Charlton Park Academy
Regulation Support Policy

Date approved: October 2026
Review date: October 2027

Contents

Introduction & School Context
1. Ethos and Rationale analysis
2. Staff Induction, Development and Support
3. Defining and Understanding Dysregulation
4. Aims
5. Co-Regulation and Self-Regulation
6. Positive Regulation Support
7. Trauma Informed Practice (TIP)
8. Communication
9. Sensory Processing
10. Physical Support
11. Observation, Analysis and Assessment
12. Recording Measures in Place
13. Motivators and Positive Reinforcements
14. Consequences
15. Level of Regulation Support
16. Reflection and Repair (Restorative Approaches & Circles)
17. Legal Roles and Responsibilities
18. Monitoring and Evaluation
Appendix 1– Legal Framework

School Context

All students attending Charlton Park Academy have an Education, Health and Care Plan (EHCP), or are on an assessment place pending the EHC Needs Assessment process being completed, and are placed by their local authority because they perform and develop significantly below agerelated expectations. This includes difficulties in areas such as independence (self-care and self-management), social communication and interaction, sensory integration, language and expressive communication, and the acquisition of both functional and academic skills and knowledge.

Students are aged 11–19 years, and all learners' levels of attainment are well below age-related expectations nationally. The profile of our cohort has evolved significantly over the past five years: 65% of our students have a primary diagnosis of autism; a large proportion (28%) have complex sensory and communication needs and 7% have Profound Multiple Learning Difficulties (PMLD). The Academy provides for a wide range of SEND profiles, including Severe Learning Difficulties (SLD), Complex Needs (CN), sensory impairments, and rare syndromes such as Angelman and Heller's Syndrome (Childhood Disintegrative Disorder). These profiles require highly personalised, adaptive support that is grounded in evidence-based pedagogy and a deep understanding of cognitive, emotional, and behavioural development.

Introduction

The school's 'Regulation Support Policy' has been created in line with the school's Relationship and Behaviour Policy . All school staff have ownership of and are fully committed to the policy. The policy will be reviewed regularly, annually.

In order for the Charlton Park Academy (CPA) to be able to support each students' regulation needs successfully, we have a robust and personalised Regulation Support Policy in place.

1. Ethos and Rationale

At CPA every student is truly valued for who they are; we are a school that gives every student the opportunity to 'Communicate, Persevere & Achieve'. We keep our core values at the heart of everything we do.

We recognise that language and communication are powerful. At CPA we use consistent and intentional language, which is dignified, respectful and purposeful. Therefore, throughout our policy and when our staff are supporting or discussing our students, the terminology we use when referring to student wellbeing is 'regulation' and 'dysregulation', as opposed to 'challenging behaviour.' This language may be used in reference to both emotional regulation and sensory regulation needs. Further to this, we use the language 'physical support', rather than 'restrictive physical intervention' (RPI). This reinforces the fact that our staff's primary aim is always to act in a supportive and reassuring way towards our students.

CPA policies place a high emphasis on positive wellbeing support. We recognise that our students' wellbeing and their social development is key to their successful participation in the community and the quality of their lives as they prepare for adulthood.

We must therefore, ensure that our student's personalised curriculums reflect this. We recognise that successful student wellbeing support is dependent upon staff understanding that all dysregulation is a form of social communication or may be a result of an unmet sensory need. As such, it should be responded to accordingly.

All staff should demonstrate a commitment to our `Relationship and Behaviour Policy` This policy demonstrates our commitment to establish supportive, trusting relationships with students and their families. This allows us to work together to positively and consistently support our students' regulation needs.

Student dysregulation should always be managed with sensitivity and professionalism, ensuring the language used when discussing, supporting or reflecting on our students' regulation reflects our policy. All staff will constantly examine and reflect upon their own values, attitudes and interactions, to ensure the wellbeing support they are giving students 'is in line with our school values and policies. Staff are actively encouraged to be reflective about their own practice and ask themselves 'how would I like someone to support this student if they were my own child or loved one.

