



Barcombe CE Primary School

The Skylark Federation

“A small and mighty school where everyone flourishes in the heart of the community.”

Therapeutic Behaviour Policy

(Adapted to reflect on development in practice, incorporating the Therapeutic Approach)

This policy is under review and consultation during 2025-26 & 26-27

Approved by FGB: 21.5.26

Next review: Summer 2027

Related documents

Anti-Bullying Policy

Inclusion Policy – Local Offer

Pastoral Care Policy

Use of Reasonable Force Guidelines

Teaching and Learning Policy

Equality Policy

Purpose of the policy

Our overarching ambition at Barcombe CE School is to create an inclusive school where children's behaviour is not managed but is changed so that they become citizens that contribute positively to the communities they live in. We adopt a therapeutic approach to understand the barriers children may have and empower them to take responsibility and find solutions with everyone's support. Some children may require a Therapeutic Plan to formalise strategies that differentiate from policy. Others may need a more flexible approach at times of anxiety and change or in specific circumstances.

At the heart of our policy lies our vision.

“A small and mighty school where everyone flourishes in the heart of the community.”

Our policy is underpinned by the principles of **Therapeutic Thinking**

What is Therapeutic Thinking?

An approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic.

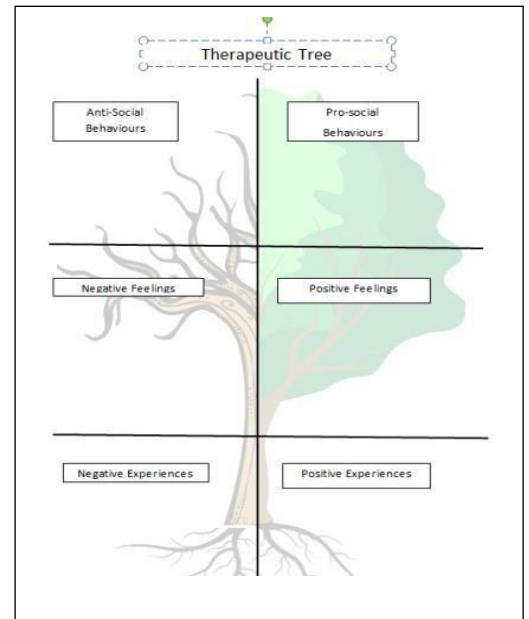
When we use a therapeutic approach;

- we analyse behaviour rather than moralise about it
- we look for the root causes from feelings and experiences rather than blanket behaviourist theory
- we model therapeutic practices with all children, adults in school and parents or visitors from outside
- Our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive

At Barcombe CE School we firmly believe that

Positive experiences create positive feelings. Positive feelings create positive behaviour.

Therapeutic Tree



Dynamic Definition - The dynamic is everyone affected by the school or establishment supporting the child. At the centre of a school dynamic are those people who are there all the time, including staff and children. The centre of the dynamic ripples out to include parents, extended families, carers, governors, the local community, occasional visitors etc.

Every child has a dynamic, every member of staff, every class, every school, simply it means those affected by.

The relationships people have with each other and the study of how these relationships can change. The way in which people react to each other in a particular situation.

The interactions of people when they are grouped with others through either choice or circumstance.

Policy Principles

Planning and managing children's behaviour creates a link between children's mental health and behaviour. (See DfE White Paper: Mental Health and Behaviour in Schools November

2018). This policy is based on the rights, responsibilities and needs of individual and

groups of pupils;

- ✓ We all have the right to feel safe
- ✓ We all have the right to work and learn
- ✓ We all have the right to be respected
- ✓ We all are responsible members of our school community

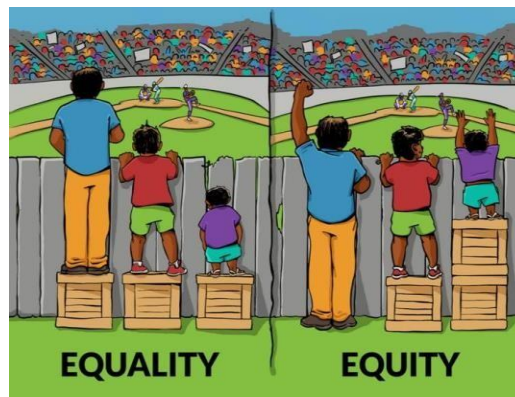
Aims of this Policy and the Therapeutic Approach at Barcombe School

- To promote the inseparable link between teaching, learning and behaviour.
- To improve staff confidence and safety in applying a therapeutic approach within their class dynamic
- To support the inclusion of those pupils with difficult or dangerous behaviours
- To ensure the positive environment for safe learners

- To reduce and eliminate exclusions

We provide pupils with what they need to succeed in their learning. We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self- discipline and respect for others. This is reflected in our School's vision:

‘A small and mighty school where everyone flourishes in the heart of the community.’



Equality is treating everybody the same.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success. At Barcombe CE School we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning achieve their full potential.

Equity = Equality.

External discipline is controlling behaviour ...Internal discipline is teaching behaviour
To create change we need to understand, not simply suppress, the behaviour

How Can we Teach Behaviour?

