (Appendix 5). For further advice and guidance, staff should refer to Castle Hill School's Graduated Approach document (Appendix 6). This provides graded approaches towards the application of possible solutions to support regulation. The RWP can be convened at any time during this process. These methods provide scaffolding towards collaborative problem solving. Any of these steps can be revisited at any time.

Staff are able to seek advice and guidance regarding dysregulation and receive a supportive response from:

- class teams
- colleagues
- Senior Leadership Team (SLT)
- Regulation Working Party (see Appendix 4).

Further consultation may be sought from families, paediatricians, moving and handling specialists, speech and language therapists, local Team Teach instructors, Sensory Occupational Therapists, and CAMHS through the SLT.

See associated Wellbeing Policies and the Use of Touch Policy for further holistic support.

Training and Monitoring

All staff are required to attend Regulation Support Policy training annually.

The implementation of the Regulation Support Policy will be monitored and evaluated by the Local Governing Body and SLT who will also be responsible for identifying training needs.

Exclusion

The Schools Standard and Framework Act 1998 lays down the means by which the sanction of exclusion may be used. Parents/carers and pupils should be made aware of this process. Refer to the TLT Exclusion Policy.

Appendix - Forms and Protocols

All forms can be found on the school server in the Behaviour and Regulation file.

Form 1 (Appendix 2) is used to monitor and track the range and frequency of dysregulation exhibited by an individual, for example drops to floor, slaps, punches, kicks, bites etc. All dysregulation to self and others, including attempts, should be recorded. Each Form 1 should be completed on a weekly basis and passed to the Director of Safeguarding, Teaching, and Learning. Analysis of the Form 1s can lead to the RWP being convened.

If any physical interventions are needed to ensure the safety and support of a pupil they should be for the shortest possible time, SLT must be made aware immediately. The incident must be recorded in the Serious Incident Book, CPOMS and parents must be informed.

The Serious Incident Book and CPOMS should be used as appropriate to record dysregulation of pupils with or without an Individual Regulation Support plan.

Parents/carers must be informed on the same day, preferably by telephone.

Form 3 (Appendix 3) must be completed along with the Serious Incident Book when significant injury has occurred to staff.

Form 4 Individual Regulation Support Plan (Appendix 1) is a live document for those pupils who require significant support to enable them to self-regulate.

Appendix 1

Form 4 Individual Regulation Support Plan

Appendix 2

Form 1

Appendix 3

Form 3

Appendix 4

Regulation Working Party

Appendix 5

Antecedents, Behaviour and Conclusion

Appendix 6

Castle Hill School's Graduated Approach document

Appendix 7

TLT Exclusion Policy

Appendix 1 - Castle Hill Regulation Plan Form 4

Crisis 1 of 3	Anxious /overstimulated	Agitated/ unsettled	Calm/ regulated Ready to learn/ highly receptive	Low state /under stimulated
<u>How does this look?</u> Crisis/behaviour in bold	<u>How does this look?</u>	<u>How does this look?</u>	<u>How does this look?</u>	<u>How does this look?</u>
<u>Why is this expressed?</u>	<u>Why is this expressed?</u>	<u>Why is this expressed?</u>	<u>Why is this expressed?</u>	<u>Why is this expressed?</u>
<u>Where is this expressed?</u>	<u>Where is this expressed?</u>	<u>Where is this expressed?</u>	<u>Where is this expressed?</u>	<u>Where is this expressed?</u>
<u>What are the actions towards regulation?</u>	<u>What are the actions towards regulation?</u>	<u>What are the actions towards regulation?</u>	<u>What are the actions towards regulation?</u>	<u>What are the actions towards regulation?</u>

Crisis 2 of 3	Anxious /overstimulated	Agitated/ unsettled	Calm/ regulated Ready to learn/ highly receptive	Low state /under stimulated
<u>How does this look?</u> Crisis/behaviour in bold	<u>How does this look?</u>	<u>How does this look?</u>	<u>How does this look?</u>	<u>How does this look?</u>
<u>Why is this expressed?</u>	<u>Why is this expressed?</u>	<u>Why is this expressed?</u>	<u>Why is this expressed?</u>	<u>Why is this expressed?</u>
<u>Where is this expressed?</u>	<u>Where is this expressed?</u>	<u>Where is this expressed?</u>	<u>Where is this expressed?</u>	<u>Where is this expressed?</u>
<u>What are the actions towards regulation?</u>	<u>What are the actions towards regulation?</u>	<u>What are the actions towards regulation?</u>	<u>What are the actions towards regulation?</u>	<u>What are the actions towards regulation?</u>