All staff supporting an individual student or class will be familiar with the clear guidelines and strategies included within that individual student's 'Positive Behaviour Support Plan` (PBS), Sensory Profile and/or individual risk assessment. Ensure that these are followed, discussed and updated as needed. These are holistic, working documents and are quality assured by Pathway Leaders and the Senior Vice Principal (SVP) and discussed and shared with families.

Regular, high-quality in-service training supports staff to achieve a better understanding of student wellbeing, raised awareness and draws attention to recent legislation, research, relevant literature and successful practices related to wellbeing support.

2. Staff Induction, Development and Support

All new staff will be inducted clearly into the school's regulation culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of students at the school to enable regulation to be managed consistently.

During the induction process, all staff will receive training provided by our Quality of Education Lead, SVP & Pathway leaders focussing on Regulation at CPA and will be given 'our guide on the use of Sensory Regulation spaces, Relationship and Behaviour Policy and the Regulation and Support Policy.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student`s regulation, e.g., SEND, curriculum pathway and mental health needs.

Members of staff who have responsibilities for leading regulation or supporting student wellbeing will be supported to undertake any relevant training or qualifications. The SLT and the Principal will review staff training needs regularly and no less than annually, and in response to any serious or persistent dysregulation impacting on their students significantly. This will be tracked and monitored through the Behaviour for Learning (BFL) Pathway tracking meetings which adhere to a tiered model of support.

3. Defining and Understanding Dysregulation

At CPA we understand dysregulation to be actions that:

- Can prevent students' participation in appropriate educational activities or their
- personalised curriculum;
- Can be a barrier to their learning;
- Can isolate a student from their peers;
- Can affect the learning and wellbeing of those around the student;
- Can reduce opportunities for the student's involvement in the community;
- Can place the student and/ or those in proximity at risk or in physical danger; and
- Can make the possibilities for future placement difficult.

(Adapted from Royal College of Psychiatrists, British Psychological Society, Royal College of Speech and Language Therapists, (2007), Challenging Behaviour – A Unified Approach).

We recognise and reinforce that it is the student's dysregulation that can be complicated to support and never the student themselves. We strive to always ask

first, is there something we can change in our approach, response, support, before asking for or seeking a change in the student.

We acknowledge that all dysregulation is a form of communication and emphasise that it is the responsibility of school staff to seek to understand the function or the 'why' behind any dysregulation presented by a student. We recognise that dysregulation may have many causes and these may not always be clear to us. However, there is always a function and reason. We recognise that these functions could include but are not limited to:

- An organic or physical basis – The student is communicating that they are feeling unwell or are in physical pain or discomfort. It is particularly important to consider the positioning of our students who have physical needs when they are experiencing dysregulation.
- A sensory imbalance – The student is trying to communicate that they are
- experiencing sensory overstimulation or sensory under stimulation.
- A difficulty communicating – The student is finding it difficult to communicate what they want/ need/ how they feel or they are finding it difficult to understand what you are trying to communicate to them.
- A difficulty around transitional times – The student is finding the process of changing from engaging with one activity/ item/ place to another difficult.
- A difficulty understanding that a wanted item/ activity is 'not available' – The student is finding it difficult to accept that a wanted item or activity is 'not available' when they have requested it.
- Trigger – A learned response or coping mechanism resulting from a previous
- experience.
- Escape or avoidance – From a demand, situation or environment the student finds difficult, a 'fight or flight' response.
- To obtain something tangible – An object or activity they would like.
- To gain the attention of others – To be noticed or acknowledged.

