About this document:

At Wren Spinney we recognise that each child is different; this policy is produced as a guide to be followed but it is noted that strategies/interventions will differ depending on the situation and the pupil and what is deemed reasonable at the time.

Purpose

At Wren Spinney we aim to be positive, consistent and proactive in our practice, and use a system of reporting and recording with a regular review of actions required/taken. We aim to attempt to reduce the barriers to learning that result from behaviours.

Complied by: Daniel Mulchrone & Mike Tebbutt	**Date: January 2025**
Committee: LGB	**Date agreed by Trustees:**
Review Cycle: 2 Years	**Review Date: January 2027**

Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
  - o Health Assure (confidential counselling support available through Perkbox account).
  - o Education Support: telephone number 08000 562561 or website www.educationsupport.org.uk

Wren Spinney School
Relationship Policy

Contents

Intent

At Wren Spinney we recognise that each child is different; this policy is produced as a guide to be followed but it is noted that strategies/interventions will differ depending on the situation and the pupil and what is deemed reasonable at the time.

Children with complex needs and learning difficulties do not easily perceive the structure and purpose of the world they live in, and they may experience difficulty in focusing attention on meaningful activities for even a short period of time. We recognise that communication and engagement are vital to learning; and that behaviour is a form of communication.

We believe that pupils are happy when their needs are understood and met, allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged. We consider their communication styles, social interactions skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills.

The relationship policy is not about enforcing rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

At Wren Spinney we aim to be positive, consistent and proactive in our practice, and use a system of reporting and recording with a regular review of actions required/taken.

We aim to attempt to reduce the barriers to learning that result from behaviours by:
- Identifying and recognising potential triggers that are likely to result in inappropriate or unsafe behaviour
- Utilising different management strategies to limit challenging behaviours
- Identifying and redirecting obsessive/inappropriate behaviours
- Engaging students' attention to enable focus on learning activities
- Creating a healthy, supportive and secure environment
- Having clear boundaries and expectations
- Having a strong home/school partnership
- Being positive, consistent and rewarding good behaviour
- Through understanding each of our pupils we look to meet their physical, social and emotional needs in order to maximise their potential for academic learning.
- We establish a positive environment in which every pupil is encouraged to respond with socially acceptable behaviour.
- By ensuring pupils have functional communication systems, appropriate to their individual need to enable them to express their wants and needs.

Parents are expected to:

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Relationship Plans

Each pupil has a Relationship Plan (RP) that indicates the strategies needed to enable the pupil to engage in learning and actions to be taken to support when this is required.

We believe that it is important that pupils take responsibility for their behaviour. We actively encourage them to choose the right thing to do. We use descriptive praise when we see them making a good choice. We link consequences when appropriate.

Implementation

Quality provision which meets the needs of individuals

If we are able to meet each pupil at his/her point of need and development, it is more likely that behaviours that challenge, harmful or self-injurious behaviour will decrease/disappear. To do this we need to:

- Ensure communication systems are in place and readily available when a pupil is presenting as dysregulated.
- Know pupils' sensory processing difficulties and have appropriate resources available to support the pupil to access sensory strategies that may allow them to de-escalate and return to a better state of regulation.
- Accurately assess and understand each pupils' learning needs by referring to their EHCP's.
- Create classroom environments that meet pupils learning and sensory needs.
- Plan to meet each pupils' range of needs e.g. equipment, seating, groupings, use of TAs.
- Know what motivates each pupil and use it to help him/her achieve.
- Carefully plan lessons to ensure that we meet each pupil at his/her point of learning i.e. the work should be neither too easy, nor too hard and we should plan for success.
- Include pupils in the target setting and evaluation process, using appropriate language (self-assessment).
- Give pupils feedback on progress in a supportive way, focussing particularly on their achievements and what they need to do to make further progress. Praise pupils for their specific achievements i.e. descriptive praise

The language of choice and consequences

We actively encourage pupils to choose the right thing to do, by explaining the impact of their choices.
We use specific descriptive praise when we see them making a good choice.
We link consequences to the choices they make, to help them make the best choice.

