



Accessible Education Provision for Neurodivergent
Children through graduated interventions and
academic support.

*An organisation that aims to improve every child's life by being closer to nature,
providing equality in learning and promoting well-being*

**MANAGING BEHAVIOUR AND
PRINCIPLES POLICY FOR
RAW LEARNING COMMUNITY CIC**

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what is considered to be unacceptable behaviour, including bullying
- Outline **how learners are expected to behave**
- Summarise the **roles and responsibilities** of different people in the community with regards to behaviour management
- Outline our system of **managing self-regulation**, grounded in a Low Arousal, trauma-based approach that is particularly responsive to learners with SEND.

It also aims to set out clearly how Raw Learning Community CIC will respond when behaviour presents a risk of harm to others, including repeated or severe physical aggression, and how decisions about continued placement will be made in a way that balances individual needs with our duty to safeguard the whole group.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special educational needs and disability \(SEND\) code of practice](#).

In addition, reference is made to the statutory guidance for alternative provision and to the SEND and Alternative Provision Improvement Plan (March 2023), which emphasise the importance of inclusive, person-centred practice for children and young people with SEND in alternative provision settings.

Raw Learning Community CIC recognises wider national and international concerns about the use of restraint and seclusion for children, particularly those with SEND, and aligns with rights-based and child-centred approaches that seek to minimise and, wherever possible, avoid such practices.

We also recognise our wider safeguarding duties, including those set out in Working Together to Safeguard Children 2023, and our duty of care to take reasonable steps to prevent foreseeable harm to learners and staff.

3. Definitions

At Raw Learning Community CIC, it is acknowledged that the learners may present with behaviours and attitudes that are shaped by trauma, socio-economic factors, unmet needs and prior negative experiences in educational settings. The provision is trauma-informed, nurture-based and explicitly SEND-aware, with a long-term aim to improve self-esteem, emotional wellbeing and to model positive behaviour through connection and relational safety.

While understanding the function and context of behaviour, certain behaviours are deemed unacceptable and will be challenged immediately. Misbehaviour and serious misbehaviour, such as disruption to learning, disrespect, bullying, possession of prohibited items, etc, are always interpreted through a lens that considers the learner's developmental stage, neurodivergence, and any identified or suspected special educational needs.

The learners in our care may come to us with obscured or misrepresented presentations of behaviour and attitude due to their socio-economic circumstances. We are a trauma-informed nurture-based alternative provision, and our long-term aim is to improve self-esteem and emotional well-being and model positive behaviour. Nevertheless, certain behaviours are deemed unacceptable and will be challenged immediately.

Misbehaviour is defined as:

- Disruption in learning.
- Disrespect towards adults and learners verbally and physically.

Serious misbehaviour is defined as:

- Repeated breaches of the provision's rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking or Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers and vapes
 - Fireworks
 - Pornographic images

- Any object a facilitator reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner)

For the purposes of this policy, repeated or severe physical aggression - including hitting, punching, kicking, pinching, biting or use of objects as weapons towards other - is also classed as serious misbehaviour and a safeguarding and health and safety concern.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying is recognised as especially harmful for children with SEND, who may be more vulnerable to victimisation and less able to self-advocate. The provision therefore takes a proactive stance on early identification, intervention and support, and signposts to our **Anti-Bullying Policy** for detailed procedures in our approach to preventing and addressing bullying.

5. Roles and responsibilities

The Director

The Director is responsible for reviewing and approving this Behaviour Policy.

The Director will ensure that the provision's environment, policies and practices promote psychological as well as physical safety, particularly for learners with SEND and those who have experienced trauma.

The Director will monitor how facilitators implement this policy. Where repeated or severe physical aggression occurs, the Director and Designated Safeguarding Lead (DSL) will oversee risk assessment, decision-making and any

changes to placement to ensure that the safety of all learners and staff is protected.