4. Aims

At Charlton Park Academy we aim to:

- Ensure a personalised, meaningful and appropriate curriculum is in place for every student, an individualised golden thread based upon Preparation for Adulthood (PfA) & My Learning Journey (inclusive of EHCP targets)
- Create a physical and emotional environment in which all students and staff feel safe and secure.
- Consider and respect our students' dignity, rights and voice at all times.
- Use consistent and intentional language when referring to student wellbeing, which is respectful and purposeful.
- Focus on de-escalation and proactive, positive strategies, rather than reactive responses wherever possible.
- Use supportive strategies that meet individual needs personalised PBS, Sensory Profiles, Risk Assessments and learning that is matched to cognitive levels of

ability through effective formative and summative assessment (using the Earwig Framework)

- Ensure high expectations are positively maintained for all students, using an equity approach. Ensuring students receive the personalised and appropriate support that they require individually to succeed.
- Develop students' strategies to identify, cope with and regulate their emotions, striving to support and develop self-regulation wherever possible.
- Offer co-regulation strategies to students who are unable to self-regulate.
- Support students to be as independent as possible.
- Support and develop students' self-esteem, self-awareness and self-worth.
- Ensure there are robust systems and procedures to support staff in responding to student dysregulation.
- To record, analyse and look for patterns in student dysregulation, in order to offer the best support (utilising Behaviour Watch, Leafe, BFL tracking, Functional Analysis).
- Put our relationships with students and families at the heart of all we do, providing open, honest and respectful communication.
- To engage in effective multi-agency working, in order to achieve the best outcomes for students.

In addition, Charlton Park Academy sets out to maintain best practice by:

- Regularly updating and reviewing student profiles, ensuring any
- changes are shared with all staff supporting that student, and agreed with families.
- Always aiming to identify underlying causes of dysregulation.
- Offering regular staff training, to develop a whole school approach to supporting dysregulation.
- Engaging in proactive multi-agency working, in order to gain a full overview of a student's situation and establish a co-ordinated approach to providing the most effective support.

5. Co-Regulation and Self-Regulation

At CPA we look at regulation in terms of 'self-regulation' and 'mutual regulation' or 'co-regulation'. We define these as:

Self-regulation: a student's ability to adjust and manage their energy level, emotions and attention in response to what is happening around them. We recognise the process involved in self-regulation to include both sensory regulation and emotional regulation. Examples may include: bouncing on a physio ball, asking for an alternative space or walk, using preferred method of communication, independently using a fiddle toy and taking deep breaths.

Co-regulation: a supporting adult providing assistance to support a student in regulating their arousal, energy levels and emotions. Examples may include: deep pressure massage, direction to an alternative calming space, direction to visual supports, the reading of social stories, speaking to an Emotional Literacy Support Assistant (ELSA) or other relevant professionals and as a last resort and only to

maintain the safety of the student or those around them, physical support or withdrawal.

We recognise that some students will be able to self-regulate and others will rely on supporting adults to help them regulate their emotions (co-regulate). The long-term goal for all of our students is to have strategies in place in order to self-regulate. However, we recognise that for students working at earlier cognitive levels or those who struggle with their regulation, progression within this area may look like students developing independence within co-regulation, for example, placing a supporting adult's hand on their shoulder to indicate they would like deep pressure or responding to a visual support to make a choice.

6. Positive Regulation Support Environment

(To be read in conjunction with our Environment Policy)

At CPA we are aware that many factors can affect student wellbeing and we carefully consider the role of the environment in supporting student regulation. We carefully consider the physical environment in our classrooms, around the school and our outside spaces and how they can support student wellbeing.

At CPA we adapt our surroundings to positively support regulation. When students at CPA are placed into classes their academic, communication, physical, sensory and regulation needs are carefully considered and this allows the staff to adapt the classroom environment to meet their student's needs, supported by external professional such as Occupational Therapists (OTs) & Educational Psychologists (EPs).

We know that our students are very aware of and are responsive to their environment and student's sensory processing needs are considered at all times. For the students who need it, we will provide enough space within the classroom to allow for movement breaks, sensory regulation space (Relationship & Behaviour Policy) or sensory circuits in order to support regulation, as needed throughout the day.

In addition to physical environment, we also recognise the importance of creating an emotional environment where students feel secure. In order to ensure this, we aim to:

- Build positive, trusting relationships: use body language, tone of voice and eye contact to make students feel valued, secure and heard.
- Be responsive to students' individual needs: ensure all staff working with a student are aware of their context – home environment, past experiences, motivators and relationships.
- Offer experiences for co-regulation and teach regulation skills: provide students with experiences of co-regulation at times of dysregulation. This constant and consistent modelling of how to regulate in these moments is key in supporting the development of students' self-regulation skills.

