



## **Therapeutic Behaviour Policy** (including Suspensions & Permanent Exclusions)

**THIS POLICY IS TO BE REVIEWED ANNUALLY**

**Chair of Governors, Jane Jones**

**Signed**

This Policy has been shared with and reviewed by the School Council



# • Values and Vision

Our approach to managing behaviour comes from our belief that children learn best when they feel safe, calm, happy and are able to self-regulate their emotions. East Preston Infant School promote valued behaviour and all adults work collaboratively in this approach.

Our policy is underpinned by the principles of **Therapeutic Thinking**. Therapeutic Thinking is a school based and led approach recommended by West Sussex County Council. It is an embedded ethos, characterised by an inclusive culture and underpinned by best practice, policy and plans.

The philosophy focuses on supporting children's emotional wellbeing and mental health. It also develops an understanding of responding to children who may communicate through their behaviours.

Therapeutic Thinking uses a range of resources to analyse an individual's behaviour to better understand their needs. This enables better planning for the child, their class and the wider school or setting. The approach helps to understand children's behaviour and respond in an inclusive way that promotes change.

## What is Therapeutic Thinking?

When we use a therapeutic approach:

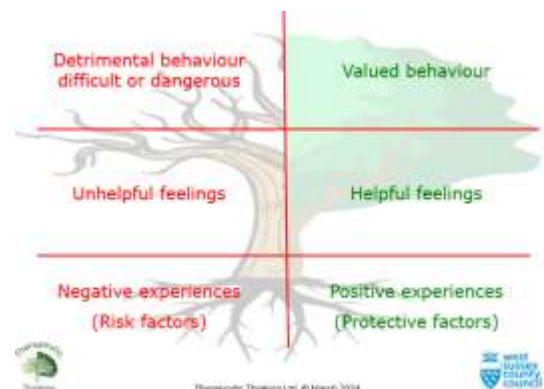
- we analyse behaviour rather than moralise about it;
- we look for the root causes from feelings and experiences rather than blanket behaviourist theory;
- we model therapeutic practices with all children, adults in school and parents or visitors from outside;
- Our language is chosen carefully from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

The Therapeutic Thinking approach challenges the concepts of 'bribes and sanctions' frequently used to manage behaviour, which often results in children and young people only following instructions because they will 'get something' for doing so. Instead, the approach seeks to foster the independence of children and young people by teaching them how to develop internal discipline. The aim is that they are always able to behave in a positive way, without the need for adults to manage this.

**At East Preston Infant School, we firmly believe that:**

**Positive experiences create helpful feelings.**

**Helpful feelings create valued behaviour.**



East Preston Infant School is a Rights Respecting School. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

In this Policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 3 – The best interests of the child must be a top priority in all things that affect children.

Article 19 – Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28 – Every child has the right to an education. Discipline in schools must respect children’s dignity.

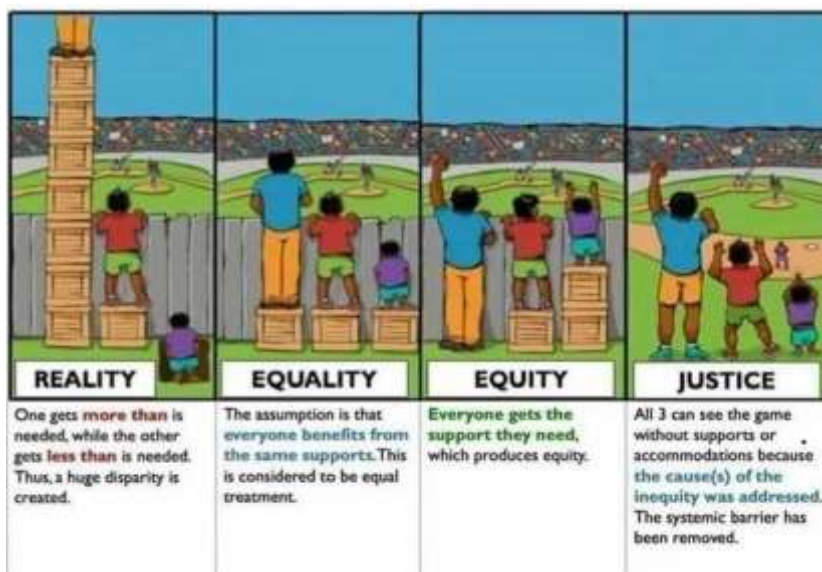
Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 36 – Governments must protect children from all other forms of bad treatment.