- **Relationships** (*invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be*)
- **Role modelling** (*this is essential – for e.g. we have to show them how to ‘play nicely’ by playing with them*)
- **Consistency** (*not equality*)
- **Routines**
- **Prioritising prosocial behaviour** (*really valued in every child*)
- **Planning alternatives to antisocial behaviour**
- **Reward and positive reinforcement** (*should be given freely and unexpectedly, not as a form of bribery*)
- **Feedback and recognition** (*give feedback when something has not been asked for – don’t just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)*)

- **Comfort and forgiveness** (*understanding and know that we will do it differently tomorrow*)
- **Ignoring** (*unsocial and low- level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours*)
- **Positive language** (*tell children what you would like to see, not what you don't e.g. Please walk rather than don't run*)
- **Restorative Practice** (follow up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control

We have no public methods of tracking behaviour that risk creating negative feelings – We have adopted private levels of praise and reminders where necessary. Predominantly children expect feedback and verbal recognition or support (visual reminders such as stickers/certificates are private and not given publicly to compare).

We clearly identify what good learning behaviour look like and what indicates unacceptable behaviour. This is within a chart showing outstanding, good, requires improvement and unsatisfactory so that pupils are fully aware of expectations but not used to publicly judge pupils.

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in the Schools.
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting pro-social behaviour: “treat others as we would like to be treated”.
- Facilitating learning about relationships and behaviour.

What do we expect from Governors and the Senior Leadership Team?

Monitoring and Evaluating the impact of the Policy.

What do we expect from the Executive Head Teacher /Head of School?

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

What do we expect from staff?

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct which will permeate to whole school practice in the shape of "Rights and Responsibilities" (this needs to be re-enforced each half term or whenever appropriate).
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Planning a programme of Religious Education and PSHE to promote prosocial behaviour and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording serious incidents electronically on the server/ My concern, where a child's behaviour is deemed to have a serious effect on themselves and others

What do we expect from parents/ carers?

- Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- Agreeing to and signing the Home School Agreement when their child joins the school.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

What do we expect from pupils?

- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.

Strategies and provision used to support positive behaviour at Barcombe School

Positive Play

The nurture lead is able to offering positive play experiences at break and lunch times

Nurture and Mental Health First Aider Leads

Nurture and Mental Health First Aider Leads work with children from EYFS to Y6 and act as key adults for children in emotional or social need. They help children improve outcomes by unblocking barriers to learning and/or behaviour. Nurture and Mental Health First Aider Leads work closely with a child's teacher and parents/carers to ensure progress. The mentor creates an inclusion plan in consultation with the child, the child's parents/carers and the child's teacher. This sets clear, hopeful targets and strategies for improvement. We recognise that times of transition are vulnerable times for children and so, to this end, we provide mentor support to all children joining our school from another school. Mentors also support their mentees over transition to secondary school or into another primary school should the child move.

School Counsellor

Some children are given support by a school counsellor which the school finances. The school counsellor helps children with emotional/mental health issues presenting in school and meets regularly with the child; the child's parents/carer; and SENCo.

Zones of Regulation (Emotional/Sensory Regulation)

We use the Zones of Regulation approach on a whole class, targets and individual level. This is a simple coloured scaling system (red/yellow/green/blue) which encourages children to regularly consider their emotional/sensory wellbeing. In this system, the 'Just Right' colour is green (calm, content, ready to learn); the blue colour represents feeling tired/lethargic/low; the yellow colour represents feeling anxious/fizzy/stressed/over-stimulated and the red colour represents anger/meltdown/shutdown.

Children learn to know what helps them feel better (eg move from the yellow zone back to the green or

stimulate themselves out of the blue zone into the green). Some children need an adult to notice their emotional/sensory state to help them regulate.

Sensory Plans/ Therapeutic plan

Lots of children with poor attention / impulse control / concentration / other behavioural challenges can respond positively to additional planning to meet their sensory needs – even if these needs are not obvious. This is well researched but not widely implemented yet in schools. We are committed to growing our practice in this area and have trained all staff in the Zones of Regulation approach.

Social Skills/ Nurture Groups

Social skills/Nurture groups are set up within the school on a needs-basis. Children who have mild behavioural challenges may be invited to join such a group, especially where that problem is linked to social skills. We would not call these groups 'social skills' groups but the children would be clear about their reason for attending and the group goals – and we will ask the children to name their own group!

Circle of Friends

On rare occasions, and with the child's and parent's permission, we may set up a Circle of Friends around a child. This is a team of peer supporters who take on a role of supporting a child who wants to make a change but is struggling to do so alone or who is trying to develop the skills of friendship and needs help. This is adult-led and adult supported throughout.

Flexible support for more vulnerable pupils

There are a small number of children who will need a far greater amount of support in managing their own impulses / behaviour. Some children can fail to respond to the Zones of Regulation as they feel less securely attached to our school community and our priority is to develop these children's sense of belonging. Some children have other emotional vulnerabilities which may mean they act defensively; lack resilience or empathy. Some children have special educational needs or disabilities (such as autism; ADHD; attachment disorder) or underlying mental health conditions and specific, individual plans/additional support need to be planned to ensure these children are supported to reach the same positive behaviour goals. We have a clear Equalities Policy (based upon our duties under the Equality Act 2010) and believe that all children have the same rights although they may have very different needs. This does not mean that we create differing expectations of behaviour for different children – rather that we use bespoke strategies and support to enable children to meet same high expectations as everyone else.

We occasionally draw up an individual support plan for a child's positive behaviour development. Where a child needs particular understanding, or where a particular response to situations is effective, we share that information in an individual response plan with the whole staff group. This ensures that children receive the same response from all adults and that all adults understand the appropriate and effective measures in supporting a child's behaviour.