- Be predictable: establish clear expectations and ensure all supporting adults uphold and follow through with these. We are aware our students need consistent routines and boundaries in order to feel safe and secure.
- Celebrate diversity and create sense of belonging: Encourage students to express themselves. Encourage families to share what is important to them and ensure we recognise and celebrate this within the school environment.

7. Trauma Informed Practice (TIP)

We know that when a child has been exposed to trauma, not only do they develop ways of coping which are often regarded as 'unhealthy', they simply do not have the opportunity to develop essential skills of daily living such as being able to retain and process new information, manage their impulses or solve problems. Instead, they live in the part of the brain which is responsible for their survival; all of their energy is focused on keeping themselves safe and there is often no capacity for learning other skills.

Our bodies are meant for survival. When something threatens this or is perceived to threaten this, whether emotionally or physically, our body does not easily forget. Instead, it may enter into a somewhat permanent state of stress. The impact of this stress and trauma can be seen in many forms, many of which we may observe as forms of dysregulation at CPA:

- Disorientation
- Difficulties concentrating
- Forgetfulness
- Being easily overwhelmed
- Difficulties retaining and processing information
- Disengagement and withdrawal
- Intrusive thoughts and flashbacks
- Difficulties with and disturbed sleep
- Difficulties containing and regulating emotions
- Avoidance
- Irritability and anger
- Hypervigilance to environmental sounds or movements

As such we are committed to ensuring that all staff exemplify and use a Trauma Informed Approach and Practice (TIP). Members of our wider leadership team have completed TIP training and ensure this is cascaded to the wider staff body. Trauma Informed practice is reassuringly inline and consistent with our school's ethos and approach to supporting dysregulation.

From our training we understand that relationships that enable someone to recover from trauma are:

- The adult offers repeated, rewarding relational interactions
- The adult is warm, empathetic, engaging, curious and kind

- The adult is consistent and predictable in their communication
- The adult validates the child/ young person's feelings
- The child/ young person experiences an adult protecting them
- The child/ young person experiences an adult trying to take care of them

These are all strategies which we already expect our staff to demonstrate when supporting our students. Whilst trauma informed practice is not concerned with rescuing, fixing, healing and problem solving, it is about forming connections so that the individual might just be able to reconnect with us, their families and their communities which is essential for happy and fulfilled life.

The Six Key Principles of TIP are approaches we consistently embed within our dysregulation support:

1. Establish a sense of safety
2. Restoring choice and control
3. Supporting someone to cope
4. Facilitating connections
5. Responding to identity and context
6. Building their strengths.

At CPA we will continue to ensure that we are accessing the most up to date and relevant TIP research and training, in order to be confident in the support that we are giving to our students and their families.

At CPA we strive to ensure that all students have appropriate visual and communication supports in place. This should be meaningful and personalised to each individual student and considered to their level of understanding and preferred communication methods. Appropriate communication supports should allow students to effectively use communication for a range of purposes, for example expressing what they would like, what they need, to ask and answer questions, to make comments and express their thoughts and feelings.

A visual timetable which reflects the needs of students will also be on display in every classroom. This may consist of photographs, objects of reference or symbols – or a combination of these. All transitional times are supported by transitional supports personalised to our students, these could include: Augmentative and Alternative Communication (AAC) devices, songs of reference, objects of reference and photographs. We recognise that at times changes to the structure or sequences of the day are unavoidable, however we endeavour to prepare students for changes as far in advance as possible.

We acknowledge that there may be times when students require access to a space away from the classroom when they are finding regulating their emotions a challenge. Our Sensory regulation spaces are spaces where students can spend some time away

from any outside distractions in a safe, quiet and calm environment either alone or with a chosen and trusted adult. It can be requested by a student or where appropriate, directed by an adult.