Crisis 3 of 3	Anxious /overstimulated	Agitated/ unsettled	Calm/ regulated Ready to learn/ highly receptive	Low state /under stimulated
<u>How does this look?</u> Crisis/behaviour in bold	<u>How does this look?</u>	<u>How does this look?</u>	<u>How does this look?</u>	<u>How does this look?</u>
<u>Why is this expressed?</u>	<u>Why is this expressed?</u>	<u>Why is this expressed?</u>	<u>Why is this expressed?</u>	<u>Why is this expressed?</u>
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<u>What are the actions towards regulation?</u>	<u>What are the actions towards regulation?</u>	<u>What are the actions towards regulation?</u>	<u>What are the actions towards regulation?</u>	<u>What are the actions towards regulation?</u>

Additional Notes				

Parents signature	
Date	

INCIDENT REPORT FORM IRO1

FORMS MUST BE COMPLETED BY LINE MANAGER / PERSON IN CHARGE, NOT THE EMPLOYEE / INJURED PERSON

Please email completed forms relating to **Employees** to: ppau.chyys@kirklees.gov.uk or send to: Personnel & Payroll Unit, High Street Buildings, High Street, Huddersfield HD1 2NQ

Please email completed forms relating to **Pupils / children and all other parties** to: IRO1.CorporateSafety@kirklees.gov.uk or post to the Corporate Safety Unit, Kirkgate Buildings, Byram Street, Huddersfield, HD1 1BY or via Anycomms to Emma Walsh

GIVE DETAILS OF INJURED PERSON / PERSON INVOLVED IN INCIDENT

Surname		Forename(s)		Age		Male		Female	
<i>Home Address</i>									
Please highlight <u>all</u> appropriate boxes		Employee	Pupil	Trainee	Resident	Client	Contractor	Visitor	Public
<i>IF EMPLOYEE – GIVE DETAILS</i>				Job Title					
Service				Section			<i>Base</i>		
Telephone Number				Employee Number			Pay Section		
<i>IF PUPIL / Child – GIVE DETAILS</i>		<u>NAME OF SCHOOL / PREMISE</u>							
Telephone Number		Person in charge at time of incident				Parent/Guardian			
RESULT OF INCIDENT		Highlight all appropriate incidents							
Work related ill health		Non-injury incident				Dangerous occurrence			
Fatality		Major injury				Minor injury			
Over 3 day absence		Physical violence				Verbal violence			
Complete this section for <u>INJURY</u> and <u>NON-INJURY</u> incidents									
Where did it happen?					Date:		Time: am/pm		
<i>What happened?</i>									
Complete this section for <u>VIOLENT</u> incidents <u>ONLY</u>									
Where did it happen?					Date:		Time: am/pm		
Name and address of assailant									
Male		Female		Age		Known		Unknown	
Give account of what happened, including relevant events leading up to incident [use additional sheet if necessary]									

[any injury – enter overleaf]	
Have Police been informed? Yes/No	Has Union been informed? Yes/No
Has employee been offered counselling? Yes/No	
<i>Does this incident indicate potential violence for other services? If so please complete a V1 form.</i>	

INCIDENT REPORT FORM IRO₁

PLEASE COMPLETE THIS SECTION FOR ALL INCIDENTS

What action has been taken to prevent recurrence?	
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If there were any witnesses, ensure you take details of their full names and addresses and keep with your copy of this form

Did the injured person/victim cease work as a result of the incident? Yes/No If Yes, please give details:

When did they cease work?	Day:	Date:	Time:
* Delete as necessary to indicate the action taken at the time	Sent back to *class / *work	*Sent / *taken home	
	*Sent / *taken to hospital	Referred to Doctor	

TYPE OF INJURY OR ILL HEALTH	Please highlight the appropriate injury
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Amputation	Cut / Scratch	Scald
Back Pain	Dislocation	Shock
Break / Fracture	Eye Injury	Strain / Sprain
Bruise / Swelling	Internal Injuries	Stress related problems [anxiety, depression, neurological disorders]
Burn	Irritation	
Cardiovascular	Leg, arm, neck - musculoskeletal	Other - Please state:
Concussion	Poisoning	

