

1	2	3	2	1	
<p>When things are going well - what are the praise opportunities? Use of PACE Be present Communication Relationships between staff and children Use of recognition rewards in school – stickers certificates Recognition planned on an individual basis based on need. Verbal and non-verbal recognition Shared social time with peers and staff Reflective positive descriptive language Self-regulation may be possible Acceptance of Monitor</p>	<p>When things are starting to get tricky - what can it look like? Avoidance behaviour Inability to engage with adults or peers Quiet or not quiet verbal refusal to cooperate Non-verbal refusal to co-operate Urge to flee the situation Exhibiting the need to control Oppositional behaviours Desire to flee the incident Blame seeking Discussion avoidance Fixed point of view Inflexible thoughts Low level violent behaviours Low level damage to school environment Targeting other children</p> <p>What do we need to do? Use of PACE Be present Communicate verbal and non-verbal Co-regulate Reflect – if appropriate Reassure Comfort – individualised sensory offer Accept Step away Distract – revisit later Offer a supported safe space Monitor Change of face strategy Monitor</p>	<p>When a child is in crisis - what can it look like? All of Level 2 + Biting Violent throwing Running away – leaving the school site Putting themselves at risk Indiscriminate violence toward adults or peers Self-injury Non-compliance Significant damage to school environment</p> <p>What do we need to do? Use of PACE Be present Communicate verbal and non-verbal Reassure with boundaries Use of team teach strategies for positive intervention if needed Dynamic risk assessment needed Make child and environment safe Use of Safe Spaces adult directed and supported Give space if appropriate Monitor Sensory offer</p>	<p>When the child is coming out of a crisis - what can it look like? Lessening of behaviours seen at Level 3 Body language changes – head down dragging feet slumped posture quiet demeanour Wanting to talk Feeling the need to isolate Feeling the need to self-punish Desire to return to previous activity Crying Giggling</p> <p>What do we need to do? Use of PACE Be present Communicate verbal and non-verbal. Listen Reflect if appropriate Reassure Comfort Accept Step away Give time to co-regulate or self-regulate Monitor</p>	<p>Use of PACE P – remain positive A – show understanding of their struggle and difficulties C – be curious of their feelings, actions and triggers E – empathise to their challenges and situation they were in Each situation is very different so approach with caution and care Use reflective language Work at the pace of the child Work toward natural consequences Monitor</p>	<p>When or in what situations are these behaviours likely to occur? School influences When demands are made of the child Peer and adult relationships When learning is perceived to be challenging When school is not how the children want it to be When not school ready Ill Tired Hungry un-medicated. External influences home life Sibling relationships Adult relationships outside school events Monitor</p>

Building positive relationships	Anxiety	Defensive	Crisis	Recovery & Depression	Repair and Restoration	Triggers
Are there any suspected medical conditions which should be considered?	Are there any known medical conditions which should be considered?	Admission information Engagement with Services Document. Regularly updated medical information. Paediatrician's clinics held in school. Family Partnership Team support to medical appointments.				
<p>Use of PACE</p> <p>Reflective Language and Communication</p> <p>Recognise and record things that are going well on daily record sheets.</p> <p>Collection and use of historic information about the child and family on admission information.</p> <p>Vulnerabilities checklist.</p> <p>Collaboration with other agencies.</p> <p>Collaboratively formed school rules</p>	<p>Use of PACE</p> <p>Recognise and record information on the things that the child is finding tricky on daily record sheets</p> <p>Reflective Language and Communication</p> <p>Emotional Self-Regulation and Co-regulation</p> <p>Collection and use of historic information about the child and family.</p> <p>Use the de-escalation information on the Behaviour Watch System.</p> <p>Collaboration with other agencies.</p>	<p>Use of PACE</p> <p>Daily Record Sheets.</p> <p>Group meetings in class.</p> <p>Cause for Concern.</p> <p>Positive Handling Sheets.</p> <p>Phone calls to families.</p> <p>Risk Assessments</p> <p>Individual Relationship support plans if appropriate.</p> <p>Letter to Parents.</p> <p>Record of First Aid incidents</p> <p>Record of Safe Space usage</p> <p>Reports to other agencies as appropriate.</p> <p>De-escalation information.</p> <p>Violent incident forms.</p> <p>Racist incident forms.</p> <p>Serious incident forms.</p> <p>Internal/external exclusions records.</p>	<p>Daily record sheets sent home to parents each week.</p> <p>Reports to Governors regularly.</p> <p>Data included on yearly reports to parents.</p> <p>Families encouraged to engage and communicate with external agencies</p> <p>Family Partnership with personalised family support</p> <p>Reflective conversations with children and families</p> <p>ADHD clinic in school</p>	<p>All children in school.</p> <p>Individual triggers noted on de-escalation information held on behaviour watch system.</p> <p>Historic Trauma Triggers</p>		

My scale

Name:

Rating

3

2

1