

Regulation, relationship and behaviour support at Kemball school

At Kemball School, we use a range of strategies to support your child's behaviour. Class staff will select and use appropriate techniques and, where necessary, develop an individual behaviour plan. You may see some of the strategies listed below on your child's behaviour plan, alongside others that may be recommended by professionals such as Occupational Therapists (OTs) or Educational Psychologists.

We recognise that not all pupils are able to access every strategy. Context, understanding, and individual pupil need are always prioritised when responding to behaviour incidents. All behaviour plans are personalised and created specifically for your child.

If you have any questions about your child's behaviour plan, please speak with the class teacher or Emily Buttery (Behaviour Lead).

Social Stories

Social stories are a visual approach used to help pupils understand situations either before or after an event. They support pupils in processing experiences and learning appropriate responses. Often presented in a comic-strip style, social stories allow pupils to break down a situation and reflect on its impact on themselves and others.

Zones of Regulation

The Zones of Regulation support pupils in understanding and managing their emotions using colour-coded zones. Each zone represents a group of emotions, helping pupils identify how they are feeling and choose an appropriate tool to support regulation.

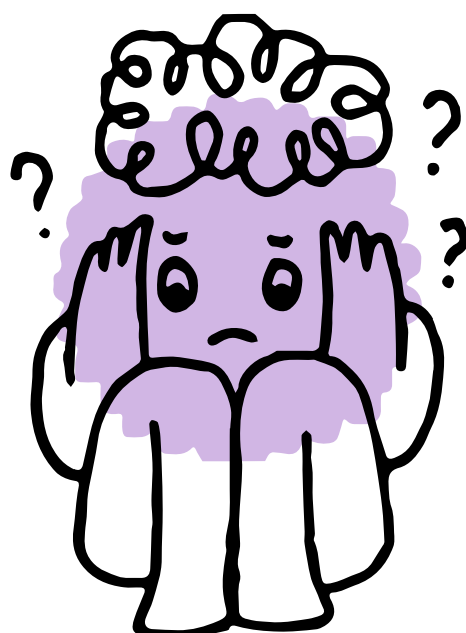
For example: "I am in the red zone" → Tool: deep-pressure hand massage.

'Fix It'

The 'Fix It' approach helps pupils develop understanding of their actions, accountability, and consequences. Following an incident, staff will discuss how the situation can be resolved, how to move forward positively, and what can be learned. 'Fix It' focuses on what the pupil can do next, such as offering an apology, tidying up, or repairing a broken item.

Communication and Visual Supports

For pupils who require additional support with communication and understanding, staff will use communication aids and visual supports. During times of crisis, communication can be particularly challenging. Simple visuals that depict actions or requests can help pupils express their needs when verbal communication is difficult. These aids support pupils when articulating feelings, needs, or wants is challenging. If you feel that any strategies—such as social stories, Zones of Regulation tools, or communication aids—would support your child at home or during future events, please let the class staff know.



Regulation, relationship and behaviour support at Kemball school

Sensory Support

Sensory support may take a variety of forms, including sensory diets, sensory circuits, and general sensory-based interventions. These strategies are often informed by consultation with an Occupational Therapist (OT); however, we recognise that sensory regulation is beneficial for all pupils, and that both children and adults require sensory input throughout the day to support attention, emotional regulation, and engagement in learning.

Sensory Circuits

A sensory circuit is a short, structured sensory-motor programme designed to help pupils prepare for learning by supporting them to reach an optimal level of alertness and regulation. Sensory circuits are particularly effective at the start of the school day but may also be used at other transition points as required.

Sensory circuits typically last 10-15 minutes and must follow a specific sequence of activities to be effective. The order of activities is essential and should always be followed:

Alerting activities - to increase alertness and wake the body

Organising activities - to improve focus, coordination, and motor planning

Calming activities - to support regulation and readiness for learning

Visual supports or symbols should be used for each activity to aid understanding, predictability, and preparation, particularly for pupils with additional needs.

Examples of Sensory Circuit Activities

Alerting activities may include:

Bouncing, skipping, or jumping on a trampette

Bouncing on a therapy ball

Running activities within the sensory room

Star jumps

Swinging, spinning, or linear movement on swings

Organising activities may include:

Animal walks

Balance activities (e.g. stepping stones, wobble boards)

Lying on a gym ball in a prone position

Tug of war

Games such as Simon Says

Catching and throwing a ball or beanbag

Scooter board obstacle courses or item-gathering tasks

Calming activities may include:

Wall presses (using laminated handprints)

Chair presses

Joint compressions (where appropriate and trained)

Squishing or self-squishing with a gym ball

Crawling activities

Use of vibration walls

Body socks

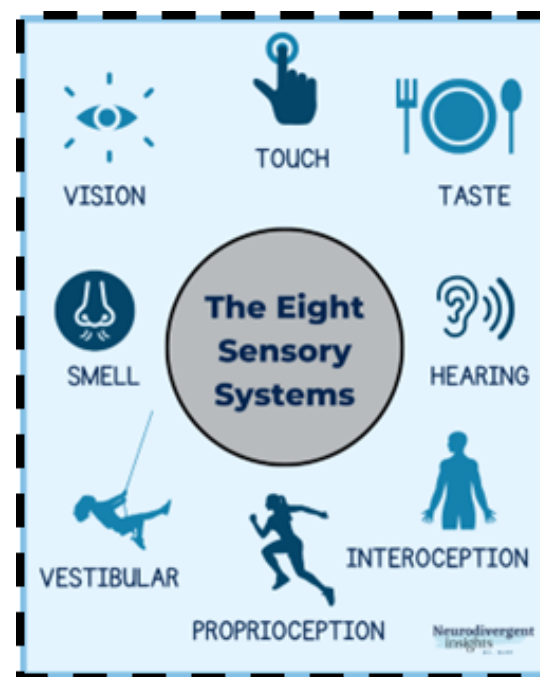
Ball pit activities

All sensory support strategies should be individualised, flexible, and responsive to pupils' needs. Activities should be adapted as necessary to ensure they are safe, supportive, and effective in promoting regulation and readiness to learn.