Facilitators and Volunteers

Facilitators and volunteers are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of individual learners
- Recording behaviour incidents

Facilitators and Volunteers are expected not only to implement the Behaviour Policy but also to do so in a way that actively avoids escalation, prioritises de-escalation, and respects the sensory, communication and regulatory needs of neurodivergent learners.

The team will support each other in responding to behaviour incidents.

Parents/Carers

Parents/Carers are expected to:

- Support their child in adhering to the learner code of conduct
- Inform Raw Learning Community CIC of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the facilitator promptly

Where an individual risk assessment or behaviour support plan has been agreed (for example, following incidents of physical aggression),

parents/carers are expected to work in partnership with Raw Learning to follow agreed strategies and contribute to regular reviews.

6. Learner code of conduct

Learners are expected to:

- Behave in an orderly and self-controlled way
- Show respect to facilitators, volunteers and each other
- Within the setting, make it possible for all learners to learn
- Treat the surrounding environment, buildings and property with respect
- Refrain from behaving in a way that brings the provision into disrepute, including when offsite.

Learners are supported, through modelling and co-regulation, to meet these expectations in ways that acknowledge their individual profiles and needs rather than adopting a one-size-fits-all approach.

7. Behaviour management

At Raw Learning Community CIC, behaviour management is framed through Growth Mindset and Low Arousal principles. Learners are encouraged to reflect on what caused a difficulty and how it can be overcome, with adults guiding this process using non-judgemental, solution-focused language.

Group management

Facilitators and Volunteers are responsible for setting the tone and context for positive behaviour within the setting.

They will:

- Create and maintain a stimulating environment that encourages learners to be engaged
- Develop a positive relationship with learners, which may include:
 - Greeting learners in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

The listed strategies (stimulating environment, clear routines, positive relationships, positive reinforcement, etc) are understood as core elements of a Low Arousal, relational approach that seeks to prevent crisis rather than react to it.

Managing physical aggression and safeguarding the group

Most dysregulated or challenging behaviour can be supported through co-regulation, low-arousal responses, individualised planning and partnership with families. Where a learner's behaviour involves repeated or severe physical aggression towards others (including hitting, punching, kicking, pinching, biting, or use of objects as weapons), this is treated as a safeguarding and health and safety matter requiring immediate action.

When a learner physically harms or attempts to harm another person, staff will:

- Intervene immediately to stop the behaviour and keep everyone safe, using the least intrusive method possible (verbal de-escalation, positioning, physical guidance only if necessary to prevent immediate and serious harm).
- Check and care for anyone who has been hurt, providing first aid if needed and reassurance.
- Remove the learner or others from the immediate area if risk remains high.
- Remain calm, non-judgemental and avoid shaming, while setting a clear boundary such as "I will not let you hurt other people."

All incidents of physical aggression will be recorded, including what happened, who was involved, how staff responded, and any injuries or first aid given. Parents/carers of all learners involved will be informed on the same day where possible.

Where a single serious incident occurs, or where a pattern of physical aggression develops, the Lead Practitioner or Designated Safeguarding Lead will:

- Meet with the learner's parent/carer to review what happened and agree next steps.
- Complete or update an individual risk assessment and/or positive behaviour support plan, which may include adapted supervision, changes to groupings, shorter sessions, or additional 1:1 support.
- Refer to external agencies (e.g. Educational Psychology, CAMHS, SEND support services) if appropriate and with parental consent.
- Review whether the learner's placement at Raw Learning remains safe and appropriate for them and for others.

If, despite reasonable adjustments, individualised support and partnership with families, a learner's behaviour continues to present a serious and ongoing risk of significant harm to other learners or staff, Raw Learning reserves the right to:

- Offer a temporary break or reduced timetable to allow time for assessment and planning.
- Request additional support or funding from the commissioning local authority or setting.
- End the learner's placement if no other option will adequately safeguard the group.

Any decision to end a placement will be made by the Director in consultation with the Designated Safeguarding Lead and parents/carers, and will take into account the learner's SEND, any disability-related factors, and our duties under the Equality Act 2010. Ending a placement is a last resort and will only be used where allowing the learner to remain would seriously harm the welfare of others.