Children with severe social, emotional and mental health challenges:

External Support

In cases of children who present long-standing and persistent behavioural difficulties which we cannot understand and which do not respond to intervention, we may refer the child to ESBAS; CAMHS (Child and Adolescent Mental Health Service) or an Educational Psychologist with parental/carer consent. This is something we rarely consider, preferring to use our community resources and peer and adult relationships to make a positive change.

On rare occasions, the following strategies may also be used:

Adults have the right to remove/confiscate property from a child. Children may also be physically managed to prevent them hurting themselves or others; damaging property or compromising the order of the class/school. Parents would be informed of this and support for the child put in place.

Types of Behaviour

Prosocial

Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society.

Prosocial behaviour can be defined as the 'absence' of antisocial behaviour. Examples; The best examples are demonstration of the ethos of our school;

1. Our Learning Charter

Pupils' Learning Charter

At our Schools we will:

- Treat others as we would like to be treated by being kind and helpful
- We will show forgiveness
- Tell the truth
- Be a good friend
- Be a good example to others
- Be respectful to different cultures and religions
- Be fair at all times

In our Learning we will:

- Be the best we can be
- Have a positive mind-set and try new things
- Listen carefully to others
- Ask for help
- Learn from our mistakes
- Work hard to improve
- Never give up
- Work in a creative way
- Work with our peers to enhance our learning

The Learning Charter is displayed in all classrooms and around the school and frequently referred to. All behaviour systems link back to the Learning Charter and are re-visited at regular intervals and used in assemblies.

In addition to our Learning Charter we have also set out a clear list of expectations 'Learning Behaviours', which should guide all stakeholders as to the behaviour we do and don't expect to see. These are referenced to regularly in assembly and whole class discussion and are displayed within each class.

Unsocial Behaviour (referred to as 'difficult')

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

Not doing as instructed, but not to the detriment of others.

Leaving their table without permission
Leaving the carpet during input/story without permission
Refusing to complete the work set
Refusing to take part in PE / forest School /choir and Music
Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
Rocking on their chair
Calling out/talking to a friend
Not listening to instructions
Playing/fiddling with equipment

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient.

No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Antisocial.

Antisocial Behaviour (some are referred to as 'dangerous')

Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour that is likely to cause injury, harassment, alarm or distress.

Behaviour that violates the rights of another person.

| Antisocial Behaviours | Dangerous Antisocial Behaviours |
|---|--|
| Aggressive shouting/calling out disruptively Continued interruptions Swearing Answering back, mimicking Name calling Lying Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment Leaving the classroom without permission Damage to property/pushing over furniture Stealing | Leaving the school building Leaving the premises Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying (see Bullying Policy for definition) |

It is important not to group unsocial behaviour with antisocial behaviour.

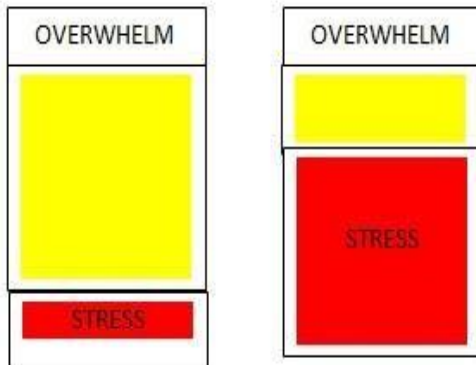
The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial.

It is often staff responding to unsocial behaviour that drives the behaviour to become antisocial.

Please be aware, all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help.

In all cases of Difficult and Dangerous where SLT support is necessary, ensure below model is followed by staff previously;

Adults as Stress Regulators...Not Behaviour Managers



The Window of Stress Tolerance;

- A small amount of stress is a positive thing; helps with motivation, adrenaline
- If you are carrying large amounts of toxic stress then the slightest trigger or upset, confusion, flashback and you have no room to hold it before overwhelm
- The healthy body has lots of space to hold small amounts of stress throughout the day

CALM ALERT ALARM FEAR TERROR

| Social Engagement | Fight or Flight System | Freeze System |
|--|--|---|
| Just the right state for learning – ventral vagul nerve is active Can tap into exploratory/risk taking Feel safe | Hyper arousal system Body language – fidgety/restless Middle ear -tuned into high pitch Breathing – fast Speech-changes Temperature - changes | Final port of call – linked to a sense of powerlessness Shut-down or go into a shock (animal play dead) May take on another role, stop breathing or hysteria Middle ear muscles tune out – no sound Shallow breathing, can't speak, rocking, zone out |

Antisocial behaviour should not need SLT support unless it is persistent and disruptive. Dangerous Anti-social behaviour is likely to need SLT support/intervention.

Conscious and Sub-conscious Behaviour

REGULATE
(teaches pupil how to shift states)

Consider that the child may be in a Negative stress system such as; Fight or Flight system or Freeze system
DO NOT ASK THEM TO RUN OR CARRY OUT HIGH IMPACT ACTIVITIES – This could heighten stress state further Offer regulation activities; distraction, fidget toys, job or errand, heavy lifting, crunchy snack
 Mindfulness or safe zone and sensory activities
 Play a game of thought, puzzle or other thought provoking distraction Use a calm box/SOS bag or yoga/music
 Consult the Anchor plan – personal strategies for calm

| | |
|---|---|
| RELATE <i>(teaches pupil relationship building)</i> | Warm, friendly, expressive face Positive body language Be attentive and in tune Acknowledge feelings and meet body language Let them know you are on their team, fellow traveller Overcompensate for their past experiences |
| REASON <i>(teaches pupil)</i> | Reduce your words, chunk information Use multi-sensory techniques to describe or relay facts – drawing Drop the subject into a play situation or relate to own feelings/experience Avoid lecturing |
| REPAIR <i>(teaches pupil how to shift states)</i> | Fix it together – clear it up, mend it, give time back Random acts of kindness – think of something that may make that person feel better Avoid asking to say 'sorry', could ask them to check someone is okay Do something together to reduce the shame |

Subconscious behaviour - unable to moderate or self-regulate

Conscious behaviour - unwilling to moderate or self-regulate

We believe that behaviour can be a mixture of both conscious and subconscious.

Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any known potential consequence or punishment associated with the behaviour.

Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration or overwhelmed with anxiety (arousal) or overwhelmed with depression.

If we punish conscious behaviours we often create conflict. If we punish subconscious behaviours we can often generate more of the negative feelings associated with injustice and the difficult or dangerous behaviours.

SLT assistance procedure for Anti-social behaviour

Blue Card – asking for support from another member of staff
Red Card – Signifies dangerous anti-social behaviour - support from SLT needed Use this policy and staff scripted language and strategies
If a child leaves the classroom, notify a member of SLT immediately If a child leaves the site, notify the police and parents immediately

Please see appendix – Actions/Language for Behaviours for specific strategies to support behaviours

Reporting Behaviour incidents

Incidents of serious or dangerous behaviour – to be reported on MYCONCERN/ Server and SLT informed the same day
Other incidents of behaviour – recorded on an incident form or record of discussion form and attached to CPOMS on file
Serious incidents, even if dealt with, should be reported to SLT the same day and parents informed.

Exclusion

The Executive Head Teacher or Head of School should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion.

When establishing the facts in relation to an exclusion decision the Head Teacher must apply the civil standard of proof. The head should accept something happened if it is more likely to have happened than it did not happen.

Internal Inclusion (or small gardens)

Will be considered where behaviour systems are not helping to change the pattern of behaviour. This will follow a conversation with parents.

External

Will be considered for incidents of serious violence or continued disruption/all of the above have failed to change the behaviour.

In these cases, the national guidelines will be followed, particularly with regards to recording and reporting.

Exclusions:

We would hope to never resort to excluding a child from our community. We maintain this process as part of the school's 'behaviour' policy as, although we cannot imagine using it, exclusion of children remains a legal right all schools are given.

There are 3 types of exclusion: 1) an internal exclusion; 2) a fixed term exclusion; 3) permanent exclusion.

1) Internal Exclusion means that a child is excluded from his or her class but stays at school. The child would spend the day with the head or a deputy head and would be given curriculum work to complete as well as spending time thinking about how to build bridges and put right their particular situation

2) A Fixed-Term Exclusion involves a child being excluded from school for a short period of time. During a fixed-term exclusion, a child should be supervised at home and should not be out in the community. When a child returns from a fixed-term exclusion, we ask the parents/carers to accompany the child for a meeting with the Executive Head, Head of School and SENCo. In this meeting we will set targets for the child and decide ways we can help the child meet the targets. The targets will be monitored by a senior member of staff and a review meeting will be held. We will ask that parents / carers attend this review meeting.

3) Permanent Exclusion is a measure Barcombe School has never needed to take but remains a measure we need to retain in our policy. If, despite a considerable level of support, a child persistently disrupts the good order of the school or regularly puts him/herself, others or property in danger – or – performs a uniquely dangerous act – the school can decide to permanently exclude a child.

If parents / carers do not agree with the school's decision to exclude their child (fixed-term or permanently) then they have a right to appeal. The letter informing parents / carers of the exclusion also informs them of how they can appeal against the decision.

Bullying: please refer to the Anti-Bullying policy.

Use of Reasonable Force

At Barcombe CE School we do not advocate the use of reasonable force (restraint) but we are guided by Dfe Guidance 2013 and only use when absolutely necessary. For the vast majority of situations, even of dangerously anti- social behaviours, reasonable force (according to the 'Guidelines of Reasonable Force') will be a last resort. However, it may be necessary to enforce restraining techniques if a child/adult is in immediate danger or if there is significant damage to property. If reasonable force has had to be used, this will be documented factually and parents and SLT notified.

Who can use reasonable force?

All members of staff have a legal power to use reasonable force.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or for causing disorder.

Partnership with Parents

We work closely with our parents to ensure the consistent approach of the Therapeutic behaviour policy. All individual plans and approaches are shared with parents and where appropriate parents are involved in the planning process of therapeutic strategies for individual pupils. Parents will be informed, where appropriate, and invited to meetings with outside professionals.

Parents will be informed of all incidents of Dangerous anti-social behaviour and their protective consequences.