The use and purpose of the `Sensory Regulation Space' for particular students is carefully considered in conjunction with the class teacher, pathway leader, Occupational therapist families. On very rare occasions, a particular space may have to be used in an emergency situation to support a student who is finding it hard to keep themselves or those around them safe.

A separate space should only be used when it is in the best interests of the child and other students, and we acknowledge that using a space that prevents a student from leaving of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the student to themselves and others. (Ofsted, 2021).

In this instance, families are informed, and appropriate recording measures are in place. Monitoring logs must be completed for the Sensory Regulation Space, and if physical support was used to direct a student into the space, the incident must be logged on Behaviour Watch and recorded in the bound Leafe book, alongside documented contact with the parent/carer. If it is decided in conjunction with families, that it may be in the student's best interest to use this space again in the future, their PBS plan and risk assessment are updated.

8. Communication

At CPA , we endeavour to ensure that students can communicate their wants and needs as effectively as possible. We believe that increasing a student's ability to communicate is key to support their regulation.

Speech and language therapists and/ or the communication lead will assess students and support class teams to implement communication strategies and supports related to their level of communication. We recognise that communication skills can be variable dependent on the environment, levels of anxiety and demand. We also recognise that a student's preferred communication method/s may change over time or vary across environments.

We aim to ensure that all students have a voice and students preferred methods of communication are considered at all times. Therefore, all students should have the communication support they need in order to:

- Express wants, needs and choices.
- Gain the attention of a supporting adult.
- Make comments
- Ask and answer questions.
- Refuse items, people or demands – a way to express "I don't want/ like it".

- Understand and express their emotions.
- Follow instructions and understand routines.

9. Sensory Processing

Many students at CPA experience difficulties or issues with their sensory processing and we understand that there is a strong correlation between sensory processing and emotional regulation.

Students who have Occupational Therapy quantified hours listed on their EHCP's have input from the sensory Occupational Therapist and have specific sensory processing related targets they are working towards, as well as OT programmes which are embedded throughout their day by class teams. Sensory regulation is supported at CPA through:

- Access to specialist sensory equipment for students; for example, weighted equipment, fiddle toys, specialist seating etc.
- Playground equipment that provides sensory input.
- Access to spaces that support sensory processing , for example, the sensory room, sensory regulation spaces, modulation room, sensory circuits, swing therapy rooms.
- Staff training on sensory processing.
- 'Detailed OT programmes for students with quantified hours of occupational therapy for allocated classes - for example, the interoceptive curriculum supported by OT.
- A curriculum which includes movement breaks and the use of different spaces throughout their day.

10. Physical Support

At CPA , we use the language 'physical support', rather than 'restrictive physical intervention' (RPI). This reinforces the fact that our staff's primary aim is always to act in a supportive way towards our students. Incidents that have appeared in the media have heightened national and local concern about some more aversive methods of regulation management in schools and residential homes. All staff are committed to our students` well-being and regulation, safety and happiness at CPA.

When staff are considering whether to physically support a student, they should know and consider what else has been tried, that the practice is kept under review and that steps are taken to use a less restrictive approach wherever possible. We are aware needs do change over time and any approaches to supporting them should be responsive to the student's current needs (Ofsted, 2021).

We recognise 'Restraint' to include:

- Physical restraint (referred to as physical support in our setting).

- Administration of emergency medication – on a student specific basis, with adequate plans and risk assessment in place and when given by a medical professional.
- Imposed withdrawal or seclusion – where the use of an alternative space in which to regulate, has been directed by a supporting adult.

Where appropriate, staff are trained in the Leafe framework. It is built on an ethos of 95% de-escalation skills with intensive work on diversions, diffusion and positive proactive support. Staff take a undertake a course which is refreshed annually and additional support with specific students where required.

Class staff are involved in a rolling programme of training. As recognised by Leafe, techniques seek to avoid injury to the student, giving control back as soon as it is safe to do so, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the student remains safe. Further information can be found on their website: www.leafetraining.com.