## Section 2 • Supporting All Learners

*At East Preston Infant School we provide children 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 motto:*

*Learning, Playing and Laughing Together  
to be the best that we can be*



**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 East Preston Infant School we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.

### ***Equity = Equality***

However, there are common strategies used in every classroom.

#### Our Golden Rules

We, the children, teachers, support staff, lunchtime supervisors, parents and Governors, aim to make our school a happy and safe place, by following these golden rules:

- We are kind and helpful – we don't hurt anybody's feelings.
- We are gentle – we don't hurt others.
- We listen – we don't interrupt.
- We work hard – we don't waste our own or others' time.
- We are honest – we don't cover up the truth.
- We look after property – we don't waste or damage things.

We must be aware of the importance of encouraging appropriate behaviour in school. In this school, we recognise that everyone is different and we value their contributions.

#### Classroom Charter

Each class devises its own class charter at the beginning of the school year. The children, along with the class teacher discuss, through circle time, the rights that the children agree are essential for the smooth running of their class. These form the class charter, which is then displayed on the wall. This grows and changes over the school year as required. Children are expected to be able to understand what acceptable and unacceptable behaviours are and be able to follow the charter.

#### Learning Crew

There are 7 characters which identify the learning attributes needed to be a successful learner. They help the children understand how they learn and make the attributes tangible. Children are expected to work to the best of their ability and allow others to do the same.



#### High 5 rights

As a Rights Respecting Gold Level School we focus on 5 rights- our school High 5 rights. These are a Right to be Educated, a Right to be Listened to, a Right to be Treated Fairly, a Right to be Healthy and a Right to be Safe. We refer back to these in lessons, assemblies and conversations.



### Playtime

Playtimes are supervised by teachers and teaching and learning assistants who encourage the children to play well together and form good relationships with their peers. The staff closely monitor the children and follow the procedures set out under the detrimental behaviour section when behaviour is causing concern.

### Lunchtime

At dinner times, supervising staff interact fully with the children, and are actively engaged in playing games with them and encouraging valued behaviour through positive play. They monitor behaviour on the playground and in the hall and report any concerns about behaviour to the class teacher or Senior Leadership Team if relevant. The supervising staff abide by the schools 'Golden Rules' and follow the procedures set out under the detrimental behaviour section when behaviour is causing concern.

### Strategies for Promoting Self-esteem and Encouraging, Recognising and Teaching Valued Behaviour

At East Preston Infant School, we believe in recognising good behaviour and developing every child's confidence and self-esteem, along with their emotional literacy. Children need to feel secure and good about themselves in order to help them treat others with consideration and respect. We make every attempt to focus on the positive rather than the negative behaviour and class teachers use positive classroom management strategies. We treat every child with respect and encourage children to do likewise. We do not discriminate against any child on the grounds of gender, race, faith or disability.

### Roles and Responsibilities

The staff within our school exercise the following strategies to promote valued behaviour and positive attitudes:

- We are a positive role model by modelling the behaviours we are expecting – being warm and welcoming/positive in gestures and body language.
- We ensure all pupils are actively listening when speaking to the class – we wait until all are listening, using routine strategies to approach this, (a quieter voice encourages better listening). We may make adjustments for some.
- We are clear about our learning objectives and keep our lessons pacy, providing adaptations and support where needed.
- We may use a sound-o-meter to make clear expectations of noise levels and promote a quiet, purposeful working atmosphere for all.
- We use non-verbal signals and gestures wherever possible to gain attention, praising good role-models.
- We are fair and consistent.
- We give private praise that is specific.
- We award Marvellous Me badges to children, as a result of a child demonstrating valued behaviour, not as a bribe.
- We encourage children to be responsible for their own behaviour.
- We form good relationships with parents and carers so that children can see that the key adults in their lives share a common aim
- We make links to the Learning Crew, the 'High 5' Rights and Class Charter.

Children are responsible for:

- Following their class charter;
- Following the High 5 Rights;
- Follow the Golden Rules;
- Taking responsibility for their own actions and knowing the consequences they will have;

- Showing respect for each other;
- Taking pride in their learning and aspire to be like the Learning Crew;
- Valuing each other's opinions.

