4 plus 1 tool

What have we tried?	What have we learned?
• Priya can leave the room for 'time out' when she needs it. She doesn't need to ask permission for this, and an agreement has been reached that she can take a short walk, but that she must return after 10 minutes. • Sitting her near the back of the room near a window so she can conduct her breathing exercises, or stand, when she feels anxious, without drawing attention to herself.	• Priya has been using the 'time out' offer, but in addition she often stays behind to talk to staff members, as she finds this comforting. This can lead to her being late to her next activity and missing additional learning.
What are we pleased about?	**What are we concerned about?**
• Priya is coming in more and staying for full days. • She is being more communicative with members of staff.	• She is regularly missing learning time and not having the ability to catch up.

What do we need to do next?
Integrate further coping skills into her plan, including positive self-talk practice (to develop in her weekly counselling session), and organise an additional 'check-in' with a member of staff before lunch (Mrs Jones) so she can receive adult support which she seeks. After a couple of weeks of embedding this new support, the plan is for it to replace remaining behind after each lesson (Mrs Jones to communicate this message to staff).