Restraint reduction

Whilst we accept that "reasonable force" is a term recognised in law that covers a range of physical interactions used by practitioners to control or restrain children, Raw Learning Community CIC is explicitly committed to the reduction, and where possible, eradication of all forms of restraint.

The provision:

- Acknowledges that there may be very rare occasions where some form of physical intervention is necessary to prevent immediate and serious harm.

- Holds that these occasions should be exceptional, time-limited, clearly recorded and subject to robust review with parents/carers and, where appropriate, external professionals.
- Recognises that for many children with SEND, including autistic and otherwise neurodivergent learners, physical restraint can be experienced as frightening, re-traumatising and damaging to trust and attachment, and therefore must never be normalised as a routine behaviour management strategy.

Raw Learning Community CIC is not anti-school; it is pro-child. The provision recognises that many of its learners have struggled in, or been excluded from, mainstream schools, often because behaviour policies and environments were not sufficiently adapted to their needs. The intention is to model and share practice that demonstrates how safety can be built through relationship, predictability and understanding that than through control.

The approach is informed by:

- Studio III's Low Arousal Approach, which emphasises reducing environmental stressors, remaining calm, offering choice, and avoiding confrontational practices.
- National and international concerns about the impact of restraint on children, especially those with SEND, including emerging policy discussions, campaigns and reports that document the physical and psychological risks associated with restraint and seclusion.

Facilitators are expected to:

- Reflect first on their own arousal levels, reactions and communication.

- Use de-escalation, co-regulation and environmental adjustments as primary strategies.
- Seek supervision, training and support when they find situations challenging, rather than defaulting to physical control.

This stance ensures that the policy is aligned with statutory guidance while also challenging any assumption that restraint is an inevitable or “best practice” response in SEND and alternative provision contexts.

We understand that autistic/neurodivergent children experience under or over arousal which affects their information processing and how they are able to self-regulate and co-regulate.

Here at Raw Learning Community CIC, we follow the Low Arousal Approach for behaviour management.

For more information about this process see Raw Learning Community CIC Safeguarding Policy.

Confiscation

Confiscation will be used proportionately, clearly explained to learners, and mindful of the impact on those with anxiety, communication differences or a history of trauma. **Any prohibited items (listed in section 3) found in learners’ possession will be confiscated.** These items will not be returned to learners.

Learner support

The provision recognises its legal duty under the Equality Act 2010 to prevent learners with a protected characteristic from being at a disadvantage.

Consequently, our approach to challenging behaviour for learners with SEND is differentiated to cater to the needs of the learner. Within the meaning of the Equality Act 2010 and consistent with the SEND Code of Practice, all responses to behaviour for learners with SEND will be reasonable adjustments. This includes avoiding punitive measures that do not take account of a learner's disability-related needs and ensuring that any behaviour that challenges is understood as communication of distress, unmet need or environmental mismatch.

Facilitators will evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Learner transition

At Raw Learning Community CIC, our provision includes specialist teachers in a variety of subjects. The children will be encouraged to move from one specialist to another according to their timetable. Should this not be possible because of the child's individual needs, strategies will be put in place to accommodate the child until they are able to participate safely within the setting.

The Low Arousal Approach will be used to help transition, particularly for learners with SEND, with flexibility in movement between specialists and spaces according to individual regulation and readiness.

Information on behaviour issues, including any significant incidents of physical aggression and associated support plans, may also be shared with new settings for those learners transferring to other schools or provisions, in line with safeguarding and data protection requirements.

9. Training

Our facilitators are provided with training on encouraging positive behaviour, as well as using the Low Arousal Approach as part of their induction process.

Staff development includes understanding of trauma, attachment, neurodiversity and the impact of restraint and exclusion on children with SEND.

Behaviour management will also form part of continuing professional development.