Parents are responsible for:

- Accepting, contributing and supporting the school's code of behaviour and therapeutic approach for staff and children.
- Accepting responsibility for the conduct of their children and offering encouragement or consequences 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.



## • Valued Behaviours

Valued behaviour at East Preston Infant School is defined as behaviour, which is positive, helpful and values social acceptance.

Valued (formally known as prosocial) behaviour is characterised by a concern for the rights, feelings and welfare of other people.

Prosocial behaviour benefits other people or society. For example:

- positive relationships and interaction with peers and adults (tone of voice; body language);
- acknowledgement of own feelings, using positive language to support their needs ('I need help'; 'I'm finding this tricky'; 'I felt cross when I got that wrong');
- identify, understand and accept mistakes as learning opportunities, and using a growth mindset to persevere and challenge themselves to complete the task;
- identify, reflect and repair anti-social behaviour choices;
- respects the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this.

### Our Behaviour Curriculum

At East Preston Infant School we teach behaviour as we would any other area of our curriculum. We manage the development of internal discipline using an approach based on self-direction and self-motivation.

We have adopted private levels of praise and we have no public methods of tracking behaviour that risk creating negative feelings.

We teach behaviour through:

- Building trusting relationships with children. The more we know about the child, the more therapeutic we can be;
- Role modelling – we have to show them how to 'play nicely' by playing alongside them;
- Consistency in approach (not equality);
- Routines – but with flexible thinking referring to individual's needs;
- Prioritising valued behaviour;
- Planning alternatives to detrimental behaviour;

- Positive reinforcement;
- Feedback and recognition, not just celebrating the things that are expected;
- Comfort and forgiveness– understanding and know that we will do it differently tomorrow;
- Ignoring (unsocial and low-level behaviours, giving time for these to stop)
- Positive language (tell children what you want to see)
- Restorative practice – follow up the behaviour, its impact and consequences at the appropriate time.

All staff are expected to acknowledge, promote and consolidate valued behaviours with the children. There are a number of ways in which staff can achieve this.

External discipline is controlling behaviour; internal discipline is teaching behaviour. To create change we need to understand, not simply suppress, the behaviour. 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 – children cannot publicly see the judgement of staff and we have adopted private levels of praise. Predominantly children expect feedback and verbal recognition or support

### Oops Poster

If children depart from valued behaviours then adults in the class will support them using the Oops poster. This is a sequential list of steps that adults will work through with a child until valued behaviours are returned to.



### Section 4

## • Unsocial Behaviour

At East Preston Infant School unsocial behaviour is defined as where children are unwilling or unable to behave socially in the company of others, but not to the detriment of themselves or others. For example:

- Not seeking to associate with others but not to the detriment of self or others.



- Not choosing to behave sociably in the company of others, but not to the detriment of self or others.
- Not doing as instructed or dictated, but not to the detriment of self or others.

We must listen to quiet unsocial behaviour with as much understanding as we do loud demanding behaviour. Children may choose to communicate with quiet non-compliance. It's a natural communication style of intuitively quiet people.

Introverts communicate their feelings through quiet non-compliance (not doing as instructed). Staff should interpret unsocial behaviour as a communication of negative feelings, therefore differentiating or supporting to meet the needs of pupils.

All staff are responsible for addressing unsocial behaviour. No unsocial behaviour should need SLT support unless it is persistent and disruptive, therefore becoming detrimental behaviour

Section 5

## • Detrimental Behaviour

At East Preston Infant School detrimental behaviour is defined as behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour like this is likely to cause injury, harassment, alarm or distress.

**Difficult behaviour:** Behaviour that is detrimental, but not dangerous. Difficult behaviour should be acknowledged in terms of context (e.g. D continually shouting out is difficult within a group teaching activity).

**Dangerous behaviour:** Behaviour which is detrimental and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. The behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes e.g. 3 children required first aid for minor bruising as a result of J's kicking, (except for a first instance that was not predicted). In the table below are some examples of difficult and dangerous behaviour.

