**At Stepping Stones we have a range of strategies, support and areas for children to use in order for them to learn to self-regulate. Firstly, the curriculum focuses on the teaching of self-regulation, management of feelings and strategies to manage feelings in a safe manner.**

**However, at times a child may not be able to use their strategies within the classroom and may need to leave the class to regain control and in order to ensure other children’s learning is not disrupted. This is also to ensure they receive the most appropriate support.**

**THINKING AREAS (Tables, beanbags etc) -**  each class has designated areas where children can self- (withdraw) to take a minute or two to regain control and then return to their lesson. A calming strategy would be encouraged at the table.

**IN CLASS SAFE PLACE - REGULATION STATION**

Each class base has a dedicated space for children to withdraw to if they are ‘triggered’ or a strong emotion has taken over and they need time to calm, make positive choices and problem solve. Children are taught to use these spaces and the emotional recognition and regulation curriculum embeds this practice of taking time away from challenges to regain control.

**CHILL ZONE**  Chill Zone is a relaxation area. It is a space where children can take themselves if they are struggling. If they feel anxious, sad, giddy, upset. The children are taught to use this area to help them regain control in order to be ready for learning. Staff support them within this area, coaching and talking to them about the strategies they can use. The same model is adhered to across the school.

**EXTERNAL SAFE PLACE–** Safe Place is used when a child feels unsafe and they need a low sensory environment where they cannot damage, hurt themselves or hurt others. It is away from the class as a child would not be able to regain control from these high level behaviours within the class teaching environment. Safe Place is used when a child has lost control of their emotions and they are likely to damage property, hurt staff or hurt others. It is an area where children can take themselves to if they recognise they need to walk away from a situation or staff may direct children if they are 1) damaging school property, 2) a danger to themselves, 3) a danger to others. Safe Place does have a door and if a child is hurting staff, other children and being verbally abusive the door will be closed for the minimal amount of time.

* **If a child self withdraws to this space, chooses to close the door and use appropriately then this would be praised as an effective strategy to manage strong emotions in a safe way.**
* **At times our children are not able to do this and staff may need to guide / escort a child to the area to give them dignity, reassure them and support them in the best way possible. REPEATING THE MESSAGE THAT THEY ARE SAFE, SUPPORTED AND WILL BE GIVEN THE TOOLS TO CALM, PROBLEM SOLVE, REPAIR AND REGAIN CONTROL.**

**SECLUSION AND RESTRAINT**

**All permanent staff are trained in positive handling through Team Teach. Restraint is a last resort and a child will only be restrained if they are a danger to themselves, a danger to others or damaging property significantly. 95% of the Team teach training is focussed upon de-escalation strategies both verbal and non-verbal cues.**

**If staff have made the decision to use the Safe Place and hold the door closed due to a child presenting high risk behaviours then this is called Seclusion and is a form of restraint. It is an absolute last resort and is not used with young children. If this is used it would be formed as part of a positive handling plan and never for prolonged periods of time. The handling plan is shared, discussed and agreed with Parents/Carers.**

**ALL OF WHICH ARE REPORTED AND RECORDED TO PARENTS / CARERS.**

These time-in procedures vary within Stepping Stones School according to the age, maturity and understanding of the pupil. Accordingly, other measures may be adopted for very young children. E.g. time-in, within the classroom may be used.

Each area provides a withdrawal system which is used as a positive means by which a pupil can withdraw from the classroom or other area at either his / her own or teacher’s wish or when they are struggling to regulate and control their emotions, which could result in unacceptable behaviour. It is a means in which the teacher can continue to teach the class without disruption and the pupils can take the time to reflect, regain control and manage their behaviour away from the situation.

The general procedure is as follows:

1. All children at Stepping Stones are taught that they can take time appropriately. Within 2 weeks of placement an individual Regulation Plan and Positive Handling Plan are put together which outlines the child’s preferred strategies and calm down tools. The Positive Handling Plan remains generic for all pupils unless behaviours are significantly increased to a level which is putting the child and others in danger.
2. Sometimes children are unable to recognise that they are struggling to control their emotions and behaviour, therefore a staff member may ask a child to withdraw and give choices of where to go.
   1. If asked to go to a designated area by a member of staff, \_\_\_\_\_\_\_\_\_\_\_ will be expected to leave the room quietly. As soon as he/she feels ready he/she may return to the group. No consequences unless he / she uses the designated area inappropriately i.e. damaging property, shouting, swearing etc. Though if out of class for a prolonged amount of time, then learning will need to be caught up.
3. If \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is threatening, damaging property, physically aggressive towards staff or other children he /she may be escorted from the classroom by the teacher or teaching assistant. If the safe place is not appropriate or in use then the staff will use restraint for the minimal amount of time. Again, staff are trained in de-escalation and positive talk to reduce incidents of this nature.
4. When a child has been directed to withdraw from class and take time in a specific area that is not part of their behaviour handling plan then this is recorded. All restraints and physical intervention are recorded.
5. Pupils are encouraged to take themselves to the Thinking areas and Chill Zone if they decide they need to withdraw from a situation in which they feel that they cannot cope. Pupils using these areas are not recorded because they are using the procedure as a positive means of self-control. (If they were excessively taking time in these areas this would be monitored further)

I understand that the above procedure is in place to support my child to self-regulate and to keep safe at all times. I understand this is a system similar to that which many parents use when confronted with unacceptable behaviour at home. E.g. asking the child to take time-in, in his/ her bedroom.

*If a child requires frequent daily positive physical handling a full risk assessment and positive handling plan is actioned. We would work with parents/carers to complete this and report on the incidents.*

The time in procedures have been explained to me and I understand that there may be occasions where staff may need to physically intervene in order to keep my child and others safe. I understand that this will be reported to me and I will follow it up at home with my child. In exceptional circumstances it may be appropriate to put in further consequences / sanctions at home. E.g. Significant damage to property and physical aggression.

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( Head / Deputy)

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_( Parent / Carer)

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_( Pupil)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_