



## Emotional Regulation & Wellbeing *Ways of Being* Toolkit

This document is designed to support all Oaklands teaching staff to respond effectively to how children communicate through their behaviours, adapting their responses to differences in how children are over time and in different environments. Our positive behaviour ethos is grounded in unconditional respect for our pupils' ways of being and our mission "Building foundations for fulfilling futures." This means that we want all children to move towards self-regulation over their time in school and develop greater self-awareness from their own starting points.

Understanding children's usual way/s of being helps us to plan how to support them on their journey towards self-regulation. To achieve this goal, we have defined a number of Ways of Being that we see in pupils across the pathways and from this have set out guidance on how to support learners showing these ways of being. For all children to progress in their emotional regulation, they need planned provision in the environment and in taught sessions, as well as in the moment support from skilled adult interventions.

It is important to note that children may move between different Ways of Being all the time dependent on what is happening round them, where they are (environmental differences as well as stage of cognitive development), and their presentation can change very quickly. We need to observe, wait & listen to understand what children are telling us through their Ways of Being and always take note if they change to a new WoB suddenly. **No Way of Being is wrong**, and we can support children in any WoB to develop greater resilience and independence in regulating their responses to the world.



We believe that good learning happens when children are steady at a 5 or 6, in terms of their alertness, their 'okayness' and their ability to engage with the world. When they are dysregulated or over stimulated they will be within the 8-10 range, they are likely to need adult support to get back to 5/6 and stay there. In contrast our most passive children are not in the best place if their energy and attention and 'okayness' is at 1 or 2 and so they also require a lot of adult support to be able to access learning appropriately. **As adults we are vital role models for being well regulated at a peaceful productive 5 or 6** and we need to be aware of how we affect others (staff and pupils) if we fall below or rise above this regularly.