LOCATION OF INJURY	Please highlight the appropriate location
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Ankle	Eye	Head	Shoulder	Other - state:
Arm	Face	Lips	Stomach	
Back	Finger	Leg	Toe	
Chest	Foot	Neck	Whole Body	Left Side
Ear	Hand	Nose	Wrist	Right Side

ABOUT THE INCIDENT	ONLY HIGHLIGHT ONE INCIDENT, describing what happened
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Contact with moving machinery / material	Injured while handling, lifting or carrying
Hit by a moving, flying or falling object	Slipped, tripped or fell on the same level
Hit by a moving vehicle	Fell from a height. State height:
Hit something fixed or stationary	Trapped by something collapsing

Drowned or asphyxiated	Contact with electricity or an electrical discharge
Exposed to, or in contact with, a harmful substance	Injured by an animal
Exposed to fire	Physically assaulted by a person
Exposed to an explosion	Another kind of incident - described fully overleaf
MANAGER / SUPERVISOR / HEADTEACHER'S NAME [CAPITALS]:	
MANAGER'S SIGNATURE:	DATE:
CONTACT TELEPHONE NUMBER:	

IRO1Nov2011

All information supplied will be treated in the strictest confidence

Regulation Working Party



Steve Perren



Dan Pearce



Catherine Whillam



Tracey Donegan



Alison Ley



Victoria Wharton



Carla Smith



Jayne Askew



Katie Marshall



Rachel Cox



Robyn Webster



Jodie Hindle



Drew Ellis-Homden



Jodie Smith-Robertson



Eleanor Connolly



Jo Rowbottom



Dianne Aitkin



Beth Miller



Jessica Day



Catherine Barras



Appendix 6 – Graduated Approach

Castle Hill School’s Regulation Graduated Approach Tool		Area of focus ✓
1	<p>Learning environment (Regulate busy, noisy environments)</p> <p>Provide ear protection. Provide glare protection. Increase or decrease space. Enclose and envelop or expand and increase. Provide Individualized/small group support. Reduce language. Use short concise instructions.</p>	<p>✓</p> <p>✓</p> <p>✓</p>
<p>Dysregulation: Running, jumping, screaming in class at the beginning and end of lessons</p>		
<p>From Bright light, lots of glare. Large space creating opportunities for running and movement. Too much language with instruction.</p>		<p>To Close window shades. Use small room when possible. Instruct staff to use reduced language, provide key words, calming music of reference</p>
2	<p>Timetabling and Routine</p> <p>Short, familiar, engaging, motivating activities supported by sounds, objects, symbols and other cues of reference. Apply the traffic light system. Clear, consolidated timetables, supported by familiar destinations and familiar routines. Predictability is key. Short activities with are bite size, chunked and engaging.</p>	<p>✓</p> <p>✓</p> <p>✓</p>
<p>Dysregulation: Running, jumping, screaming in class at the beginning of lessons</p>		
<p>From In class at all times, no support for transition, crisis at beginning and end of sessions</p>		<p>To Individual timetable, familiar motivating destinations specifically at the beginning and end of sessions. OOR and traffic lights applied.</p>
3	<p>Sensory diet/feedback</p> <p>Partial intervention</p> <p>Activities including deep pressure: ABC, Buzz snaps, hug and tug, massage, walking, use of swing, rolling, squeezing, pressing.</p> <p>Full intervention</p> <p>Frequent, timetabled and consolidated deep pressure activities including those listed above, the sensory diet should be topped up on an ongoing basis.</p>	<p>✓</p>
<p>Dysregulation: Running, jumping, screaming in class at the beginning of lessons</p>		
<p>From No deep pressure-based activities</p>		<p>To Frequent, timetabled and consolidated deep pressure activities in tandem with individual timetable.</p>
<p>Other information</p>		
<p>Motivators Ensure the student is prompted through the use of personal choice and motivations. Be aware that some motivators may overstimulate.</p>		
<p>Over stimulation Avoid over stimulation including running, jumping, bouncing at a high, swinging uncontrollably, excited atmospheres.</p>		