In line with guidance, physical support/ restraint should only be used:
- Rarely and as a last resort.
- If it is reasonable, proportionate and necessary – it should not be used to simply 'move' a student unless this is for the purpose of safety.
- When all possible alternatives have been considered.
- When documented within a students' personalised PBS & risk assessment and agreed by pathway leaders and families.
- When the purpose is to restore safety.
- When it can be justified as being in the paramount interests of the student, without which, the student is considered to be in immediate danger of harming self or others.
- When its implementation is fully recorded on Behaviour Watch (for all occasions when physical support or withdrawal is used to support regulation). Recorded in the Leafe book.
- By staff who have been Leafe trained wherever possible.

(Ofsted, 2021) (DfE, 2013)

If any form of physical support and/or withdrawal has been necessary to support a student in a time of crisis, supporting adults are required to communicate this in detail with their family. On occasions where physical support and/ or withdrawal is needed more frequently, a communication plan, that best suits the needs of the family (where possible) must be agreed between home and school. This should then be detailed on the student's PBS plan.

11. Observation, Analysis and Assessment

Staff at CPA are familiar with looking at ways of understanding dysregulation and always seek to understand the function for the individual student and the contexts in which it is likely to happen. We understand that the best way to support student wellbeing and regulation is to truly understand the 'why' behind the dysregulation. This then allows us to develop meaningful strategies that best support our students. We review and analyse data regularly and consider whether the intervention remains the most appropriate support for the student (Ofsted, 2021).

We use our wellbeing recording systems to help track and identify factors that may be acting as triggers or may inadvertently be encouraging stressful situations e.g., changes to a routine. We record this on 'Behaviour Watch'. Tracking of incidents involving physical support and/ or withdrawal is undertaken using 'Behaviour Watch' and the Leafe book patterns and trends are analysed by the Senior Vice principal, the and the wider leadership team. This then informs further next steps and interventions to be planned and embedded.

We define 'Withdrawal' under two distinct legal categories:

- **Imposed withdrawal** – withdrawal that is adult directed, carried out under the school's duty of care to protect the student from harm, or risk of harm, to themselves or others.
- **Autonomous withdrawal** – withdrawal directed by the student, who has actively chosen to move to a quiet space for a period, in order to regulate. All use of Sensory Regulation Spaces are recorded and analysed weekly.

12. Recording Measures in Place

The following recording measures are in place:

- All significant changes in regulation or incidents that require physical support or imposed withdrawal should be recorded on Behaviour Watch (please see Appendix 2 – Dysregulation Slip – Behaviour Watch) and in the Leafe book, and the parent/carer must be informed.
- Any imposed withdrawal should also be recorded on a Monitoring Form attached physically to the door/wall of the Sensory Regulation Space – this should be filled out, if staff have to direct a student to an alternative space in order to regulate, the monitoring forms are collated by the VP and analysed for emerging changes in behaviour, patterns of behaviour and appropriate actions to support the student and wider class team, in conjunction with the Pathway leader.
- Sensory Regulation Space'. The entry and exit time should be clearly stated. The form should be filled name the student, class, member of staff and purpose of use, for example student self-directed for low arousal regulation.
- Staff must continually monitor the space and ensure they maintain direct line-of-sight visual contact with the student at all times to guarantee safety.

13. Motivators and Positive Reinforcements

At CPA, we aim offer a broad and experiential curriculum to enhance learning experiences to facilitate a love of learning and promote positive engagement in the learning environment. We believe it is key to offer our students praise and encouragement and support the development of their intrinsic motivation in relation to tasks and activities, for example by providing a task that carefully considers their motivators, as opposed to providing a reward for completing it. We recognise that our students have a range of motivators and that these may be personalised to them and their needs.

We recognise that praise can be given in many ways and emphasise that rewards should only be used if meaningful to the student. Any system of rewards should recognise that the long-term aim must always be to encourage students to self-regulate and in turn will impact positively on their self-esteem, confidence and sense of wellbeing. Positive reinforcements are used to support and motivate students. These will differ depending on what most motivates them and may include:

- Private praise – e.g., a high-five, a shared moment or intensive interaction.
- Public praise – e.g., to the group, class or pathway.
- Praise communicated to parents or care givers – e.g., in the home-school contact book.
- Special marks of achievement – e.g., star of the day/ week certificates, stickers or 'CPA Values Certificates'.
- Being given a special responsibility.
- Time on a favoured activity or with a favoured person.
- Class strategies, such as special choosing time.