Monitoring, Assessment and Evaluation

- Individual therapeutic plans will be evaluated by each teacher
- plans and evaluations will help measure progress of the therapeutic approach
- The school's therapeutic lead will report to governors of the impact of the approach

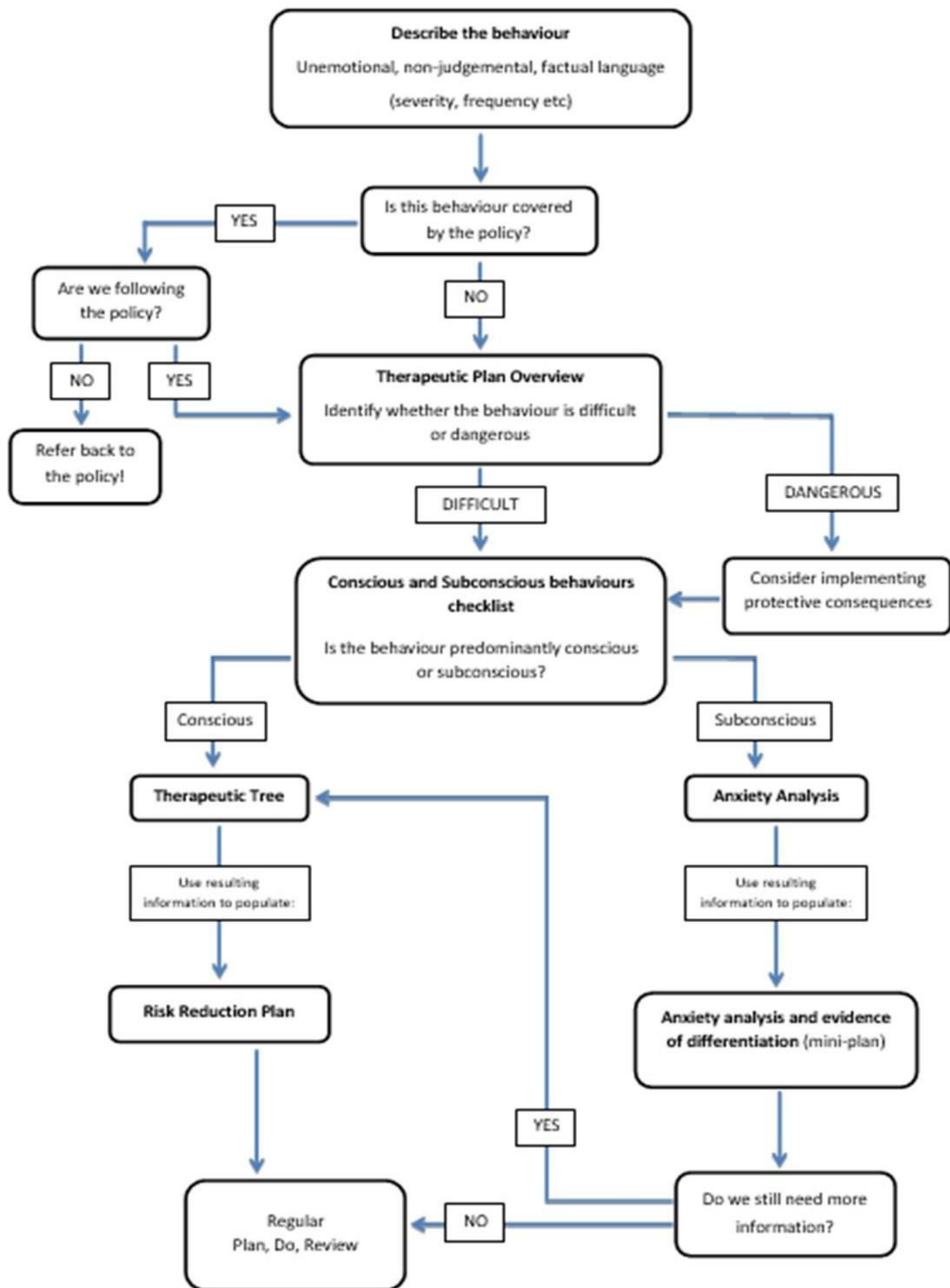
Appendix 1

Consequences

Protective and/or Educational

It is essential that there is always an element of restorative practice. We must be able to show how we have helped the student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

If there is no natural consequence then sometimes a protective consequence is needed immediately until we have been successful with our restorative practices. Protective consequences are solely actions to ensure no further harm occurs in the short term.



Prosocial Behaviours

Children expect feedback on their prosocial behaviour and are used to having prosocial behaviour recognised. Such acts as picking up litter, holding a door open, being polite etc are not taken for granted but also not overly celebrated/rewarded – a thank you and appreciation but not a sticker/certificate.

When children feel safe, liked, replete, praised, rewarded, included, involved, consulted, motivated, heard, rested, successful, accepted, needed, appreciated and nurtured they are more likely to behave pro-socially.

Create a calm and well-ordered environment for teaching and learning and fostering a pride in it. Lessons are well-planned and children are motivated and keen to learn – no learning time is wasted. We value the prosocial behaviours described as The Golden Rules;

Being gentle

Being kind and helpful

Working hard

Looking after property

Listening

Being honest

Positive Reinforcement Ideas;

- Non-verbal examples are good for not interrupting the learning eg Thumbs up, point to your own smile
- Words of encouragement – be specific and tell them what you are praising them for! (Praise for specific, small prosocial behaviours increases the chance of others following)
- 'I have noticed
- Stickers – can be given for particular encouragement
- Peers encouraging each other
- House Points
- Certificates (all given 'privately' in class)
- Inform parents – verbally at pick up time, phone call, post-cards and notes home
- Send to another teacher in the team or their previous teacher
- Send to Deputy Head of School to show good work