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| <b>Way of Being 1:<br/>I need frequent adult support to help me feel safe and ready to learn.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Characteristics of Ways of Being 1 behaviour &amp; communication:</b> These children may be extremely passive and/or have fleeting attention and a high need for physical movement. They may be very over stimulated by others and the environment. Extremely passive children may need high levels of adult to support to draw them into learning activities.<br><b>Typical behaviours may be:</b> finding it hard to sit down, bouncing/spinning/climbing, running rather than walking, repetitive physical gestures, some children will become louder or make a particular frequency of noise to show they need support to regulate. They may be very rigid about their own interests. An expectation of a class with a high number of children who are often WoB1 is there would be an area of the room permanently set up with physical regulation resources                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Resources &amp; motivators for WoB1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>In the moment support strategies for WoB1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Provision to support WoB1 learners</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <p>Staff being alert to changes and quickly intervening to offer mutual physical regulation or (in some cases) a change of environment. Trampoline, spinners, wobble boards, rocking chairs, Therabands, black out tents. Visual supports such as “work first then motivator”</p> <p>Staff may need to model physical regulation and support pupils to access ways of regulation that may be new to them e.g. if a child shows dysregulation by bouncing their legs whilst sat down, staff could guide them to a trampete to bounce their way back to regulation.</p> | <p>Over stimulated children will need support to de-escalate using a range of calming strategies, such as breathing through yoga activities, offering body socks and weighted blankets. Some children may need big pressure and to be physically active; however, there is a danger that they can become over stimulated and so staff will need to be alert to changes and/or use timers to put boundaries on those times. Staff should use boundaries like 1 circuit of the school or a timer ending to check in and give children limited choices.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Passive children need <b>planned</b> provision to alert them, just as over stimulated children need planned strategies to calm them. This may involve a strategy of sabotage, i.e. moving the chair away to support a child to move towards the directed activity. Staff to put in routines within the day to require children to do more, i.e. if a child can use a communication board, they must include ‘my’ when requesting their own objects/items. Staff to be consistent with setting high expectations for engagement and effort from all pupils.</p> |  |
| <b>Way of Being 2:<br/>I sometimes need adult support to enable me to be ready to learn and feel ok</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Characteristics of Ways of Being 2 behaviour &amp; communication:</b> These children can either concentrate on a preferred activity for increasing periods of time and will accept having their attention directed, by adults, to other activities. Generally, they can tolerate the classroom environment, sharing toys and spaces with their peers. They do not require 1:1 support to engage in learning. <b>Most Oaklands pupils are in WoB2 most of the time.</b><br><br><b>Typical behaviours may be:</b> Showing less interest in non-preferred activities, preferring some sessions and areas of the school to others and therefore their behaviour may need more support in particular places. They may have developed habits to re-regulate, which include moving away from the activity for a short while, quick physical rebalancing and pacing. They will however be attending to the learning in their own way. Many Wob2 children will stim, these can include noises that they make.<br><br>An expectation of a classroom for children with high numbers of WoB2, furniture will be arranged to allow children to spontaneously regulate as needed and staff will accept this choice and help them to re-engage. WoB2 children will be |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | supported to stim in a way that supports them independently whilst minimising distraction to others. This may mean thinking about which children sit together and where in the room they are seated.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Resources & motivators for WoB2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | In the moment support strategies for WoB2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Provision to support WoB2 learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| See WoB1 plus the use of visual supports to allow them to use their voice to make requests, including for regulation. Where using ZoR, staff may need to model analysis in the moment to support a child to accept help. Staff will know what motivates a child in order to make best use of first and then, or golden time/other reward scheme, regularly reviewing what childrens motivators are. Many WoB2 children will recognise and respond to the reward to go to another area of the school, e.g. climbing frame or sensory room. | <p>If a WoB2 child loses focus or appears to be moving towards dysregulation staff should think about a range of strategies, such as</p> <ul style="list-style-type: none"> <li>• adults modelling good engagement of the activity, with enthusiasm</li> <li>• parallel play or work to refocus, whilst reducing spoken language</li> <li>• giving the child space, whilst observing from a distance</li> <li>• Reminder of what is expected and what is next</li> <li>• tactically ignoring the behaviour</li> <li>• change of face</li> </ul> <p>These things should be encouraged before a change of space is offered as we want to encourage children to be in the classroom.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Active children need opportunities in the day where their sensory needs are being met, for example children that like to pace or jump will need space or equipment within the classroom where they can engage in this whilst the learning continues. How they are then refocussed on the learning will need to be carefully planned, for example having independent and supported access to likely fidget toys and stretchy bands will enable them to make meaningful choices and develop self-regulation strategies. This is to be highly bespoke, watching how children choose to regulate and give themselves time away from task will be important so they will be allowed the time they need to regulate with minimal learning time lost. For some pupils this may look like their own regulation circuits, it could start with big movements leading to smaller movements and then ending back at the learning activity. This can work on 2 levels, the whole class and for individuals. Whole class transitions may need to be planned so lessons can flow from one to another, with all or most children staying at a 5 or 6. Many classes will have set ways of doing this, such as transition songs. However, your class may be very 8/9 after PE and may need something extra to bring them back to 5/6 in addition to the set transition. There will always be some individuals who respond very strongly to particular sessions or environments so their transitions may need to be more bespoke, e.g. being first on the bus, being assigned a helper role at lunchtime to enable them to come into the hall more easily. |
| <b>Way of Being 3: I have developed some self-regulation strategies and I need support to generalise them.</b>                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Characteristics of Ways of Being 3 behaviour &amp; communication:</b> Children who mostly show WoB3 behaviours will be able to follow most instructions and expectations of their classroom with minimal prompting. They will show attention to what the staff leading want them to and will accept most sessions and changes to routine with minimal dysregulation. They will be able to wait to take a turn, play with or near peers and welcome adult interaction. They will have been exposed to some ZoR study and be able to identify common emotions including Okay / Not Okay and will accept calming/ alerting support from a range of adults.</p> <p><b>Typical behaviours may be:</b> They will attend to most activities they are asked to do with some/ minimal prompting, although they will usually have less preferred activities, and will need additional support/ planned motivators in these sessions. They will have developed habits to re-regulate, which may include moving away from the activity for a short while, which should be allowed. Other methods should be introduced alongside established regulation options, to widen their range of tools of choice</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| Resources & motivators for WoB3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | In the moment support strategies for WoB3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Provision to support WoB3 learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| Access to regulation tools with support & independently should be in every class with a number of WoB3 children, including readily accessible visuals/ personal communication boards to request support/ tools. Very clear timetables should be in place so children can see opportunities where they can calm or alert, and they are taught what those symbols mean. In classes there would be a ZoR board showing the 4 colours and a minimum of 1 emotion per colour; this can be added to over the course of a year. They should be referred to at least twice a day so children become used to reflecting on their own emotions and their emotional state. | Challenging children’s expectation of routine and building their resilience and flexibility of thought and action will be difficult for them to accept. We will plan strategies and opportunities to do this work and recognise that this will mean some individuals will find this distressing and challenging. To enable children to (over time) accept these situations and develop the resilience we hope for, staff will need to be ready with ‘in the moment’ motivators, distraction and ER tools so that these challenges are manageable for our young people. This is purposeful struggle for Emotional Regulation and Wellbeing.                                                                                                                                                                                                                                                                                                                                                                                                                                               | The goal for all children is to maximise the amount of learning time that they can access, so where children have developed the habit of wanting time out of the classroom their provision should include planned strategies for building their resilience to remain in the room. This may include having a calm corner or a workstation in a different area of the classroom. They may need support using visuals such as now and next, timers and motivators. These children will also require planned peer interaction opportunities so they can develop their regulation around their peers.<br><br>These children’s timetables should include at least weekly taught ERW sessions such as Zones. Using morning circle time to map out the school day with any changes and to highlight which staff will be working in class that day is important to reduce anxiety. For WoB3 children, planned routines such as circlet time and order of lining up, classroom helpers, physical resources such as spots to stand on are vital and must be planned purposefully to reduce anxiety and support positive behaviours for learning. |  |
| Way of Being 4: Some environments, people or activities cause me anxiety and/or to shut down. I need your support to re-regulate at these                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Characteristics of Ways of Being 4 behaviour & communication: A pupil may refuse to engage /freeze, try to get away from/ flee or become more physical when presented with a triggering environment, people or activity. This is a natural freeze/ fight/ flight response to something that is overwhelming and we all experience degrees of this ourselves at different times. It may look more extreme for our young people as they are still developing their ERW and resilience skills and we need to support them to do so. This does not mean reducing their exposure to new/ challenging transitions, environments, people or activities but rather that we need to plan to support them to develop tolerance for accepting these challenges and work towards being well regulated at times of change/ newness.<br><br>Typical behaviours of WoB4 may be: Showing less tolerance or increased anxiety in a certain environment or activity. They may refuse to go to a particular space and show signs of dysregulation. Particular resources or changes in staff may create more |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |

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| times and in these places.                                                                                                                                                                                                                | challenge for some children. Although this cannot always be anticipated, we do know that autistic people in general struggle more with change and can become very fixed in their thoughts and actions, so we should be ready for children to find transitions and new things/ people/ places a challenge.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Resources & motivators for WoB4                                                                                                                                                                                                           | In the moment support strategies for WoB4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Provision to support WoB4 learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Social stories; real pictures (e.g. of trip routes) to become familiar with before and on the day of an event/ visit; break down very clearly the steps involved in trigger situations; clarity is key as is preparation well in advance; | <ul style="list-style-type: none"><li>• Staff need to be flexible and to expect the unexpected</li><li>• Staff should carry tried and tested motivators/ calming tools when introducing new/ challenging transitions, environments, people or activities</li><li>• Staff need to ensure pupils always have access to their voice e.g. communication book/visuals</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>When planning a trip or event, teachers must that ERW is considered throughout the planning process: ensure pupils’ voices travel with them; take resources from class with children such as familiar signage to display (is it possible to display a toilet sign for example); consider how you will orientate the pupils when you arrive in the new place so they can feel safe and understand where vital things &amp; people are going to be.</p> <p>When a particular challenge point is identified for a pupil or group, consider how you can help reduce the impact of the trigger on them through preparation/ timers / social stories etc.; Consider how the pupil/s accept direction best as some children will accept a printed sequence better than verbal language if unsettled</p> |  |
| Way of Being 5: I need support to develop my understanding of how my emotions affect me and others. (CHELM)                                                                                                                               | <p><b>Characteristics of Ways of Being 5 behaviour &amp; communication:</b> These children generally cope well within the classroom and other settings. They form good relationships with most staff/children and are able to express how they feel and what zone they are in at different times of the day. They are able to accept support to co-regulate, including resources and suggested activities but are generally very good at following their self-regulation strategies. They have a good understanding of the ZoR curriculum and can identify different emotions and possible support strategies for themselves and others.</p> <p><b>Typical behaviours may be:</b> They may occasionally display big emotions which can affect those around them. At these times they may show less tolerance towards another person/s (pupil or adult) due to previous experiences or reactions. They may refuse to accept that their actions impact on how others feel and what other may do. They may struggle to restore relationships as they are not able to empathise with the other person. They may struggle to listen to what others have to say, especially if it is the opposite of how they feel or view a situation or incident. This can include work during de-briefing and restoration. Additionally provision and time may be needed in order to restore relationships after an incident.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Resources & motivators for WoB5                                                                                                                                                                                                           | In the moment support strategies for WoB5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Provision to support WoB5 learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Taught sessions may require specific resources. Other than this, WoB5 children will be largely self- reliant or be able to make alerting/ calming choices of what they need (in their own voice)                                          | Reassurance – big feelings, supported by visuals for individuals or whole class resources.<br>Positive Listening strategies identified through Team Teach training (see TT website), debriefing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ZoR – how my behaviour affects others and impacts their behaviour<br>Scenarios & roleplays to practice social situations and how to be regulated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |

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| <p>Social stories to support with particular emotions that can be more challenging (such as jealousy).<br/>Scaling activity with pupils to check their understanding of how their behaviour affects others and how they also feel about this.</p>                                                                                                                                        | <p>and restorative approaches questions to develop supportive and constructive conversations.<br/>Staff to ensure that pupils have access to their voice, e.g. AAC devices, communication books/boards.</p>                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Books to allow talking about situations<br/>Involve parents with support strategies as children are likely to also be displaying similar behaviours at home, especially in their relationships with siblings or cousins etc.<br/>Additional ZoR sessions could be used to undertake more in depth work in a particular area or with a particular challenge.<br/>Work on positive relationships with individual or groups of pupils.</p>      |
| <p><b>UNIQUE ways of being children &amp; how we can support them and their staff team as a whole school</b></p>                                                                                                                                                                                                                                                                         | <p>Some children at Oaklands have such complex ways of being that they need a highly individualised approach and staffing up to 1:1 all or most of the time. Staff working closest with them will have detailed plans and resources to support their ERW and will work on these with Sally Bott, pathway leader and external agencies. However, we may all come into contact with our UNIQUE outliers around school and there are some 'Golden Rules' that may be helpful. In many cases these will be <b>DON'Ts</b>, rather than Dos as these children are likely to find the world around them very challenging.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Please DON'T:</b></p> <ul style="list-style-type: none"> <li>• Talk to the child without being asked by the person that is supporting them</li> <li>• Talk about the child in front of them</li> <li>• Distract their 1:1 with anything other than 'Help available' UNLESS asked by their 1:1</li> <li>• Physically intervene without being directed by the child's 1:1</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Please DO:</b></p> <ul style="list-style-type: none"> <li>• Offer support quietly and simply with 'Help available' (IF necessary)</li> <li>• Keep your body and facial expressions as neutral as possible</li> <li>• Recall any information that has already been shared about how to support/behave when in contact with the pupil and their 1:1 (this information is often shared via emails, briefings or in the staffroom)</li> </ul> |