Training will also include recognising and responding to peer-on-peer abuse, managing physical aggression safely and lawfully, and understanding the interface between SEND, behaviour and exclusion.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Facilitators Code of Conduct
- Anti-bullying policy

These documents collectively reflect the provision's commitment to being pro-child, rights-respecting and SEND-inclusive, while also meeting its safeguarding and health and safety duties to protect all learners and staff.

Appendix 1: Written statement of behaviour principles

- Every learner understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All learners, facilitators and visitors are free from any form of discrimination
- Facilitators and volunteers set an excellent example to learners at all times
- The Low Arousal Approach is used consistently by facilitators, in line with the behaviour policy
- The Behaviour Policy is understood by learners and facilitators
- Learners are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the provision and learners' home life
- Behaviour expectations and responses will be adapted where necessary to meet the needs of learners with SEND, ensuring that no child is disadvantaged or subjected to inappropriate or harmful interventions, including unnecessary restraint.

Raw Learning Community CIC also emphasises that violence or threatening behaviour will not be tolerated in any circumstance, and that responses to such behaviour will always be proportionate, child-centred and mindful of SEND, trauma and the long-term wellbeing of the child.

Appendix 2: Meeting the needs of neurodivergent children and young people

Neurodivergence is a neurotype that is considered to differ significantly from just over half of the population – neurotypical people. Conditions that fall under the neurodiversity umbrella include: autism, ADHD, dyslexia, dyspraxia, dyscalculia, OCD and Tourette's Syndrome.

We believe that being neurodivergent provides individuals with strengths that should be nurtured, and challenges that should be effectively supported. Because no two children are the same, all neurodivergent children will experience the world differently and it is important to think about how approaching things differently may benefit the child.

Here at Raw Learning Community CIC, we believe that in order to work effectively with children and young people, it is important to have a good understanding of neurodiversity and facilitators are signposted to appropriate training to develop their knowledge. It is also important that facilitators have a thorough understanding of each unique individual in order to understand:

- Difficulties with communication and social interaction
- Repetitive body movements and behaviours
- Sensory sensitivities and difference in how information is processed
- Difficulties with understanding and responding to their own and others' emotions.

We provide appropriate levels of structure for our learners, such as a predictable routine which is made explicit to each child in a visual timetable or other appropriate means of communicating the routine to them.

Facilitators positively interact with learners and focus on their strengths and their potential for further development. We manage behaviour proactively by providing an environment that offers appropriate levels of stimulation and support, and by teaching children the skills that they need to meet their needs in a more appropriate way.

Facilitators understand the importance of developing positive relationships with learners and of knowing and understanding them well. Each child is individually planned for in both care and education. We recognise that our learners are all individuals and each learner has a programme developed for him or her to ensure that his or her anxiety levels are reduced, that his or her individual sensory, communication, social and, learning needs are met.

Appendix 3: How we manage a Dysregulated Child

The children who attend our setting often have high anxiety and/or trauma due to unmet need as they have a diagnosed or undiagnosed specific learning difference. Therefore they may attend the setting in a state of dysregulation, or they may become dysregulated during the session. This will result in a corresponding fight or flight response and may trigger behaviours that are challenging.

At Raw Learning Community CIC, we follow the Low Arousal Approach for managing a dysregulated child, and our reasons for doing this are set out below. We firmly believe that first and foremost we need to connect with each learner and learn about them, their interests and safe space, before we are able to help them manage their feelings and emotions and help them to co-regulate.

What happens in a “Fight or Flight” response?

When the body perceives a threat, the body's “fight or flight” response is triggered by the sympathetic nervous system to prepare the body for a quick response to the threat. The brain triggers the release of the stress hormone cortisol by the adrenal gland as part of the body's “fight or flight” response. The cortisol increases glucose in the bloodstream for energy to move quickly, enhances the brain's use of glucose and helps to prepare tissues to be repaired. It provides energy for the body to deal with the stressor. It also slows down non-essential functions in the body that are not critical to survival.

