



Reducing children and young people's need to leave the premises Guidance for Schools

Overview

The following guidance has been created to support careful consideration of underlying issues which may give rise to exiting behaviour. It is advisable to initially read the document in its entirety. However, the final section offers a quick reference summary and checklist which could be used independently to guide teachers and carers in their immediate information gathering process of possible drivers.



Introduction

Keeping children and young people safe is a primary duty of care for any educator or childcare provider. It is therefore highly anxiety provoking for all concerned when a child or young person displays running or exiting behaviours and our first reaction is often to think about locking doors or erecting gates. It is true that such barriers can stop a young person putting themselves in danger, however, only in that particular environment.

A lock or a gate does not help us to understand the 'why' of the child's need to escape, nor does it allow us to teach and generalise alternative behaviours which can make the child safe across all environments. In other words, it is a short-term solution for a problem which requires much more investigation if we are going to understand and educate the young person for living in a world that can be dangerous. Beyond this, locking in the child who wishes/needs to escape is unlikely to support them to feel calm, relaxed and ready to learn. Indeed, it can sometimes lead to other issues, such as heightened anxiety.

Consider for a moment that you are on a tour bus travelling through a historic site guided by a lecturer at the front of the bus. Now imagine that you are desperately requiring to use the bathroom and there is not one onboard. You are in the middle of nowhere, with no ability to stop. Your need is great, you are very uncomfortable, and you are no longer able to listen to or absorb anything the lecturer is discussing. Your need is becoming more urgent than your ability to manage it. Now, consider a young person whose need is so great they require to get out of the classroom as fast as you need off that bus. Whilst the urgent need to go to the bathroom is an undeniable physical requirement, for some children their need to take control by leaving is just as desperate and can feel just as physically uncomfortable.

Indeed, the running behaviour may in actual fact be your best clue and insight into the young person's needs. Their requirement to leave in any given moment or context, highlights that there is an unmet need that must be explored.



Establishing Needs – Why does the young person need to escape?

Where a young person enrolls in our environment with already recognised Additional Support Needs and/or reported running behaviours, we will likely have put in place systems to support the child's safety. However, running behaviour can develop at any stage of the learner's educational journey and it may be that we need to return to the drawing board to consider or adapt our understanding of their needs. Equally, we may be dealing with a new young person or a child who has no prior history of such behaviour.



It is important to remember that all behaviour is a communication and running is no less so. From a child's perspective it is a very effective strategy which gives them some immediate control over the situation and the emotions they are experiencing.

Further, it is a strategy which works most of the time, whether it is to avoid a task, create a game, have a connection with another, get back to mum or reduce the overwhelm they are feeling.

It is crucial that we understand what function the behaviour serves for each child, in each context, in order to decide on which intervention we need to implement or replacement behaviour we need to foster.



The following steps aim to guide that process of exploration into why a young person is attempting to exit and what can be done to intervene to ensure they learn alternative behaviours to feel and stay safe.

Information gathering

History

In understanding any behaviour, it is important to ensure all information regarding the child's recognised needs and previous and current behaviour are gathered and shared.

- If the child runs at home or with their family, what are the triggers for this?
- Has the child any previous history of running e.g. in nursery or playgroup? Again, what were the triggers?
- What previous interventions have been used successfully to reduce running behaviours?



Communication

It is important to understand the young person's communication needs and ensure the environment supports these appropriately.

Does the child require:

- Symbols/signs
- A visual timetable/Now & Next timetable
- Makaton/sign language
- Augmented hearing support
- Visual supports, enlarged symboling or visual aids
- Is EAL support required?
- Is a communication passport in place?

In short, is the environment communicating effectively to and with, this young person?

Sensory

Many young people are greatly impacted by their sensory needs and can become very distressed or overwhelmed if these are not met. It is therefore valuable to assess the sensory needs of any young person who seeks to escape an environment, in order to ascertain if their running behaviour is linked to their need to seek sensory feedback or avoid it.



- Does the young person have documented or identified sensory needs?
- Have sensory behaviours been observed?
- Does the child seek movement e.g. spinning, climbing, running, rocking?
- Do they seek sounds/music?
- Do they seek to mouth or bite non-food objects?
- Do they seek out tactile objects e.g. emery board, furry, jelly or gloopy objects or activities?
- Do they seek out smells e.g. sweaty socks, fancy erasers, teacher's perfumes?