Send to Executive Head Teacher /Head of School to show good work

| | Positive Phrasing <i>(Can include distracting/re-directing)</i> | Limited Choice | Disempowering the Behaviour and/or De-escalation | Protective or Educational Consequence |
|--|--|--|---|--|
| Unsocial Behaviours - Using scripted language | | | | |
| Leaving their desk without permission | ‘Stay seated in your chair... (name).’ ‘Who else can I see sitting well at their desk?’ | ‘Are you going to sit on your own or with the group? ’ (repeat). ‘Would you like to sit on the chair at this desk or that desk? ’ (repeat) | ‘You can listen to the instructions/story from there.’ | ‘We will check you understand how to.... before you go out to break.’ |
| Leaving the carpet during input/story without permission | ‘I can see you may not be comfortable there but stay seated until we have finished.’ | ‘Would you like to sit in your carpet space /at your desk, or next to me? ’ (repeat) | ‘You can listen to the instructions/story from there.’ | ‘We will check you understand how to.... before you go out to break.’ |
| Refusing to complete the work set | ‘I know you want to do first I need you to, then you can’ ‘Can you tell me..../show me?’ | ‘I can see you are not ready to do Maths now, so we can do or and come back to Maths when you are ready.’ ‘Let’s see if we can do this in the book corner?’ ‘I wonder if we will be faster at the table or book corner? ’ (repeat) ‘Are you starting your work with the words or a picture? ’ (repeat) ‘You can work with a friend or on | ‘You can choose to finish it later.’ | Rehearsing and practising Completing tasks Differentiated curriculum – possibly practical and creative activities to encourage engagement in class |
| | | on | | |

| | | | | |
|--|--|---------------------|--|--|
| | | your own.' (repeat) | | |
|--|--|---------------------|--|--|

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|--------------------------------|---|--|--|--|
| Refusing to get changed for PE | 'I know you don't want to get changed for PE, so this time just take off your shoes and socks and then you will be safe.' | 'Are you going to change all your kit or just shoes and socks. ' (repeat) | 'Well done to everyone getting changed quickly and safely for PE.' (remind of importance of changing). | |
|--------------------------------|---|--|--|--|

| | | | | |
|--|--|--|---|--|
| | | 'You can choose to get changed here or in the cloakroom/other classroom. ' (repeat) | <i>There may be a safeguarding or body conscious issue here so you do need to check this – there could be a previously arranged place agreed for private changing if necessary.</i> | |
|--|--|--|---|--|

| | | | | |
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| Refusal to do PE | 'I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit. ' (repeat). | | 'You can do a lesson with the other class later if you would like to?' | 'Before break, we will talk about the bits you find difficult in PE.' |
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| Not listening to/ following instructions | <p>'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'</p> <p>'Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.'</p> <p>'Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions.'</p> | | 'You can choose to have another go later.' | 'We will check you understand how to.... Before you go out to break.' |
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| Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc) | 'I can see you are choosing to read/draw now rather than join in. If you do this..... first, then you can draw/read after that.' | 'You can choose to do this now or later '. (repeat) | 'You can choose to do this later if you would like to when the others are doing.....?' | 'We can check you understand what to do before you go out to break.' |
| Rocking on their chair | 'Put the 4 chair legs on the floor.' | 'Do you want to sit on the chair or the carpet? ' (repeat) | | 'We may need to practise how to sit on the chair safely before breaktime.' |
| Calling out/talking to a friend | 'We are taking it in turns to listen. Who else can I see listening carefully?' 'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?' | | | 'We can check you understand what to do before you go out to break.' |
| *Playing/fiddling with equipment <i>(Some children may need to do this when listening – if they are not disrupting they may need to be given a fiddle toy)</i> | 'I can see you want to fiddle with the pen/rubber when we are listening – it may be distracting others.' 'Put the ruler/rubber/pen on the table.' | 'Put it on your table or give it to me.' (repeat) | | |

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| <p>*Not sitting 'appropriately' for learning</p> <p><i>(Some children may find it very difficult to sit still and crosslegged on the carpet or up straight on a chair – try and offer times when they choose their best listening position and offer this on occasion eg storytime)</i></p> | <p>'You need to sit up to your desk for this lesson because..... (eg it will help your presentation/ show me that you have understood the instructions), later for storytime you can (eg sit in your favourite way.)'</p> | | | |
|---|---|--|--|--|

| | Positive Phrasing <i>(Can include distracting/redirecting)</i> | Limited Choice | Disempowering the Behaviour and/or De-escalation | Protective or Educational Consequence |
|--|--|-----------------------|---|--|
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Antisocial Behaviours *Note the frequency – it is normally this that makes it intolerable – only very frequent and persistent will require SLT intervention*

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|--|---|--|---|-------------------------------------|
| Continued interruptions | <p>'I can see that you are not ready to learn. When you are ready we can talk about the learning before you go out to break.'</p> <p>'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'</p> <p>'I can see you know the answer but at the moment it is 's turn to share their thoughts.'</p> | <p>'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or?' (repeat).</p> | <p>If the interruptions are 'valid' and the pupil is keen to get their point across, ensure they understand the 'rules' of conversation. If it is being done to disrupt others then use the phrasing and choices.</p> <p>Ignore and speak later to individuals.</p> | <p>Conversation and exploration</p> |
| Aggressive shouting/calling out disruptively | | | | |
| Answering back/mimicking | | | | |
| Swearing | <p>'I can see that you are not happy at the moment.'</p> | <p>'When you are ready we can talk</p> | <p>'I can see you are not happy at the moment. When you are</p> | <p>Conversation and exploration</p> |
| Name calling | | | | |