In a healthy stress response cortisol levels rise and fall, but someone with dysregulation can have persistently high or low levels of cortisol. This impacts

cognitive function and emotional stability as well as increasing vulnerability to other health conditions, including anxiety and depression. It can take 20-60 minutes for the nervous system to return to its “rest and digest” state.

Why it is crucial to **wait** to deal with a child after a “fight or flight” response.

When a child is in survival mode due to a perceived threat, the body's stress hormones impair higher brain functions, making it impossible for that child to process information, understand consequences, or engage in a calm discussion. It may seem to an onlooker or ‘victim’ as though the facilitator is ignoring a child’s behaviour, but we need to wait to deal with the child for several reasons:

- As the child’s brain is not in a state for rational thinking or reasoning – in a fight or flight state, a child cannot listen, process or respond to our words - it is futile to attempt any reasoning or lecturing until they have returned to a calm state.
- Because fight or flight is a survival response, the child will be focussed on perceived danger and not on understanding or resolving a problem.
- The stress hormones released into the body impairs vital processes, so the child may feel physically unwell or anxious afterwards.
- Trying to deal with a child while they are still dysregulated can trigger a stress response in the facilitator dealing with it, making the situation worse for both parties.

Why we use the Low Arousal Approach at Raw Learning Community CIC

This approach is a non-confrontational way of recognising and managing signs of stress or recognising concerning behaviours, without placing the problem with the person who is exhibiting these. It starts from the basis of valuing and respecting each individual. It recognises that stress is always present but asks how we can best manage these crisis situations when individuals are experiencing a “meltdown.” All behaviour is communication, and it is our job as facilitators to work out what that individual is trying to communicate through their behaviour as there are many factors that influence this: physical health, lack of structure, stress, trauma, sensory overload, slow processing of information or frustration (see Figure 1).