We accept that however much we emphasise the positive nature of our philosophy it remains likely that we will need, at times, to use a range of consequences:

1. To modify future behaviour to bring it within socially acceptable standard.
2. To reinforce the need to remain within set boundaries.
3. To allow others to work within an atmosphere conducive to learning.
4. To maintain consistency by not tolerating unacceptable behaviour.
5. To maintain the safety of the individual, other students and staff.

It is important for our pupils to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, which makes sense to a child. The following are examples of the respective consequence for an action. Consequences will only be used where the pupil has the cognitive ability to link the consequence to the action (also where it will trigger a higher-level behaviour; it could be more appropriate to ensure that the next occurrence sets the standard. I.e., the next time a pupil goes down a corridor they walk).

Behaviour	Consequence
Hurting another child	Remind the child that one of our rules is to be kind. Encourage pupil to apologise and demonstration of kind hands.
Disruptive behaviour	Follow pupil's individual behaviour plan and ensure disruption is kept to a minimum. Once the pupil has calmed and is ready to learn they will need to complete the work when calm.
Running in the corridors	Children should return and repeat the walking process and be praised appropriately for efforts made.
Throwing items / not putting items away after use	Children should collect items thrown / not put away and be supported to handle / put them down / pack items away appropriately. Reinforcement of kind hands. Adults to model and support where necessary.

Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote e.g.
"I liked the way you lined up quietly"
"I noticed how kindly you supported __. Thank you"
"Thank you for returning to class so promptly" etc. etc.

It is also recognised where minimal language is needed for the pupil's understanding; by just using keywords.

Defining Boundaries

The following behaviours are not allowed and we try to make these boundaries explicit to all students as appropriate either by consistent strategies of behaviour modification or, with others through reason, explanation and discussion. At Wren Spinney we will not accept:

- Hindering and disrupting other students and staff.
- Physical abuse directed at either students or staff
- Verbal abuse directed at either students or staff
- Shouting and use of loud noises intended to disrupt others
- Defiance or uncooperative behaviour
- Making unkind remarks
- Throwing objects of any kind
- Bullying
- Deliberately damaging property
- Running along the corridors
- Undressing in an inappropriate place
- Masturbating
- Inappropriate touching
- Racist remarks or acts and/or harassment
- Sexist remarks and/or harassment

Reducing inappropriate

The incidence and severity of inappropriate behaviour directed towards self, staff or other students will be reduced by:
- Using augmented communication, so that students understand what is expected of them and so that they can express their needs
- Providing appropriate staff to pupil ratios. Groups are assessed and reviewed by the head teacher and SLT in consultation with class teachers to evaluate the pupil/staff ratios in place
- Training staff to use behaviour management strategies (including de-escalation techniques)
- Having consistent routines, to help avoid students' anxieties about what happens next.
- Controlling the physical environment so that purposes and expectations are clear, to reduce anxieties about what to do in different locations
- Managing the level of stimulation in the environment created by noise (including speech), lighting, crowds and interior furnishings
- Providing frequent opportunities for physical exercise to increase fitness and reduce stress
- Using sensory rooms and individual therapeutic practices to promote relaxation and reduce anxiety and stress
- Analysing students' individual behaviour to identify possible causes or triggers
- Identifying and applying additional specific measures that reduce the behaviour of individuals and using these to formulate individual behaviour plans

Responding inappropriate behaviour

Responses should focus immediately on making sure that everyone involved is safe, then at a later time problem solving and planning to reduce the behaviour in future.

Strategies to manage challenging behaviour should be adapted to the needs of individual students and can include:

- Firm and clear instructions to stop, supported by appropriate aids to communication
- Diverting the pupil to an alternative activity/area
- Use of "quiet" words, objects of reference, reassuring physical contact etc
- Withdrawal to a safe area or quiet-room
- Physical intervention to protect other students or staff

Obsessive behaviour

Obsessive behaviours need not necessarily be stopped, unless they are completely unacceptable, pose a danger to the pupil or others, or take over completely that the pupil concentrates solely on the behaviour, excluding all other stimulus, and becoming aggressive if the behaviour is obstructed.

However, obsessive behaviour should not be encouraged, and it is better to try and avoid the onset of behaviours that restrict the social life of the students and the pupil's family.