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| Lying | <p>'I can see you are upset.'</p> <p>'We can talk when you are ready.'</p> | <p>here or in the library/office/classroom.' (repeat). 'We will carry on when you are ready.'</p> <p>'We can talk when you are ready – who would you like to talk to, me or?' (repeat when calm)</p> | <p>ready to speak to me properly I will listen.' (then ignore until they are ready).</p> | <p>'Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.'</p> |
| Refusal to carry out an adult's request | 'Put the pen on the table.' | 'Walk with me, to the library or the book corner.' (repeat) | | Rehearsing and practising |
| | <p>'I can see you are not ready to do this right now.'</p> <p>'I can see something is wrong, if you want to talk I will listen – I am here to help.'</p> | | | Completing tasks |
| Distracting and/or disrupting others' learning by shouting, banging, making noises | 'I can see that you are not happy at the moment and you are not ready to learn/play.' | 'When you are ready we can talk here or in the library/office/classroom.' (repeat). | 'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready). | <p>Rehearsing and practising</p> <p>Completing tasks (catch-up hub)</p> |

| | | | | |
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| Leaving the classroom without permission | 'I can see that you are not happy at the moment.' | 'Come back into the room when you are ready and we can talk here or with who would you like to talk to, me or? ' (repeat). 'You can come and find me when you are ready.' | I can see you are not happy at the moment. When you are ready to come back to class, I will listen.' (then ignore until they are ready as long as another adult is in the vicinity). | Educational opportunities – identify early warning signs for needing to leave Creation of a 'safe space' in the classroom if staying in class is difficult |
| Damage to property | 'I can see that you are not happy at the moment.' | 'When you are ready we can talk here or in the library/office/classroom. ' (repeat). | | Assisting with repairs or planning the repairs |
| Stealing | 'I can see that you have taken something that doesn't belong to you.' | 'When you are ready to return it, you can give it to me or put it in the box. ' (repeat). | | Research the real world implications |

Dangerous Antisocial Behaviours *will likely need SLT support after following the script*

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| Leaving the school building | 'I am not chasing you. I'll be standing here to make sure you are safe. When you go to | 'I can see there is something wrong. Do you want to come inside and talk to <i>Mrs Wilson</i> | | Conversation and exploration Possible limit to outside space |
| Leaving the premises | (adult) inside, we can solve the problem.' 'Name, you have left the school premises, so I am calling the police.' | <i>Mrs Gomez, Mrs Wilson?</i> (give a choice of 2 – whichever most appropriate/available). 'When you come in would you like to go to the carpet or your safe space? ' (repeat) | | Escorted in social situations/breaktimes Restricted off-site activities |

| | | | | |
|--|---|--|---|--|
| Spitting (directly at another) | ‘Your actions have hurt me/child’s name. Use your words and I will listen.’ | ‘I can see there is something wrong. Do you want to come inside and talk to <i>Mrs Wilson, Mrs Holford, Mrs Murray, Mrs Whitmey, Mrs Stapley?</i> <i>(give a choice of 2 – whichever most appropriate/available).</i> <i>(If already inside the choice would be to come and talk to one of these adults and away from wherever they are now).</i> | ‘Child’s name....., I can see something has happened.’ ‘I am here to help.’ ‘Talk and I will listen.’ ‘Come with me and’ | Protective Consequences: Possible limit to outside space Escorted in social situations/breaktimes Restricted off-site activities Differentiated teaching space Exclusion |
| Hair pulling | | | | |
| Pushing aggressively | | | | |
| Scratching | | | | |
| Pinching | | | | |
| Hitting | | | | |
| Kicking | | | | |
| Fighting | | | | |
| Biting | | | | |
| Punching | | | | |
| Throwing furniture | | | | |
| Physical or verbal bullying (see Bullying Policy for definition) | | | | |

All unsocial, antisocial and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following any of these difficulties – see above - Prosocial section

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| Examples of responses; ‘Name, you have used your safe space, well done.’ ‘You are making a good effort with your learning.’ ‘Thank you for telling me how this made you feel.’ ‘Thank you for being honest with me and telling me the truth.’ ‘I can see that you are upset...your body language is showing me you are cross’ ‘I can understand how that could be upsetting/annoying...’ | Post incident recovery and debrief measures (Restorative Practice) Add descriptions here from Therapeutic Plan ‘It is time for a chill and chat’ ‘Tell me what happened when...’ ‘How were you feeling when you...?’ ‘Who has been affected...?’ ‘How can you help to put this right?’ ‘So let’s practise what we have learnt so that we can do things better next time.’ |
|--|---|

Appendix 3

Therapeutic Transition Plan

Name: _____ Year group : _____ Teacher/TA: _____

| RISK S | | | | | |
|--|--|-------------------------------|---------------|--------------------------|--------------------------|
| Environment | Classroom | | | | |
| Play | Other | | | | |
| Likes | Dislikes | | | | |
| | | | | | |
| Triggers | Associated factors | | | | |
| <input type="checkbox"/> | | | | | |
| Pro-social Behaviours | Strategies and Reward | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| | | | | | |
| Associated feelings | | | | | |
| | | | | | |
| Unsocial Behaviours | Strategies | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| Associated Feelings | | | | | |
| Annoyed, compromised, confused, upset, lack of control, need of control, angry | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Do's</td> <td style="width: 50%;">Don't'</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> | <input type="checkbox"/> Do's | Don't' | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Do's | Don't' | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| Anti-social behaviours | Strategies | | | | |
| | <input type="checkbox"/> | | | | |
| Associated Feelings | | | | | |
| | | | | | |
| Scripted Language | | | | | |
| | | | | | |

Post Incident recovery and Debrief Measures Ask

restorative questions such as:

“Tell me what happened when...”