Difficult Detrimental behaviours	Dangerous detrimental behaviours
Distracting others from learning by shouting, making noises, banging	Not keeping themselves safe
Invading personal space	Physically harming another child/adult
Disruptive behaviour in assembly	Damaging property and/or resources
Ripping work, damaging displays	Playing roughly
	Running off

All staff are responsible for addressing detrimental behaviour. Only very frequent and persistent detrimental behaviours will require SLT intervention. Responses to detrimental behaviour are outlined in appendix 2, using scripted language to positively rephrase, limit choice or disempower the behaviour to facilitate a change in the behaviour. Educational consequences are also recorded.

Restorative Practice

After any detrimental behaviour has happened an in-depth de-brief with the child, will take place as soon as regulation is restored, in order to understand why the detrimental behaviour occurred. Staff may use comic strip conversations, puppets or small world toys as tools to help the child communicate.

		What it does for the individual	When it occurs	What can be done to prevent behaviours that challenge
<b>E</b> Escape		Avoid or get away from undesirable events	When the event is too hard/easy/boring/scary etc.	Prompt functional communication response e.g. "I want a break"; pitch the demand at the correct level
<b>A</b> Attention		Gain access to people or interactions	When social interaction is desired	Provide attention when the individual is on task; prompt to gain attention appropriately
<b>T</b> Tangible		Gain access to preferred items or activities	When preferred items are desired	Teach the individual how to request preferred items appropriately (Makaton/FECS etc.)
<b>S</b> Sensory		Feels good, provides sensory feedback	Anytime, alone or with others	Provide the individual with an appropriate space to engage in the behaviour or if the behaviour is harmful find an alternative behaviour that meets the same sensory needs

Staff will then implement protective and educational consequences following any detrimental behaviour. This will be clearly explained to the child setting out expectations and what will happen next:

**Protective consequences:** Removal of a freedom to manage harm e.g. staying in at lunchtime to keep others safe.

**Educational consequences:** The learning, rehearsing or teaching so the freedom can be returned e.g., games with a small group to learn how to take turns.

Both protective and educational consequences are documented in our behaviour pathways. These will support staff as they are a map to follow but can be adapted and personalised for individual children. For example, for a child who disrupts games at playtime a 'Playtime Plan' would be put in place or an intervention to support developing prosocial behaviours when playing games. Staff can also refer children to the 'Oops' Poster to help the child get back on track.

Appendix 2 sets out examples of behaviour and how staff may respond, including how they may phrase responses using scripts.

Risk management plan

Staff will follow the Behaviour Management Flow Chart (see appendix 1) to manage the risks of detrimental behaviour. If detrimental behaviours are regularly repeated by a child, a Risk Reduction Plan, using the Therapeutic Thinking Toolkit (see appendix 3), may be put in place to support staff in managing risks and support the child in changing their behaviour. This will advise staff on how to predict and prevent behaviours, use appropriate strategies to calm and regulate the child, helping them to recognise better prosocial ways to deal with uncomfortable situations.

Our approach to physical intervention

At East Preston Infant School therapeutic behaviour management strategies are used and are set out in the table below to respond to difficult and dangerous behaviour. However, there may be justification where physical intervention is necessary in order to manage risks. Staff will only intervene when de-escalation strategies have been exhausted and risks are still high to the safety

of either the child who is behaving in a difficult or dangerous way or to others around them. In exceptional circumstances staff may need to use reasonable force when managing difficult or dangerous behaviour. Please refer to the Use of Reasonable Force Policy for further information.

## Section 6

# • Unforeseeable Behaviour

Unforeseeable behaviours are behaviours not covered by the policy, never previously experienced or so historic we believed they would not re-occur.

- Staff will consider the safety of the child and danger to others, and make a dynamic risk assessment of the situation. The safety of everyone is paramount.
- This may include alerting others, such as school staff or emergency services to help with risk management.
- It may result in referring to the Emergency Plan or the Use of Reasonable Force policy
- Initially, accountability lies with the member of staff dealing with the situation. However, depending on the severity of the situation, accountability will move through the hierarchy of class teacher, Year leader, Deputy, Headteacher, Governors.
- Staff will record behaviour on the School CPOMs system.
- A de-brief will be held and consideration will be given to whether the policy needs to be reviewed and amended in light of the behaviour.

## Section 7

# • Recording, Reporting and Communication

The following behaviours need to be reported on CPOMs, ensuring that Senior Leadership are alerted:

- Any difficult detrimental behaviour as documented in Section 5
- Any dangerous detrimental behaviour as documented in Section 5

What to communicate?