Strategies to reduce obsessive behaviour include:

- Reducing the time available for them by providing a busy timetable
- Allow allotted time for any "essential" obsessive behaviour during certain activities as a reward for not engaging in it at other times
- Direct pupil to an alternative activity

Exclusions

Occasionally students may be excluded by the head teacher if their behaviour is highly challenging, and presents:

- a high risk of injury to themselves and others.
- Is seriously detrimental to the learning of others

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:

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 not tolerated at Wren Spinney. We deal with any cases/concerns on an individual basis and work in partnership with families and multi professionals.

Rewards

We endeavour to create a climate which has a positive effect on pupils' learning and behaviour. We believe that it is important to celebrate pupils' successes / achievements as this will nurture their self-esteem, motivate and encourage positive behaviour.

Rewards include:
- Positive praise, smile, nod, wink
- Sharing work with class
- Celebration Assemblies
- Visit to head teacher / preferred adult to share work / achievement
- Displaying work

Rewards are linked to positive choices and achievements. They focus on specific behaviours we wish to improve.

Zones of Regulation

Wren Spinney use the Zones of Regulation to help their pupils to work towards independent self-regulation. The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four coloured zones.

The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

Worrying / unusual behaviour (also refer to Child Protection Policy

Staff must immediately report any worrying/unusual behaviour to a Designated Safeguarding Lead. Such behaviour may warrant involvement of parents, Social Care, Medical services or an assessment by the Educational Psychologist. A Designated Safeguarding Lead will make that decision.

Positive handling Training (Team Teach)

All staff members receive training in positive handling techniques, with regular and frequent refresher courses.

New staff and others who have not been trained, for whatever reason, should not engage in positive handling unless absolutely necessary (under a general duty of care).
The use of physical restraint must be recorded on Behaviour Watch and reported to families.

Team Teach

Team Teach looks to provide an accredited training framework designed to focus on positive behaviour support approaches, with an emphasis on de-escalation, risk and restraint reduction.

It looks to use a full range of Positive Handling strategies and interventions that are non-physical for example:

- Use of space
- Changes to the environment
- Stance and posture
- Facial expressions
- Intonation
- Simple positive messages

And if **Reasonably, Proportionate and Necessary** a physical intervention; which can include:
- Prompts/Guides (minimal resistance)
- Escorts (moderate resistance)
- Restraints (rigorous resistance), Escorts, Holds

As a school it is important to highlight that prompts and guides (minimal resistance) can be used on a daily basis to help with transitioning; this are as follows:
- Holding hands
- Friendly Hold
- Guiding with 'Caring Cs'
- Guiding with a Help Hug
- Turning and guiding

Any other physical intervention will always be recorded on a Arbor and in the event of a restraint being used; parents will be contacted.
Named Restraints used in school are:
- Two Person Single Elbow
- Two Person Figure of Four
- Two Person Double Elbow
- Single Person Double Elbow
- (Single Person) Half-Shield

Any regular Physical Intervention/contact will be highlighted on the Pupil's specific Relationship Plan.

It is highlighted that Physical Interventions are as means of a last resort after non-physical strategies have been employed and follow the guidance given in the DfE document; Use of reasonable force -Advice for head teachers, staff and governing bodies - July 2013 which states:

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 2 Section 93, Education and Inspections Act 2006 5

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Support Following Incidents

Whilst the physical techniques are intended to reduce risk, there is always risk when two or more people engage in a Physical Intervention. Team Teach techniques seek to avoid injury to the student, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the student remains safe. Any injury to staff or students will be reported on Behaviour Watch and on an Accident form. Pupils and staff will visit the school First Aider/Nurse if deemed necessary.

Students who may be distressed by events may be offered the following support:
- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for students with Autistic Spectrum Disorder – it is recognised that with some pupils reflecting on the event or trigger may cause them to go back into crisis/revisit the behaviour.
- Time with a member of staff to debrief the incident, if appropriate, using alternative or augmentative forms of communication (AAC)

Following a serious incident people take time to recover. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Any member of staff or student at the school involved in or witnessing a serious incident involving a Physical Intervention may require additional support following the incident.

Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

Physical Contact with Children

It is unnecessary and unrealistic to suggest that staff should only come into physical contact with students in emergencies. Students may need reassurance and comfort in certain situations. Staff must bear in mind however that even perfectly innocent actions can be misconstrued.

Regaining control is not the only circumstance when there may be physical contact between staff and students. It is intended that these guidelines should deter inappropriate physical contact between care-providing adults and students. Staff should respond to students in a way that gives expression to appropriate levels of care, and to provide comfort to ease a student distress.

However, it is recognised that staff need to ensure that any physical contact is not open to misinterpretation by a student or parent / carer. Therefore, parents / carers are made aware of all policies and procedures relating to behaviour management.

The following guiding principles are suggested:

- The level and type of physical contact should reflect the educational and social needs of the student e.g. physical contact is likely to occur in some PE and drama activities; as well as for students who require personal care support
- Consideration should be given to the age, gender and culture of the student and the appropriateness of any physical contact.
- In responding to a student who indicates a need for physical contact / comfort, due consideration should be given to these guidelines:

  - There should be no general expectations of privacy for the physical expression of affection or comfort in any circumstances.

  - Staff must not be alone with a student in such a situation.

  - If in the unlikely situation you are alone with the child then every safeguarding aspect should be adhered to ensuring risk is reduced for both parties, i.e. ensuring doors are left open and other staff made aware of the situation.

Definitions

- Seclusion - Forced to spend time alone against will (this is against the law)
- Time out - Restricting positive reinforcement as part of a planned behavioural programme; quiet time spent away from group under supervision. I.e. waiting chair; in the playground…
- Withdrawal - removed from the situation but observed and supported until they are ready to resume; not planned

Quiet Rooms (Safespaces)

At Wren Spinney we have quiet rooms and Safespace areas – these are places which we use to encourage our students to use to self-regulate. Students will always be accompanied and monitored when in these places.

Any proposed use of a quiet room or safe space must be written in the Relationship Plan, with the reason for the proposed use, and the monitoring and strategies in place when used.

- Safespaces can be used as a low stimulation area for pupils to spend 'time out' in (where the door is fully open.
- They can also be used for sensory exploration where the door can be 'partly' zipped up for safety/to aid calm. I.e. for pupils who like to 'roll around' to relax/regulate or need minimum outside stimulus.
- On occasions it may be the safest option for staff to step out of the Safespace and fully close the 'zip-up' door, when necessary. The student must be very closely supervised and if remains in this 'situation' for 10 minutes, a member of SLT must be called to the scene.
- Our standard letter must be sent home with the student on the day if the student uses the safe space with the door closed.

Risk Assessment

When physical intervention techniques are used it is important that the appropriate steps are taken to minimise the risk to both staff and students. The main risks include the risk of injury or the intervention causing pain, distress or psychological trauma to either party involved.

In the case of emergency interventions, the staff will make a dynamic risk assessment at the time taking into consideration the risks associated with intervention compared with the risks of not intervening.

In the case of a planned intervention the risk assessment forms part of the Relationship Plan (RP) when all risks have been considered in the compilation of the plan. It may be necessary in individual cases for Pupils to have an Individual Risk Assessment in regards to their behaviour.

Health & Safety

The actions described in the school's health and safety policy must be followed in the event of any injury resulting from a pupil's challenging behaviour.
All injuries to staff or students resulting from the students' challenging behaviour must be recorded and reported to the Pastoral Manager (or a member of SLT if not available).
Incidents should be recorded by a member of staff who was involved in the incident and witnessed the events first-hand. This is to be completed on the same day as the incident.
Each incident is to be recorded on Behaviour watch following the guidelines in the Behaviour watch crib sheet.

Impact

Relationships and good behaviour management techniques that are applicable to our pupils enables our pupils to fulfil their potential by being able to engage and progress in learning.

Monitoring and evaluation

At Wren Spinney we use Arbor to record and monitor behaviour. All staff can access the programme, and the class teacher will monitor incidents involving their named class pupils. SLT meet regularly to monitor and quality assure this data.

The head teacher or SENCo will report on any issues relating to students' challenging behaviour to the governing body each term.