Alternatively, is the young person avoidant of, or overwhelmed by, sensory stimulus?

- Loud noise
- Busy movement in the classroom
- Smell of the dinner hall
- Too many drawings on the wall



- The feel of their clothes on their body
- The colour of the carpet

Have sensory triggers or antidotes been identified to cause or reduce running behaviour?

Observation

CHECKLIST



In gathering information to ascertain why the child is seeking to exit, systematic observation of the young person in the environment is an invaluable tool which allows triggers to be identified or ruled out. It is very likely, that you have already gathered a great deal of information around the exiting behaviour, but it can be helpful to revisit these observations with other staff/ parent/carer to assess if anything has been missed.

Below are some things you may wish to consider.

Time/Place/Situation

- Is there a particular time or place where the young person is more likely to want to escape from e.g. assembly or the climbing equipment outside. Or perhaps it occurs first thing in the morning or towards the end of the day.
- Is there any time/place or situation where the young person never attempts to exit from?
- Is there a particular place the young person wishes to escape to?
- Does the young person exit and then hide?
- How often does the young person attempt to leave in a day/week/month?

Relationships

Relationships are the single most important influence on human beings' feeling safe and secure. It is therefore essential to identify who is the young person's favoured person?



- Who in nursery or school do they automatically go to or look out for?
- Who do they connect with or seek out for connection, fun or safety?
- Does the running behaviour increase or decrease around this person or indeed around others?



It is worth considering what attracts the young person to this person. Although human connection cannot be easily explained or deliberately replicated, often there are key factors in the behaviour of the preferred person that can be replicated by others to support the young person to feel equally safe around them.

This may be down to factors such as:

Facial expression – being very overt and easy to read or quite inexpressive.

Demeanour – very calm or fun and exciting.

Consistency – always presenting as the same, providing clear messages.

Tone and volume- sometimes children respond more to the tone of delivery rather than the words per se.

Attunement – knowing the child and responding timeously and appropriately to their needs.

Sensory – using touch or avoiding touch as appropriate with the young person.

It is vital to support the team around the young person to recognise what is working, what to share and develop in order to create the most successful and consistent approach to reduce running behaviours. Many young people with ASN and/or exiting behaviours are often supported by far more staff than their peers, and therefore have many more relationships to build and make sense of. This may include both staff from within the nursery or school, but also allied professionals and support personnel. It is essential that a **Communication Passport** and **Behaviour Support Plan** is available for all, and that relevant information is shared and updated regularly to ensure a consistent and attuned approach.

However, where a young person is becoming heightened or overwhelmed, many schools report that reducing the number of staff engaging with them can have a significant positive impact in reducing unwanted behaviours such as running.



The Classroom

The classroom environment sets the scene for all young people’s learning but where many children can quickly familiarise and relax into any given room, some young people are particularly sensitive and uncomfortable in a particular classroom environment. Where a young person

is repeatedly trying to leave the class, it is worth considering the physical environment to ascertain if it is appropriate to the needs of the young person.

- Does the classroom provide the appropriate environment for the young person?
- Is the curriculum being offered appropriate and stimulating for the young person?



- Is there a quiet area with low stimulation?
- Is there a tent/den, somewhere the young person can 'escape' to in the classroom?
- What sensory activities are available in the classroom?
- Is the classroom in an open plan school?
- Does the young person have a place where they feel safe?
- Can they access their items easily if needed? e.g. calm box, ear defenders

These are common questions worth considering when you have an escapee, as aforementioned, the young person is running for a reason and if it is the classroom they wish to escape from, we need to look closely at the environment to understand why.

Further, it can be helpful to look at your classroom from the young person's perspective, in order to see what they can see when in each zone of the classroom.

- Are there areas that feel overly stimulating to someone small, which might not be apparent to an adult?
- Is the exit more visible or accessible from a given area of the classroom? If so, does this also happen to be the area the young person accesses for calm time or sensory play?

Some schools have found the **MAZE** approach to be helpful in supporting teachers or care staff to slow down or prevent a young person leaving the class, giving essential seconds of time for staff to be alerted to a pending running episode. This of course does not mean an actual maze is constructed in the classroom but rather staff go through each part of the young person's day and timetable to ensure that there is no point in their day where they have direct access to a door. In addition, staff organise their classroom in a way that creates obstacles or zig zags with their furniture and storage, to make access to the exit slightly slower. However, staff also have to follow health and safety rules and therefore any maze cannot block fire escapes or create a hazard.