- The member of staff that witnessed the behaviour is responsible for recording the behaviour on CPOMs
- Be accurate in your description – Don't over or under describe the behaviour.
- Include where the behaviour took place by ticking the correct box.
- Include how the situation was dealt with – e.g. comic strip conversation created, time to reflect given, letter/card made to say sorry as part of de-brief session
- Ensure key members of staff, such as MMS, TLAs are kept informed so that they can adjust provision/monitor/give feedback/be consistent, as appropriate.

Behaviour toolkit

Staff closely monitor CPOMs and when there are repeated incidents, even after support has been given staff will begin to complete the paperwork in the Behaviour Toolkit. The purpose of the toolkit is to unpick and analyse detrimental behaviour in order to put the right kind of support in place to help a child develop and become more prosocial.

1. Early Prognosis
2. Risk Calculator
3. Subconscious behaviour checklist/ conscious behaviour checklist
4. Anxiety Analysis
5. Predict and Prevent Plans
6. Roots and Fruits
7. Risk Reduction Plan

The documents are sequential and it is not necessary to complete all documents for all children who have responded with detrimental behaviour. It depends on the levels of danger, the persistence of detrimental behaviour and the impact any interventions/protective consequences/educational consequences are having. This will be established by following the Behaviour Management Flow chart (Appendix 1).

## Section 8 • Communication with Parents

Communication with parents is vital in helping us build trust and understanding with families in supporting children with their behaviour and attitudes. We ask that parents support the school in the implementation of this policy and make their children aware of appropriate behaviour in all situations, encouraging independence and self-discipline. Working closely with parents helps us understand the children better, so that we can put consistent strategies in place, which support the child to make modifications to being more valued.

- Positive, valued behaviour is recorded on Marvellous Me and shared with parents.
- Any detrimental behaviour that has been logged on CPOMs will be communicated with parents.
- Communication to home will be by the class teacher or TLA (if deemed by class teacher to be more appropriate).
- If behaviour is persistent or dangerous a member of the Senior Leadership Team may communicate with parents/carers.
- Communication can be made by telephone or face-to-face at the end of the school day, appropriate to the nature of the incident being reported and the relationship with the family. This allows an opportunity for parents to ask questions.
- If necessary, emails or communication books can be used to record behaviour if the parent is in agreement and supports the child in a positive therapeutic way.
- Careful consideration will be given to how the incident is described, what consequences have been put in place and what follow-up will be put in place.
- These discussions will be logged on CPOMS as an 'action taken'

## • Suspension & Exclusion

If there are occasions where discipline and good conduct cannot be maintained by a particular child, or if by allowing that child to remain in school it would be seriously detrimental to the education or welfare of the child or others in the school, there may be no other option but to suspend. This will only be considered after all possible avenues have been explored and will be a last resort.

### Suspensions

If it is deemed necessary to suspend a child for a fixed period, the pupil's parents/carers will be notified without delay, of the specific reason and length of the suspension. This will be followed by written information without delay, no later than the end of the afternoon session of the first day on which the pupil is excluded. Only the Head teacher can suspend for one or more fixed term periods – up to a maximum of 45 days in a single academic year. The parents/carers will also be notified that they have the right to make representations to the Governing body and the LA and how any such representations should be made. They will be given the name and address of the appropriate people to contact and be invited to inform the Governing body and LA in writing of their intention to make representations. The Head teacher will inform the Chair of Governors at this stage, without delay. The Head teacher must notify parents in writing of the reasons and the period of fixed period suspension. It is important that during a suspension, pupils still receive their education.

The Head teacher will inform the LA of all suspensions without delay.

The Governing body has the power to direct the Head teacher to reinstate a pupil who has been suspended for a period in excess of five days. The LA may also direct reinstatement, however they must consult the Governing body first.

If parents give notice to the Governors or LA that they wish to make representations, the Governing body will arrange and convene a meeting to discuss the suspension as soon as practicable. Where there is a legal requirement for the governing body to consider the suspension, parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend. In the case of a short fixed period suspension the pupil will usually be back before the meeting is arranged, however the meeting may nevertheless serve the purpose of enabling the parents to be satisfied that their views have been heard. Governing bodies are required to notify all parties of their decision following consideration of an suspension, without delay.

The committee convened for the purpose of considering suspension requires at least three members of the Governing body, none of whom should be the Head teacher.

