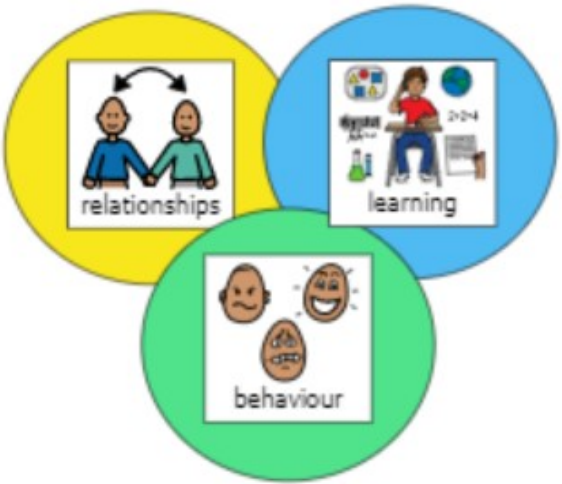


Every young person has the right to a high quality education.

Positive relationships and behaviour in all aspects of school life are fundamental to enable effective teaching and learning to take place.



**Better Relationships,  
Better Learning,  
Better Behaviour.**

**Procedure and Policy: reference document**



# Supporting emotional dis-regulation

We can:

- Use symbols, objects of reference and sign-a-long to support pupils' communication and understanding when they are emotionally dis-regulated.
- Use the symbol support 'when I need help with my emotions' board to help pupils predict what will happen next.

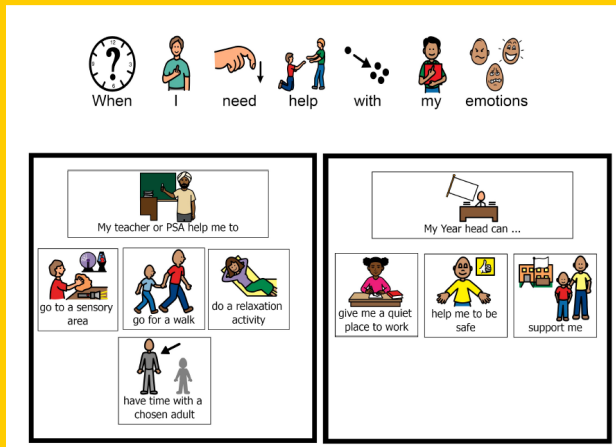


## Physical Interventions

These are justifiable only when a child or young person is at risk of inflicting serious physical harm on themselves or another individual. Due to the needs of our young people at Pilrig Park School, staff are trained to use planned physical intervention in the form of CALM.

The majority of our physical contact with pupils is for:

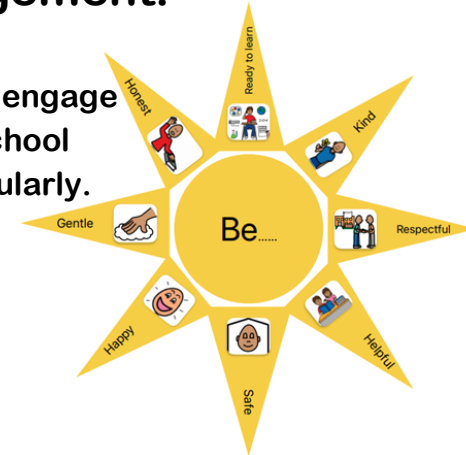
- Guiding, soothing, comforting, encouraging or protecting a child.
- Provide intimate care for a child with complex additional support needs or a disability where this is provided for in the child's care plan.
- Supporting learning for example in hand over hand approaches.



- Use a calm tone of voice.
- Try a different person's voice.
- Don't take it personally.
- Understand that all behaviour is a form of communication.

## Positive relationships and encouragement:

- Our pupils engage with our school values regularly.



- Notes in pupil diaries to inform parent / carers of 'wee / big wins'.
- Pilrig Park Praise cards filled out by staff and pupils which are delivered weekly and recipient photos displayed on school notice boards.
- Head and Deputy Head Teacher Awards, nominated by any member of staff, presented at once-a-month assemblies and copies displayed on school notice boards.
- Whole-school Special Badges initiative.