Within an open plan environment there can be multiple escape routes that require to be considered, however, many schools have had great success in creating **VIRTUAL BOUNDARIES** using tape on the floor to indicate where a classroom starts or ends and where a young person is allowed or not. Using different colour tapes, the young person can be taught not to venture into any given area. Once the young person has mastered this in their immediate area, the approach can be rolled out across the school and playground to enable the young person to begin to understand their environment and negotiate it more freely and safely.

This technique was used particularly successfully during the COVID-19 pandemic when schools had to create safe bubbles in their classrooms and playgrounds where only a certain amount of children were allowed at any given time. Schools were anxious and doubtful that this approach would work with a school full of children but in general it was highly successful and children with all abilities soon understood and followed the rules.



Likewise, the use of symbols (e.g. Widgit Online) can be taught in order to prevent young people accessing restricted areas e.g. the fire escape or kitchen. Once an understanding of the symbol is learned this can be used in hand signals or as pictures on a lanyard, thus expanding the teacher or carer’s ability to quickly and effectively stop any escape. This is of course trickier when the young person is heightened, therefore any introduction or practising of alternative behaviours/interventions must occur when the young person is feeling secure and relaxed.



Teaching these symbols have the advantage of educating the young person to understand universal signs which can protect them outwith school and in the wider community.



Who is watching?

Whilst the young person is learning alternative behaviours and still presents as a potential flight risk, it is essential that there is a clear and straightforward timetable of who is responsible for the young person through every part of their day. This is particularly important at transitions and the young person should know through their Now & Next or visual timetable, who their Keyperson is at any given time. Photographs can be very helpful.

Any bathroom or lunch/tea breaks of staff should be communicated clearly and handovers acknowledged.

In playground situations, some schools have chosen to have the young person wear a yellow hi-viz vest to make them easy to spot in a busy environment. Whilst this approach may be efficient, it is potentially stigmatising for the pupil in question and therefore it is important that consideration is given as to how this can be sensitively implemented. Other schools have approached it differently and discussed the issue with the carer or parent, who have been able to provide a particularly bright jacket or



hat for the young person to wear, thus reducing the stigma of being different from everyone else.

Social Times

The risk during playtimes can be reduced by introducing **staggered playtimes** for all, or for some young people, to create a less busy and overwhelming environment.



Alternatively, many schools have had success with **zoning the playground** with tapes, painted lines or playground art, and teaching the young person to stay within a given area.

Other schools and nurseries use **playground monitors** and **buddies** to support structured playtimes, with games such as Giant Jenga, Story corner or Mud kitchens etc.

Some schools can feel the risk is too great to have the young person accessing the outside space. However, this approach should be avoided where at all possible as often the running behaviour occurs to fulfil a need for movement. Therefore, instead of having the desired effect of reducing running behaviour, this strategy can in fact worsen the situation. Furthermore, removing the risk completely also removes the opportunity to teach and learn very necessary safety skills. Allowing the young person to access playtimes has the added advantage of allowing them opportunities to build relationships with their peers and learn appropriate social skills from them. Therefore, the removal of outdoor social time removes the right of the young person to have appropriate and vital outdoor play and interactions.

Context

Is the young person regularly out of class to utilise other resources e.g. sensory room, ASL classroom, support for learning, art therapy or similar? If so, how often does the young person need to leave the space?

For many young people who display exiting behaviour there are other accompanying difficulties or Additional Support Needs. This can mean the young person has to move in and out of their classroom many times throughout the day to receive support elsewhere. As a result, this can lead to the young person not understanding or recognising the 'home' classroom as their main teaching environment. They may not feel a sense of belonging there, which increases the difficulty in supporting them to stay there.

Some schools have reported a reduction in running behaviour when they have taken the decision to have the young person supported in their own classroom only. This can have the added benefit of reducing opportunities for escape.



The Exit

In any analysis of running behaviour, it is worth a closer examination of what each episode looks like, how it occurred and how it was responded to. The answers to each of these questions can give a good insight into why the behaviour is occurring in the first place or indeed, continuing.