14. Consequences

At CPA there may be natural consequences, but never punishments or retributive sanctions. We see reinforcement and praise as an important part of supporting regulation. We also recognise that there is a need for students to develop an understanding of the consequences of their actions. However, students working at earlier developmental levels may need something different, for example redirection or a change of environment. Thus, the use and type of consequence will depend on the individual will depend on the individual needs of the students and their level of development.

It is important that consequences do not undermine a student's sense of worth or their feeling of belonging. If appropriate, any consequences should be explained fully and sensitively to the student – to include reasons for the consequence, they should be relevant to the age and cognitive level of the student. They should also be realistic, sensitive and contemporaneous i.e., applied as soon as possible.

Approved Consequences

- A supporting adult talking to the student about an action – “I can see that you were feeling upset and I would like to help you”, a student being taken to a different member of staff for further communication if this is appropriate or a message to be sent home about a student’s moment of dysregulation.
- Reparation – a student might be asked to complete a task to compensate for the behaviour. The task should be relevant to the situation and appropriate to the student. Tasks should not be demeaning or futile and should usually benefit the community rather than an individual. For example if the student has thrown books on the floor the appropriate task would be for them to pick the books up independently or if assistance is required from a member of staff.
- Separation – a student may be separated with supervision within the classroom or another room, for a short period of time.
- Fixed-term suspension in line with local authority policy are only to be used after all other interventions have been tried and when agreed by the Principal or delegated to the Vice Principal.

The following sanctions are **prohibited**:

- Corporal (i.e., physical) punishment in any form including rough handling
- Deprivation of food or drink
- Withholding part of a student’s daily curriculum (unless for safety purposes agreed by Pathway Leader)

15. Level of Regulation Support (Tiered Relationship model)

Students at CPA access one of the below Regulation/BFL Support Tier. If the regulation support a student requires changes, their BFL/pathway/class tracking is updated to reflect this, and a meeting will be held with their class teacher, pathway leader and the SVP, when referrals are required families will be notified and permissions sought, depending on the support tier identified.

There is a separate template for each level of support CPA acknowledges that different students will require different levels of support with their regulation, at different times. We believe that the level of regulation support a student requires can change on a regular basis and therefore the approach and the support each student receives should be under constant review.

Students do not access ‘targeted’ or ‘specialist’ support for longer than absolutely necessary, changes are made through the analysis of regulation data, alongside pathway leaders and where appropriate, through regular Specialist Support Reviews and in meetings with families.

Universal Support Tier
Students receiving universal support will be supported by their class team using strategies and approaches detailed in their PBS, Sensory profiles and Earwig data in order to successfully engage in their learning. These students are less likely to require physical support and/ or withdrawal (unless in an exceptional situation).

Targeted Support tier
Students that may require frequent co-regulation throughout their day. These students will be supported by our in-house specialists. Their PBS will outline self-regulation, co-regulation and transactional support strategies to ensure they are able to successfully engage in their learning. They may require physical support and/ or withdrawal on some occasions to keep them and those around them safe. This will be outlined on their PBS plan.

In-house and external professionals/ services who may be involved:
- School therapists providing dedicated counselling, drama, art, or music therapies.
- Child and Adolescent Mental Health Services (CAMHS) – if there is a significant risk to themselves or others and it is felt their regulation is not related to their primary SEND diagnosis e.g., Autism
- Speech and Language Therapy (SaLT) teams
- Occupational Therapists (OT)
- Community Paediatricians
- Local Authority Social Care teams.

Specialist Support Tier
Students that require extremely high levels of support. This will be from both in-house specialists and external agencies to maintain sensory/ emotional regulation, which will enable them to successfully engage in their learning. Their PBS & Risk assessment plans will detail strategies to support their regulation throughout their day, as well as detailing the stages of their dysregulation and how to support them throughout this time.