If the Head teacher decides to extend the fixed period suspension for a further period not exceeding 15 days in total in any one term, or in very exceptional circumstances to replace a fixed period suspension with one which is permanent, the parent will be informed without delay.

If the fixed suspension period is for 5 days or more, the Head teacher must arrange suitable full time education for the child.

The suspended pupil will receive school work to do at home, which should be returned to school for marking until he or she returns to school. The Governing body will keep these arrangements under review.

Very careful arrangements will be made to ensure that any child returning to school after suspension is helped to behave appropriately. To support a child's successful reintegration to school after a fixed term suspension the school may consider starting a PSP (Pastoral Support Programme) with the child. The Special Educational Needs Code of Practice will be used to support children, if emotional or behavioural difficulties are identified.

### Permanent Exclusion

The Head teacher will inform the pupil's parents/carers of the permanent exclusion and the specific reason for it without delay. The notification will provide sufficient particulars to ensure that the reason for the exclusion is fully understood and that all relevant circumstances are made known. Notification will be without delay and in writing. The notification will also document for reference, any relevant previous warnings, fixed period exclusions or other disciplinary measures taken prior to the excluded behaviour being committed. Rather than delaying notification of exclusion, this information will be contained in a prompt follow-up letter.

The Head teacher will notify the parents of their right to make representations to the Governing body and the LA and how any such representations should be made. This will be done within seven days of notification. The parents/carers have right of access to all curricula records of the pupil and to other educational records through a request to the Governing body.

The LA will be notified of all permanent exclusions.

The Governing body have a key responsibility in considering whether excluded pupils should be reinstated. The Governors will convene a meeting to consider the exclusion and any representations made by the parents/carers, within a maximum of 15 school days of the notification by the Head teacher. Where there is a legal requirement for the governing body to consider the exclusion, parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a representative or a friend.

If the Governing body decline to reinstate the excluded pupil their notification must state that the exclusion is permanent and provide notice of parents' right to ask for the decision to be reviewed by an IRP. The notification will make it clear that parents should set out their grounds for appeal within 15 school days of notice of their right to appeal.

The pupils name should remain on the school roll until the appeals procedure is completed, or until the time for appeals has expired without an appeal being lodged, or earlier if the parents/carers give notice in writing that they do not intend to appeal.

The above procedures have been taken from the DFE guidance 08/2024 Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England. In the event of exclusion reference should be made to this guidance for more in-depth details.

When notifying parents about an exclusion, the head teacher should draw attention to relevant sources of free and impartial information. This information should include:

- a link to this statutory guidance on exclusions (<https://www.gov.uk/government/publications/school-exclusion>);
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre (<https://childlawadvice.org.uk/information-pages/school-exclusion/>) or ACE Education (<http://www.ace-ed.org.uk>) and their advice line service on 03000 115 142 on Monday and Tuesday from 10 am to 1pm during term time); and

- where considered relevant by the head teacher, links to local services, such as Traveller Education Services or the Information Advice & Support Services Network (formerly known as the local parent partnership - <https://westsussexsendias.org/>)