- What does the behaviour look like?
- Is it impulsive or can you see them premeditating their exit?
- Does the young person always choose to exit to the same place?
- Do they choose the same method/door to exit by?
- Does the young person run, jump, crawl?
- Does the young person hide?
- Do they seek outside?
- Do they attempt to go home?
- Do they wish to be chased?
- Do they seek feedback from the drama it causes?
- Is the young person activating a clear logical (to them) plan? E.g. I want my mum, or the football from PE, or is it a spontaneous act in the moment and they have no idea where they are heading and just need out?



Post – Exit

- How do staff react to the exiting behaviour? Is there a consistent approach or a spontaneous perhaps stressful response?
- Do the staff automatically know who goes to support the young person?
- Do the staff know where all possible exits to the building are?
- Are all these exits immediately manned?
- Is a protocol in place for what happens next?

Return

- Does the young person come back into the classroom willingly?
- Does the young person settle easily when back in class?
- Does the young person require quiet time or free play before joining in class activities?
- Does the young person go somewhere other than the classroom? Does this reinforce/reward the exiting behaviour? Or does it allow them to return more positively to the classroom?



Many schools report that having an assigned person and consistent approach to retrieving the young person is the best way to reduce repeated running. Where possible a key person should be assigned to ensure the young person does not leave the building and is supported back to class with the use of as little spoken language as possible. Symbols or signs can be used to support and are often more effective. It is crucial that any exiting behaviour does not become a game or a huge drama. This can be easier said than done, particularly if the running behaviour is outwith the school building, as adrenaline can cause the best of us to become heightened and overwhelmed ourselves. It is therefore important to ensure any staff involved in the pursuit or retrieval of the young person, present a calm and measured approach to stressful situations. This of course cannot always be accounted for, particularly where the presenting behaviours appear to have no pattern or obvious cause. Therefore, sharing a consistent protocol, approach and expectations to all the team around the young person can ensure where possible, that the young person gets a consistent and similar response each time they attempt to leave.

In some cases, return to class is not the best option whilst the young person is still heightened or overwhelmed. In which case, the young person should be consistently supported to an agreed area in order to become calm. A 'safe space' is an area the young person has identified and will return to each time they are feeling dysregulated, it is an area of comfort and reassurance. Interaction should be minimal where possible, in order to communicate that this is a place for calming and preparing to return to class. The temptation can be to cajole and have fun



to support the young person to relax but this can a) further escalate them or b) reward the exiting behaviour, e.g. 'Ahh, these are the lovely things I get to do when I run off.'

If the young person does not feel 'safe' in other areas/rooms throughout the rest of the building it is important to timetable activities in these areas, slowly building up their trust of the area and in turn making them feel more included and reduce the chances of the young person running.

Where a young person appears to be exiting due to the need for a movement break or sensory experience, this should be noted and shared with staff, where it can be proactively incorporated into their day in a planned way and not just provided on demand.

In some cases, the young person's need to exit is not connected to school at all but may be related to a need to connect with a parent/carer or arise from an anxiety related to the wellbeing of this person. In this situation, a trusting relationship would need to be built with the young person's family to support the possible sharing of sensitive information. In this situation, support may be required from other agencies such as Children's Services Social Work or NHS Health colleagues.

Sometimes, an attachment object can be used with the young person which they can use when they feel they require connection to their 'person' e.g. a keyring with



photos, a jumper that smells of the person, a soft toy or just a familiar object from home.

The class context at the time of the running episode must be examined for possible causes, e.g. was the task too tricky or not challenging enough? Were there perceived difficulties with peers or staff? Was it hot/cold?

Finally, how does the young person understand their exit?

Do they recognise it as inappropriate or unwanted?

Are they aware of what they should have done instead?

If the young person leaves the building or school grounds, protocols agreed in the Behaviour Support Plan must be followed.



Teaching Replacement Behaviours

In summary, running or exiting behaviour is a reactive response to an unmet need and the lack of ability to communicate or problem solve. To the child it is a fairly effective strategy to solve their 'problem', but as adults, one can recognise it as both very inefficient and unsafe. Therefore, as educators we

have to begin the process of teaching a more helpful way to communicate and have their needs met.

This of course, does not mean we will always be able to do so, for example in the case of a young person wishing to return home to protect a parent who is a victim of domestic violence. In such a case, our job is to keep the young person safe and support them to communicate and manage their feelings, whilst attempting to put in place appropriate multi agency support.