Physical support and/ or withdrawal is more likely to be required in order to keep them and those around them safe and this may be on a regular basis. As referenced these students will also have a risk assessment in place to support their safety and the safety of others. This level of support is required by a small proportion of CPA`s population and is under constant review by the senior leadership team.

In-house and external professionals/services who may be involved:
- Child and Adolescent Mental Health Services (CAMHS).
- Speech and Language Therapy (SaLT).
- Occupational Therapist (OT).

- Dynamic Support Register (DSR) – engaged immediately if it is felt there is an active risk of placement breakdown and/or risk of admission to a secure mental health facility.
- Community Paediatricians and Social Care.
- Educational Psychologists (EP).
- The Positive Behaviour Support Group (PSG).

16. Reflection and Repair (Restorative Approaches)

The school understands the importance of reflecting on events and also the need to repair relationships after incidents. Staff reflect in class teams, supported by the class teacher, pathway lead and wider leadership team. Class teachers use this reflection to feed into BFL tracking and monitoring overview as well as to refine best practice.

'Repair' is very student specific and may range from an in-depth discussion to a hand massage, depending on the cognitive level/ need of the student.

It is rarely appropriate to do this directly following moments of dysregulation, however students will be supported to reflect and repair at a time that is most meaningful for them. This is because we recognise that when a student is experiencing a moment of dysregulation, they are unlikely to be able to learn or reflect on what has happened, without a processing time that is appropriate for them.

17. Legal Roles and Responsibilities

The Governing Body will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation in strict compliance with the Equality Act 2010.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Principal will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any moments of dysregulation.
- Acting in accordance with the statement of behaviour principles made by the Governing Body.
- Establishing high expectations of students' conduct and implementing measures to achieve this.
- Determining appropriate consequences in specific circumstances.
- The day-to-day implementation of this policy.

- Publicising this policy in writing to staff, parents and students at least once a year.
- Reporting to the Governing Body on the implementation of this policy, including its effectiveness in addressing any regulation difficulties that could be driving disruptive responses.

The VP will be responsible for:
- Collaborating with the Governing Body, Principal and pathway leaders, as part of the SLT, to determine the strategic development of regulation policies and provisions in CPA.
- Undertaking day-to-day responsibilities for the successful operation of the regulation policies to support students with SEND, in line with the school's SEN Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy.

Teaching staff will be responsible for:
- Planning and reviewing support for students with behavioural difficulties in collaboration with parents and where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student is supported within a curriculum designed to support students with emotional and sensory regulation needs.
- Teaching and modelling expectations and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.
- Recording and reviewing dysregulation incidents on Behaviour Watch and participating actively in BFL pathway tracking meetings.

All members of staff (including teaching and support staff) will be responsible for:
- Adhering to this policy and applying it consistently and fairly
- Supporting students in adhering to this policy
- Promoting a supportive and high-quality learning environment
- Modelling high levels of behaviour
- Being aware of the signs of dysregulation difficulties
- Setting high expectations for every student
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Recording dysregulation when appropriate on Behaviour Watch for students in their Class, recording using the Leafe book when physical support is used.

Parents & Carers will be responsible for:

- Informing the school promptly of any significant changes in home circumstances, health, or routines which may affect their child's emotional or sensory regulation.
- Communicating openly with class teams via email, the home-school contact book, or telephone.

18. Monitoring and Review

This policy will be reviewed regularly annually by the Principal, the Vice Principal and the Governing body.

Appendix 1: Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 1996 and 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2026) 'Keeping children safe in education 2026' (Statutory Guidance Update)DfE (2022) 'Searching, screening and confiscation: advice for schools'
- Ofsted (2021) 'Positive environments where children can flourish'

This policy operates in conjunction with the following school policies:

- Behaviour and Relationship Policy
- Complaints Policy and Procedures
- SEN Policy
- Exclusion Policy
- Safeguarding Policy
- Anti-bullying Policy
- Communication Policy
- Environment Policy