## Appendix 1- Therapeutic Thinking Graduated Response

<p><b>Universal</b> Behaviour Curriculum</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish routines and identify valued behaviours.</li> <li><input type="checkbox"/> Include the above within pupil induction.</li> <li><input type="checkbox"/> Create and monitor staff code of conduct.</li> <li><input type="checkbox"/> Identify content behaviour curriculum.</li> <li><input type="checkbox"/> Identify opportunities for learning and create supporting plans.</li> <li><input type="checkbox"/> Identify children not making expected progress and refer to Behaviour Policy.</li> </ul>
<p><b>Targeted</b> Behaviour Policy</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Policy reflects DfE guidance.</li> <li><input type="checkbox"/> Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority.</li> <li><input type="checkbox"/> Check if the identified behaviour is covered in policy.</li> <li><input type="checkbox"/> Follow the policy.</li> <li><input type="checkbox"/> Record the impact of policy on pupil's behaviour.</li> <li><input type="checkbox"/> Where policy is not progressing the behaviour of most children, review the policy.</li> <li><input type="checkbox"/> Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Prognosis.</li> </ul>
<p><b>Targeted Plus</b> Early Prognosis</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the behaviour factually and unemotionally.</li> <li><input type="checkbox"/> Gather appropriate and authentic pupil voice.</li> <li><input type="checkbox"/> Gather information from all relevant parties, including multi-agency colleagues.</li> <li><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.</li> <li><input type="checkbox"/> Consider involvement of multi-agency colleagues.</li> <li><input type="checkbox"/> Where further intervention is needed, move to the analysis and planning within Predict, Prevent &amp; Progress.</li> </ul>
<p><b>Specialist</b> Predict, Prevent &amp; Progress</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review all information within Early Prognosis document.</li> <li><input type="checkbox"/> Complete Risk Calculator.</li> <li><input type="checkbox"/> Identify protective and educational consequences.</li> <li><input type="checkbox"/> Complete Subconscious and Conscious checklists.</li> <li><input type="checkbox"/> Complete Anxiety Analysis for relevant variables.</li> <li><input type="checkbox"/> Use all analysis to create a Predict, Prevent &amp; Progress plan.</li> <li><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.</li> <li><input type="checkbox"/> Consider involvement of multi-agency colleagues.</li> <li><input type="checkbox"/> Where further intervention is needed move to the analysis and planning within Therapeutic Plan.</li> </ul>
<p><b>Specialist Plus</b> Therapeutic Plan</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all preceding analysis documents are reviewed.</li> <li><input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, including information from all the preceding analysis.</li> <li><input type="checkbox"/> Complete a detailed Therapeutic Plan to micromanage staff responses to identified behaviours.</li> <li><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.</li> <li><input type="checkbox"/> Consider involvement of multi-agency colleagues.</li> <li><input type="checkbox"/> Consider group dynamic options.</li> <li><input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.</li> </ul>



## Appendix 2- Scripts

Examples of Detrimental behaviour	Responses to behaviour	Possible scripts
<p><b><u>Behaviour that has a detrimental impact to themselves:</u></b></p> <ul style="list-style-type: none"> <li>• Screaming/shouting</li> <li>• Self-harm</li> <li>• Ripping up work</li> <li>• Hiding under tables</li> <li>• Not keeping themselves safe – e.g. climbing on furniture</li> </ul>	<ul style="list-style-type: none"> <li>• Using positive phrasing to de-escalate</li> <li>• Purposeful ignoring.</li> <li>• If behaviour continues adult to remind child of expectations for prosocial behaviour – refer to RRS, class charter, class ‘Feelings Hub’ – restorative de-brief after incident.</li> <li>• If behaviour continues, use social story to promote valued behaviours.</li> <li>• Use circle time to promote valued behaviours.</li> <li>• Consequences to be meaningful to incident.</li> <li>• Adjust provision for protective consequences, e.g. Changing the adult which might help re-direct the situation.</li> </ul>	<p><i>“I can see something has happened.....”</i></p> <p><i>Alternative: “I wonder if you might be.....”</i></p> <p><b><i>Don’t assume how they are feeling</i></b></p> <p><i>How do we know a child is feeling this way? They may look angry but actually feel worried.</i></p> <p><b><i>“When I feel ..... I’m sometimes not sure what to do” Use the more general word ‘upset’ ‘frustrated’?, until you find out the more specific feeling.</i></b></p> <p><i>Use a visual to support the child to try and identify the feeling. But often a child will not know how they feel and will not be able to express this.</i></p> <p><i>When you have found out more specifically how the child is feeling:</i></p> <p><i>“It’s ok to feel.....” “When I feel .....I find this might help me (count to 10, take a deep breath, walk away to a quiet space, find some paper and draw how I am feeling etc)”</i></p> <p><i>“I wonder if you need to ..... e.g. eat something, have some time in a quiet space with a blanket, have a story etc so that you can feel better”</i></p> <p><i>“I am here to help. What can I do to help you?” “I’m here when you are ready”</i></p> <p><i>“I’m listening”</i></p> <p><i>“I feel worried that you aren’t safe.”</i></p> <p><i>“We all have the right to be safe”</i></p> <p><i>“I understand it is difficult to ..... at times but I remember when you ..... and I was so proud of you.</i></p> <p><i>“Is there something I can do to make things better?”</i></p> <p><i>“I can see you might not be ready to .....” “I will put it e.g. the learning ..... somewhere safe.....”</i></p> <p><i>“I am going to wait over here until you are ready. I am going to move closer to you so that you know where I am. I am going to wait ..... so that I know you are safe.”</i></p> <p><i>“I remember the last time we tried ..... and you felt better”</i></p> <p><i>“If you are able to, can you tell me how you are feeling at the moment?”</i></p>