However, in most cases, we are trying to support young people whose behaviour presents within a wider spectrum of Additional Support needs. Therefore, we need to teach alternative ways for them to communicate their needs, seek connection or understanding and manage overwhelming emotions. Often it is a combination of these skills that need explicitly taught so the young person can begin to communicate how they are feeling, and the adults around them can adjust the environment to better manage when they feel overwhelmed.

Ensuring the environment is as **calm** as possible, having **clear, consistent routines** and communicating them in a **visual timetable** is a great place to start.

Familiarising the young person with these first routines and **stripping back** their day to be as simple as possible, can be really helpful.

Preparing the young person for any changes to the routine, environment or personnel is also essential, slowly building up their resilience to change.

Social stories can be a very useful tool in supporting young people to understand social rules and can be adapted to teach alternative behaviours to alter unwanted behaviour such as running. Social stories are a personalised visual approach that



describe social situations or contexts, using pictures and very simple language that is repeated until it is internalised and learned. The stories offer a very literal description that can be supportive for young people with ASN such as those who struggle with social communication and social norms. (Carol Gray,1991)

Comic Strip Conversations are another way to support social understanding and teach more appropriate pro-social behaviours which can be used to support young people with communication difficulties to understand the world around them, and in this case, the need to remain in a designated place for their safety. ([Comic strip conversations - Resource Library - Sheffield Children's NHS Foundation Trust \(sheffieldchildrens.nhs.uk\)](https://www.sheffieldchildrens.nhs.uk/resources/comic-strip-conversations))

The above strategies for dealing with exiting behaviour are not exhaustive and many other interventions may of course be trialled. Rather, the aim of this guidance is to offer a structure and some starting points for addressing this tricky and anxiety provoking issue. However, it goes without saying that safety remains the overall priority.

Behaviour Support Plan

Staff can complete a Behaviour Support Plan to evidence escaping as a potential risk for the young person. The completion of the Behaviour Support Plan allows staff to identify the strategies (many of which are listed in this document) to encourage the young person to remain in the required area. It should provide detail of specific motivations, triggers or times the young person may opt to exit the area to support staff in their vigilance and planning for the young person. It should also provide a list of control measures that are in place to try and prevent the young person from leaving the environment without consent, as well as detailing what the agreed protocol is should the young person run away from the intended area without consent. The Behaviour Support Plan should also inform what strategies are to be used to encourage the child back to the learning environment. It should be completed collaboratively with the young person, Parents/Carers and multi-agency team. Relevant school staff should be aware of the Behaviour Support Plan to ensure it is followed consistently. It should detail what specific support is advised for the young person to promote a consistency of approach with all who are supporting the child. The Behaviour Support Plan can work alongside an IEP where a target may be identified to develop the young person's attendance to their learning.

The following quick reference summary, may be helpful in initially, reviewing what is in place and what might be tried to reduce exiting behaviours.

1. Creating Connection/Relationships

- Does the young person have an identified **Key person** or persons, who has an established relationship with them?
- Are they the correct person?



- If there are many people working with the young person, can this be reduced for the time being?
- Have we reduced the number of relationships the young person has to manage to a minimum?

2. Providing a need-based environment

- Does the young person feel safe in the environment?
- Is there a quiet space for the young person to access independently?
- Does the young person have access to sensory tools to support their needs?
- Has the appropriate symbols or posters been put in place to communicate areas that are off limits?
- Have areas been marked off with paint or tape to indicate where the young person is not permitted to access?
- Does the classroom have comfortable furniture for the needs of the young person?
- Has an Occupational Therapist or sensory support OT, been consulted?

3. Communicating

- Does the young person have a communication passport in place?
- Does the key person and team around the young person have the appropriate skills to communicate with the young person e.g. Makaton, sign language or EAL
- Has there been input from other agencies to support communication e.g. Speech and Language Therapy?
- Does the classroom use a Total communication approach and have symbols and alternative forms of communication in place?
- Does the team around the young person, recognise key triggers and 'tell behaviours' which indicate a pending running episode?

4. Understanding feelings and emotions

- Is the child being taught to recognise their emotions?
- Can they identify and communicate simple emotions e.g. sad, happy, angry? Are they using an emotional thermometer, the Incredible 5 point Scale or body scanning?
- Does the young person have a calm box that they can access independently?
- Have they been taught simple replacement strategies such as 'when I feel wobbly, I ..., e.g. go to my tent, tell Mrs Smith, lie in the rocker or simply show my red card?
- Can the young person access alternative areas/places beyond the classroom e.g. in the gym hall or playground?
- Are these replacement behaviours and skills being introduced and practised when the young person is relaxed and de-escalated?