Roles and responsibilities

The Governing board

The Governing board is responsible for monitoring this Relationship policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this Relationship policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure it is applied consistently.

Staff

Staff are responsible for:

- Implementing the Relationship policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on behaviour watch
- The senior leadership team will support staff in responding to behaviour incidents.

Appendices:
1. Further Information
2. Relationship Plan
3. ABC

Wren Spinney School
Relationship Policy

Appendix 1.

Further Information

Legislation and statutory requirements

The following advice is available from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.
The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.
We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Links with other policies

This behaviour policy is linked to the following policies:
- Exclusions policy
- Safeguarding policy

Wren Spinney School
Relationship Policy

Appendix 2.

WREN SPINNEY COMMUNITY SCHOOL
RELATIONSHIP PLAN (RP)

Pupil Name:	Class Teacher:	Plan Date: Updated: Updated:	Academic Year:	

Behaviours; Self-Regulation and Support Strategies

Blue Zone: Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.	
Behaviour: What the child does, says and looks like that gives us clues that he/she is calm and relaxed ●	**Positive-Support strategies:** The things we can say and do to keep the child in the green for as much of the time as possible. ●

Green Zone: Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student is in control in the Green Zone.	
Behaviour: What the child does, says and looks like that gives us clues that he/she is calm and relaxed ●	**Proactive-Support strategies:** The things we can say and do to keep the child in the green for as much of the time as possible. ●

De-escalation Strategies

Verbal advice and support		Reassurance		Space given		Praise points/strengths	
Firm clear directions		Planned Ignoring		Success Reminders		Choices/Limits	
Humour		C.A.L.M. talking/ stance		Reminders about consequences			

Negotiation		Contingent touch		Swap adult				
Limited choices		Patience		Withdrawal directed (Time Out)				
Distraction/Diversion (Known key words, objects, likes etc):		Contingent touch		Withdrawal offered (Time Out)		Other Techniques (Stated Below)		

Preferred supportive and intervention strategies: (Describe strategies below that, when and where possible, should be used before Positive Handling techniques are used)

●

Notes (including environmental changes that might help):

●

Yellow Zone: Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student maintains some control of himself or herself in the Yellow Zone.

Trigger	**Behaviour:** What the child does, says and looks like that gives us clues that he/she is becoming anxious or aroused.	**Reactive-Support Strategies:** The things that we can do or say to stop the situation from escalating and return the child to the green zone as soon as possible.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behaviour, panic, extreme grief, terror, or elation when in the Red Zone and is described as being "out of control."

Trigger	**Behaviour:** What the child does, says and looks like that gives us clues that he/she is becoming anxious or aroused.	**Reactive-Support Strategies:** The things that we can do or say to stop the situation from escalating and return the child to the green zone as soon as possible.

Post incident (What care is to be provided):

Following an incident of physical aggression a child may be in a 'heightened' state for 20 mins or more.

During which the following should be done**:**

Medical conditions that should be taken into account before intervening: (i.e. Asthma, Brittle bones etc)

Preferred physical intervention strategies (named restraints highlighted in bold):

Considerations for off-site visits:

School transport:

•

Special seating arrangements: (e.g. Harness, needs to sit near to …away from….)

•

Dos and don'ts to be passed on to escort:

•

Parent/Carer sign-off: ……………………………….

Date: …………………………………

Appendix 3.

Wren Spinney Daily Behaviour Tracker _____ Student Initials: _____ Date: _____

Time	Engagement	Behaviour	Activity	Notes	Adult	Key:
09:00- 09:15						**Behaviours** A-Physical contact staff B- Physical contact peer
09:15-09:30						C- Hitting D- Kicking E- Pinching
09:30-09:45						F- Scratching G- Pushing H- Headbutt
09:45-10:00						I-Biting J- Disrupt lesson
10:00-10:15						K- Damage to property
10:15-10:30						L- Throwing
10:30-10:45						M- Spitting N- Self-harming O- Refusal to transition
10:45-11:00						P- Removing clothes Q- Other
11:00-11:15						**Engagement** 1- Rebellion 2- Retreatism
11:15-11:30						3- Compliance 4- Exploration
11:30-11:45						5- Sustained engagement
11:45-12:00						