“How were you feeling when you...?”

“Did anyone get hurt, was anyone sad?”

“How can you help to put this right?”

“How can we make things better for you when you feel like this?”

“So let’s practise what we have learnt so that we can do things better next time”

Don’t ask too many questions as this will be overwhelming...maybe start with one or two or say ‘Tell me about...’

Use activities such as: **Feeling cards Puppets Symbols**

Go through the following restorative approach to recovery after they have regulated;

| | |
|---|--|
| REGULATE <i>(teaches pupil how to shift states)</i> | Consider that the child may be in a Negative stress system such as; Fight or Flight system or Freeze system DO NOT ASK THEM TO RUN OR CARRY OUT HIGH IMPACT ACTIVITIES – This could heighten stress state further Offer regulation activities; distraction, fidget toys, job or errand, heavy lifting, crunchy snack Mindfulness or safe zone and sensory activities Play a game of thought, puzzle or other thought-provoking distraction Use a calm box/SOS bag or yoga/music Consult the Anchor plan – personal strategies for calm |
| RELATE <i>(teaches pupil relationship building)</i> | Warm, friendly, expressive face Positive body language Be attentive and in tune Acknowledge feelings and meet body language Let them know you are on their team, fellow traveller Overcompensate for their past experiences |
| REASON <i>(teaches pupil)</i> | Reduce your words, chunk information Use multi-sensory techniques to describe or relay facts – drawing Drop the subject into a play situation or relate to own feelings/experience Avoid lecturing |
| REPAIR <i>(teaches pupil how to shift states)</i> | Fix it together – clear it up, mend it, give time back Random acts of kindness – think of something that may make that person feel better Avoid asking to say ‘sorry’, could ask them to check someone is okay Do something together to reduce the shame |

Dealing with unacceptable behaviour Break and Lunchtime

See appendix 4 Consequences for the playground should follow the same routine as the classroom based on the Therapeutic Approach.

- Verbal reminder with an explanation of what they have done wrong linked to school rules.
- Discussion - standing with the playground supervisor KS1 5 mins KS2 10 mins (Timings are a guide and may be less based on individual incident and discussion)

I notice that you are.....(explain what it is...eg. Having trouble sharing with a friend, accepting the rules of the game...)

It was the rule about... (respect, kindness) that you broke.

It would seem that... explain what (eg. sharing).....is hard for you.

What can you do to change this?

Do you remember when..... (you may want to identify a time when they were demonstrating the positive behaviour)

Thank you for listening.

Then allow them some take up time. Check this to make it clear.

Complete behaviour slip- give to teacher at the end of break/ lunch. As soon as possible, the teacher will then talk with the child as a reminder and where necessary convey to parents to reinforce message.

- If the incident is serious then it may be necessary to send the pupil straight to the class teacher or senior leader where they will be asked to calm and reflect. Discussion/ restorative approach will follow when the pupil is ready. Incident will be logged within electronic incident reporting system.

Incidents will be recorded on a 'Lunchtime Behaviour Slip' with reason. Any slips issued will be taken to the class teacher at the end of lunch so they are informed and can take any further action for example speak to the child's parents. These slips will be collected within a central file for reference and regular analysis of trends. Some incidents will be recorded electronically within our Incident Log if a child is displaying regular unacceptable behaviour and may be also supported by an outside professional such as ESBAS – Emotional, social, behaviour support team.

Support structures for children causing concern

To support pupils whose behaviour is causing increasing concern and previous actions have not successfully improved behaviour the processes below will be implemented. These will be tailored to the individual need. In all cases parental involvement is essential.

Ambassadors

Older pupils within the school to support and encourage pupils who are not achieving their potential. Given a set time to meet.

Therapeutic analysis

This is a very detailed audit and analysis of the behaviours displayed, frequency, time, triggers and responses in order to inform an action plan.

Placement on the SEN Register

Pupils on the register are monitored by the SENCO and appropriate interventions are put in place. It may involve a referral to an outside agency.

Pupil Support Plans

These plans are for pupils whose behaviours have declined or not improved.

Pupils are involved in identifying the area of need and strategies and interventions required to change the behaviour.

Bespoke Provision

When behaviours have deteriorated to such a level that it impacts on others learning and could result in exclusion the decision may be made to remove the pupil from class for a fixed time to receive nurture and support, with the ultimate aim of reintegration. This is alongside an identified support plan.

Appendix 4

Break/ Lunch Behaviour Slip

Completed by the member of staff dealing with the incident and handed to the class teacher at the end of Break/ Lunch sessions. Record on electronic system only where necessary and individual behaviour is being monitored. This slip is only an internal recording mechanism. It does not go home.

| Lunchtime/ Breaktime Behaviour Slip completed by a member of staff who dealt with the incident at playtime/ lunchtime | | | | | |
|---|--|--|-----------------------------|-------------------------|--|
| Name | | | class | Date | |
| Refusal to comply with adult instructions | | Disruptive Behaviour/ Rough play (mark which is evident) | | Damage to property | |
| Rudeness/ Swearing | | Name Calling | | Physical harm to others | |
| Other | | | | | |
| Comments: | | | | | |
| Location: playground / field/ hall other | | | | | |
| Reported by: | | | Initialed by Class Teacher: | | |