5. Have the young person's sensory needs been assessed and the appropriate equipment, resources put in place?

- e.g. A running path in a corridor, a stretching 'flower tree' wall mural in the class, a wobble cushion on his chair.
- Where necessary support from an Occupational Therapy or Educational Psychology can also be accessed.

6. Rewarding pro-social behaviours, when they choose an alternative to running

- Are we appropriately giving attention to the young person when they are not trying to escape, or are we giving most attention to the young person when they attempt to exit?
- Have we tried reducing attention and 'drama' to a minimum, when exiting behaviour is occurring?

7. Reduction in Areas

- Have we reduced the number of areas the young person has to access to a minimum and perhaps tried having all their needs met within their 'home classroom'?

8. Change to the day

- Have we looked at the young person's day and considered earlier/ later start or finish?
- Would a home lunch be helpful or possible?
- Would a staggered lunch or playtime help?
- Does the young person require more outdoor play?

9. Learning

- Is the curriculum appropriate for the pupil's needs?
- Is there any indication of possible unmet learning needs (e.g. dyslexia)?
- Is an IEP required?

10. Protocols

- Have we ensured there are simple protocols in place for toilet breaks and that all staff know who is responsible for monitoring the young person at any given time/situation,
- Is a Behaviour Support Plan in place?

11. Staff Briefing

- Has the Behaviour Support Plan been shared with all relevant staff in the building?
- Have all staff throughout the building being briefed on what to do in the event of an exiting episode and a plan to cover all exits is in place?



For the majority of young people who display exiting behaviours, this behaviour is generally not long enduring and begins to diminish rapidly as their needs are appropriately identified and managed and/or they begin to feel safe and secure. Likewise, as they come to understand how to communicate their needs or emotions, and to whom, running behaviours can reduce.

In turn, the nursery or school grow to know the young person very well and what is required to ensure the young person feels safe and no longer needs to leave. Although complacency should be avoided as the behaviour can reoccur when the young person experiences new challenges, such as a new teacher or peer group. In which case, the exploration, in the new context would begin again and age appropriate interventions and replacement behaviours implemented.

Finally, some schools have found the use of walkie talkies invaluable in allowing a rapid response whilst reducing anxiety and drama around the incident. However, it should be noted that all nurseries and schools at some point, experience the difficulties of managing young people who communicate their needs by attempting to leave, without the need to utilise this technology, locks, gates or alarms.

In short, when we know our pupils well enough and meet their needs appropriately, we will be able to support them to ensure they are safe in all environments and ensure that their safety, remains the ultimate priority.





Checklist to identify Next Steps

Creating Connection		Yes	No
	Does the young person have an identified Key person or persons, who has an established relationship with them?		
	Should you look at reducing the number of adults working with the young person?		
Environment			
	Is there an agreed safe space(s) the young person accesses?		
	Does the young person have access to sensory tools to support their needs?		
	Have restricted/no entry/zoned areas been marked/signposted accordingly?		
	Has OT/Sensory Support been involved to ascertain difficulties re sensory of young person?		
Communicating			
	Is a Communication Passport in place?		
	Are staff trained to use appropriate communication tools e.g. Makaton, Now/Next board, Visual Timetable etc.		
	Does the classroom use the Total communication approach – symbols and alternative forms of communication in place.		
	Have the staff identified 'triggers' and 'tell behaviours' to indicate a pending running episode?		
Understanding Feelings and Emotions			
	Is specific work being carried out to teach the young person how to recognise their emotions?		
	Does the young person access a Calm Box?		
	Has the young person been taught specific replacement strategies for running away?		
	Has the young person been given regular opportunity to practice the replacement strategies?		
Reduction in Areas			



	Do you need to reduce the number of areas the young person currently accesses?		
Change to the Day			
	Do you need to adapt the young person's timetable e.g. earlier start/finish to the day etc?		
	Would a staggered lunch/break be beneficial?		
	Does the young person require more outdoor play?		
Protocols			
	Are protocols in place and all staff in the school know what their role is?		
	Is a Behaviour Support Plan in place?		