A sensory diet provides a planned and purposeful combination of sensory input to support pupils in achieving and maintaining an optimal level of alertness, regulation, and engagement throughout the day, from waking until bedtime. For pupils who may become overwhelmed or dysregulated by sensory experiences, a sensory diet is an individualised intervention designed to support emotional regulation and wellbeing.

This intervention can be implemented flexibly across all environments and should be considered throughout the school day. Sensory diet strategies may be incorporated within lessons to develop pupils' sensory awareness, increase exposure to sensory experiences in a safe and supportive way, and build tolerance over time. Pupils are supported to develop an understanding of their own sensory needs and to learn strategies that enable them to self-regulate more effectively.

A sensory diet can be used alongside Zones of Regulation (ZOR) as a supportive tool or targeted intervention at any point during the day. While the principles of alerting, organising, and calming activities should be maintained, it is essential that sensory diets remain personalised and responsive to individual needs, preferences, and triggers.



Regulation, relationship and behaviour support at Kemball school

CPI (SI Safety Intervention) / Physical Interventions

Physical interventions are always a last resort in our approach to behaviour management. They are only used to keep the pupil and others around them safe. While our staff team is well trained in these techniques and receives annual CPI training, such interventions are rarely needed.

You may notice references to physical interventions on your child's behaviour plan. Please be reassured that the level of intervention depends entirely on the level of risk presented, which can sometimes be unpredictable.

Physical intervention refers to any form of physical contact used to prevent a pupil from causing harm. Examples range from:








- Light guidance, such as holding a hand or arm in the community to prevent a pupil from running into a road, to
- Full holds by trained staff when a pupil poses a severe risk to themselves or others.
-

Although these situations differ in severity, both involve physical intervention, which means staff must carefully risk-assess and be aware of potential hazards.

Before any physical intervention is used, preventative and de-escalation strategies are always tried first:

Preventative measures might include distractions, redirection, or changes in the environment. De-escalation strategies include removing triggers, discussing concerns calmly, and using therapeutic rapport.

All staff are trained and involved in prevention and de-escalation, including understanding context, recognising triggers, remaining calm, and using distraction or redirection. Only staff trained in CPI will carry out restrictive physical interventions.

What training do staff receive?	When can staff use restrictive interventions?
 <ul style="list-style-type: none">■ Staff are highly skilled and experienced. They are trained to understand the causes of distress behaviour and to use a range of strategies so your distress doesn't increase.	 <ul style="list-style-type: none">■ Staff are permitted to use restrictive interventions to keep you safe as long as they do not breach your human rights.
 <ul style="list-style-type: none">■ Staff are trained to help you manage the things that cause your distress. They can agree the help and support that you need. Then restrictive interventions can be avoided.	 <ul style="list-style-type: none">■ Restrictive interventions should be:<ul style="list-style-type: none">– A last resort– Least restrictive– Used for the shortest time possible– Used to maximise safety and minimise harm
 <ul style="list-style-type: none">■ If your distress behaviour causes harm, staff are trained to use restrictive interventions.	 <ul style="list-style-type: none">■ Restrictive interventions should feel safe. They shouldn't cause pain or injury. They should never be used as a punishment or to enforce rules.
 <ul style="list-style-type: none">■ Staff are trained to use the right approach for you. Staff will agree if any restrictive interventions are necessary to keep you safe.	 <ul style="list-style-type: none">■ If staff use restrictive interventions, they will always treat you with respect, dignity, and kindness.

Regulation, relationship and behaviour support at Kemball school

What should happen after a restrictive intervention has been used?

- Afterwards, someone should stay with you to make sure you are OK.
- Staff will record what happened.
- Talking helps everyone to think about improving your help and support. Then restrictive interventions can be avoided in the future.

What if I want to complain about the use of restrictive interventions?

- A member of staff is always there to listen.
- You have a right to question staff about the use of restrictive interventions.
- You have the right to complain if you feel restrictive interventions have been used in a way you think was unacceptable.
- If you are unsure who to speak to, you can seek additional help from an advocate. Advocates can get the information you need and make sure your rights are maintained.

Therapeutic Rapport and Staff-Pupil Relationships

Therapeutic rapport is the most important part of supporting pupils, regardless of whether a physical intervention is needed. This may involve a 'Fix It' conversation, but primarily it is about repairing and strengthening the relationship between pupil and staff. It is essential that pupils feel safe and trust that staff are there to support and protect them.

We know that maintaining strong staff-pupil relationships is key to helping all pupils reach their potential. These relationships should be built on trust, understanding, and consistency.

Staff Response and Boundaries

All pupils benefit from clear boundaries, and the way staff set and communicate these is crucial. Staff work hard to get to know your child as an individual, and communication between home and school is vital to help us understand your child's needs. If your child has had a difficult night or is facing challenges, please let us know, as this can affect their school day.

The most effective support comes from developing a nurturing and trusting relationship with your child. Pupils also find comfort in understanding what boundaries exist. While they may sometimes test these boundaries, ensuring they are clear, consistent, and communicated appropriately helps pupils feel secure.

Our goal is to balance a supportive, nurturing relationship with firm and consistent boundaries. If you have any questions about behaviour support at Kemball School, please do not hesitate to speak with us.