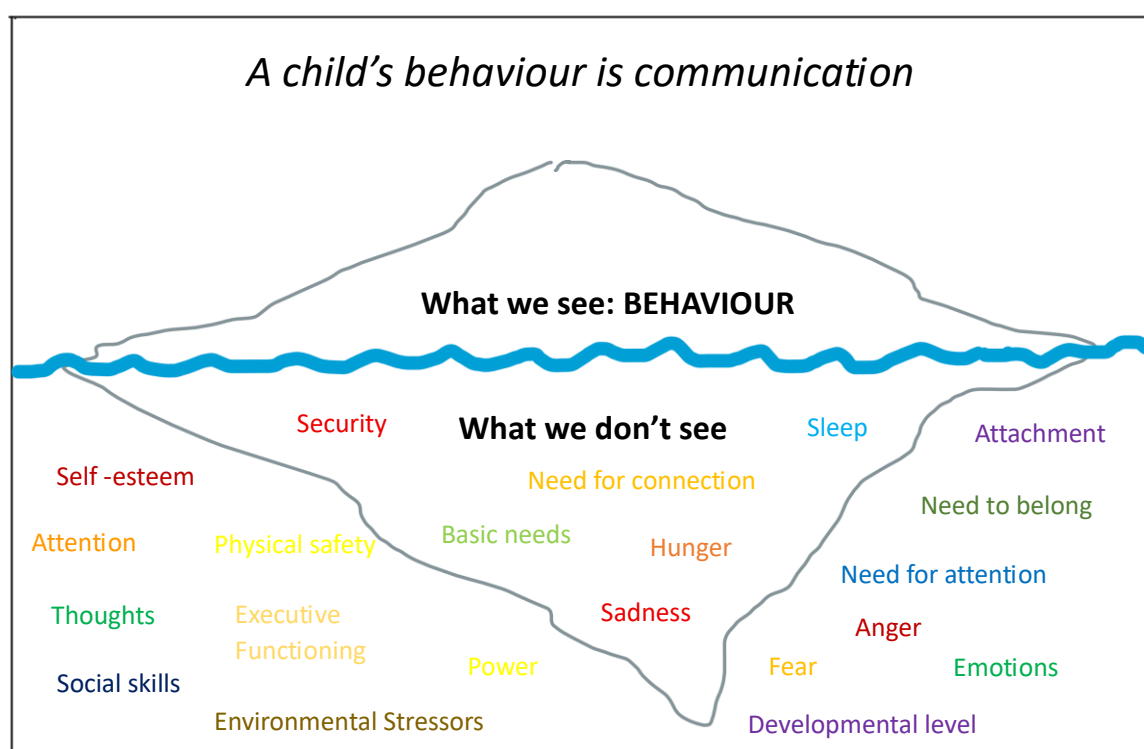


Figure 1. Factors affecting a child's behaviour

When a child is in a crisis situation, any verbal demands, requests or boundaries may act as a trigger to their distressed behaviours. They may be unable or unwilling to meet our requirements or may not even understand what we are asking of them. Therefore, we step back and ask if we can remove that demand completely and if not can we reduce it? As facilitators, we need to remain calm and avoid a power struggle or a 'stand-off.'

What is the Low Arousal Approach?

When communicating with a child, the facilitator needs to consider the impact of their non-verbal communication and how this impacts positively or negatively on that child. Non-verbal communication includes body language, gestures, tone of voice and how much space is between the facilitator and the child.

There are several non-verbal strategies that can be used:

1. Stay or appear calm. It is important to appear calm to people who are distressed as emotions and behaviours directly trigger similar emotions and behaviours in them.
2. Eye Contact. Direct eye contact can assert power and control and can be arousing in a distressed person. Many people have difficulty processing direct eye contact along with other sensory stimuli, becoming overwhelmed and then having a 'meltdown'. We maintain regular, intermittent eye contact with the distressed child to help prevent them getting overwhelmed.
3. Physical Touch. Although touch can be a sign of affection, it can also signal threat or hostility to a dysregulated child, especially if they have

experienced restraint in their past. The avoidance of any physical restraint is a key part of the Low Arousal Approach, so we avoid touch whenever possible in order to remove the threat of restraint from the distressed child's environment.

4. Slow down your movements. Children in a hyper aroused state will see movements towards them as a threat, and this can escalate the arousal state, so we move slowly and cautiously around them to provide a sense of calmness. This does not mean we never approach or touch a distressed child; it depends on our knowledge of that child and what will help reassure them and calm the situation.
5. Gestures can be misinterpreted. Gestures enhance what we are expressing and can be used without spoken language with a distressed person who is processing information more slowly, but we need to be aware of our body language and whether it is open or closed.
6. Avoid other facilitators gathering in a crisis. Facilitators may move towards a distressed child but this can escalate their state of arousal as they may feel more threatened. Only one facilitator should communicate with the distressed child and a second facilitator should remain out of the line of sight and only assist if requested by the lead facilitator.
7. Remove others. The traditional approach of removing the stressed person from the environment by a verbal demand or guiding them away is more likely to escalate the situation into a crisis. We encourage other people to vacate the environment using positive, proactive strategies, so that the distressed person is able to calm down in their own environment without any onlookers.

8. Keep your Distance. When we support a distressed child we keep at least an arm's length away to avoid invading their personal space which can fuel their 'fight or flight' response.
9. Be aware of the power messages you communicate. Frightened, distressed children are hypervigilant, so we need to be aware to avoid any verbal or non-verbal communication which could be misunderstood and lead to conflict. We need to be aware of the emotion and tone of our voice - speaking slowly, calmly and softly, and keeping our language simple and clear. Always speak in the affirmative rather than the negative. We need to listen and acknowledge what the distressed person is trying to communicate and try to meet the needs of the person if possible.
10. Tactically withdrawing from the person. Withdrawing from a situation can sometimes lead to a decrease in physiological arousal. To avoid getting into an argument or a 'stand-off' somebody has to back down and that will need to be us. This is not 'giving in' but avoiding distress and a potential crisis. Once the child has calmed down and is in a relaxed state, then we can help them to reflect on it and help to support their learning from the situation.

High arousal may also trigger a flight reaction in a child who will feel the need to escape the situation. We allow the child to escape the situation or environment in a planned manner by learning what the child's 'safe space' is and allowing them to go there to calm down. This might be the Cosy Cabin or swinging on the frammock or the swing. We are aware that escape behaviour may be unplanned and more open ended so we ensure that the site remains secure by locking the gate onto the site once all the children have arrived and closing the gates into the car park once the parents have left after dropping off their child.

Our procedure for dealing with a child who is dysregulated and displaying challenging behaviour

- On arrival at Raw Learning Community CIC, the Forest School Leader asks Parents how their week has been and how their child is feeling?
- The Forest School Leader will inform facilitators of any change in behaviour due to lack of sleep or change of routine.
- If Forest School Leader misses the parent and the learner is dysregulated on arrival, the Forest School Leader will phone the main carer on our contact list and talk through how the child is feeling and inform facilitators of any changes.
- If a child is dysregulated but they settle by the time Parents phone to be let out at the gate, the Forest School Leader will inform the parent that they have settled.
- If after 5 minutes, the Forest School Leader deems that the dysregulated child is not safe to be around the other learners, and the parents are on site, she will call them to come and support their child.
- If it takes a bit longer for one of our learners to settle, the Forest School Leader will send a text during the morning to inform the Parent that they have settled.
- It is important to get to know the children who attends Raw Learning Community CIC - their interests, fears, worries – in order to provide the most appropriate support if they become dysregulated.

- Some children have a safe space to help them regulate e.g. by the stream, the frammock, the swing. Facilitators should go and check in with them until the learner is ready to join in, and should inform them what is on offer. The facilitator should talk to them in a calm voice. A child may say "Go away" which means they need time and space until they are ready to join in.
- If a child has PDA, the Forest School Leader will provide activities nearer to the gate to help them settle into Raw.
- We also have a therapy dog that comes on to site to help our learners settle.
- A Risk Assessment is done on an individual child to enable facilitators to follow step by step instructions.
- If a child becomes dysregulated during the session, check the time as they may be hungry. Offer them a snack from their bag or ensure their favourite food is being cooked on the fire to help them regulate.
- They may become dysregulated and need sensory input (proprioceptive input) which the forest school leader will provide e.g. Playing with water, blowing bubbles, painting, playing in mud, parachute, playing games, climb a tree, pushing and pulling activities log dog, push a tyre, or pull a trolley to help them regulate.
- The dysregulated child could also be offered an appropriate distraction based on their interests or the activities they enjoy doing, e.g. The facilitator could say, "Shall we look for bugs?" or "How many skittles can you knock down?" or "Shall we go jumping in the water?"

- The dysregulated child may also be offered to go for a walk to see the Alpacas or to feed the ducks.

- If a child becomes really cross, ensure all the other learners are safe; give the dysregulated child space. We will not talk to them until they are ready. If they run away to their safe space, do not run after them as this makes the dysregulated child more anxious. Do not talk to them but ensure they are safe while they are dysregulated. If a facilitator is struggling, the forest school leader will support where needed. Afterwards, the Forest School Leader will talk to the facilitator about how they felt and what they could do differently as a child picks up on the facilitator feeling anxious.

- If a learner is dysregulated during the session, they may target another child who they know will retaliate. The Forest School Leader/Facilitator will ensure the other learner is safe and moved away from the situation. The Forest School Leader will inform parents at the end of the session.

- Once the learner has calmed down, talk to them about their feelings. How they are feeling - I can feel that you are sad? Or cross. Give them space and time and with support they will talk about what happened and how we can support them.

- The Forest School Leader will inform the parent at the end how the child's session has been.

This policy was adopted by	Raw Learning Community CIC
On	25 th February 2026
Date to be reviewed	25 th February 2027
Signed on behalf of the provider	<i>Rachel King</i>
Name of signatory	Rachel King
Role of signatory	Director