<p><b><u>Behaviour that has a detrimental impact to another child:</u></b></p> <ul style="list-style-type: none"> <li>Invading another child's personal space</li> <li>Verbal abuse to another child, including shouting and screaming</li> <li>Defacing another child's work</li> <li>Physically harming another child</li> <li>Leaving a child out</li> </ul>	<ul style="list-style-type: none"> <li>Private discussion with child about personal space – 'An arm's length away is a good place to stay'</li> <li>Discussion with child to diffuse situation, use the class 'Feelings Hub', refer to RRS– restorative de-brief after incident.</li> <li>If behaviour continues, use social story to promote valued behaviours. Use circle time to promote valued behaviours. Consequences to be meaningful to incident. Adjust provision for protective consequences.</li> </ul>	<p>"An arm's length away is a good place to stay"</p> <p>"I'm a bit worried about .....because....."</p> <p>"I would love you to come and help me with ....." (have a helping job so that the child can feel useful/needed)</p> <p>"I remember when I was little and I was frustrated with a person in my class..... If I think back I remember I ....." (give a strategy that helped e.g. went off to a place where I could be on my own so that I had some space....etc)</p> <p><b>Restorative conversation when the child is in a place ready to do this:</b></p> <p>"I can see you were very upset... and I think .....was upset too"</p> <p>"Can you remember what happened before .....(the incident) happened?" (this gives the child a chance to say if there was possibly a trigger)</p> <p>"I wonder if you did that because ....."</p> <p>"What could we/you do to make things better again?"</p> <p>"Let's look at e.g. the Wheel of Choice to help us"</p> <p>"I saw..... happening.....Is that because ....."?</p> <p>"This is why I needed to do that.... (e.g. remove the child from the space where the incident happened....) because I wanted to keep everybody safe"</p> <p>Use playmobil figures as a way to represent the situation that happened so that the child has a chance to say what happened and so that the adult can model an alternative scenario.</p>
<p><b><u>Behaviour that has a detrimental impact on the class:</u></b></p> <ul style="list-style-type: none"> <li>Disrupting learning by shouting and calling out during whole-class sessions</li> <li>Walking through the carpet, treading on children</li> </ul>	<ul style="list-style-type: none"> <li>Purposeful ignoring. If behaviour continues adult to intervene using visual cues or non-verbal cues to encourage prosocial behaviour. If behaviour continues, an adult will intervene and have a private conversation with child.</li> <li>Consider position the child sits in, on the carpet. Give them a responsibility/purpose whilst on the carpet.</li> <li>Adult to intervene and de-escalate situation. Consider safety of others (Do you need to evacuate classroom or remove child?). Offer opportunity to move to a space (either in the classroom or outside</li> </ul>	<p>"I can see you are finding this a bit tricky to....would it help if we sat/stood.....e.g. at the back or on the edge of the carpet? –(limit to 2 choices)</p> <p>"Let's take a walk ..... so that we can ....." (get some fresh air, find a place to run and use up some energy etc)</p> <p>"Let's all have a wiggle break ...".(put on something that gets the children up and moving so that the cycle of calling out is broken)</p> <p>"I understand it is difficult to ..... at times but I remember when you..... and it made me so proud."</p> <p>"A safe class can be a happy class"</p> <p>"I know that if I walk around the edge of the carpet then I am keeping everybody in .....Class safe" (this phrase needs to be drip fed regularly in front of the class)</p> <p>"Will you help me to look after the ..." (pick a piece of furniture that can be cleaned/wiped down every day so that the child starts to have ownership of the classroom furniture. Then change to a new piece of furniture to 'look after')</p>

<ul style="list-style-type: none"> <li>Disrupting learning by damaging furniture or resources</li> <li>Defacing/ripping displays/work</li> <li>Playing roughly with children on the playground</li> <li>Inciting others to behave in a detrimental way</li> <li>Physically hurting/harming a group of children</li> </ul>	<p>classroom) that will help them calm down. Offer opportunity to put things back and tidy resources/furniture.</p> <ul style="list-style-type: none"> <li>Adult to intervene and de-escalate situation. Offer opportunity to move to a space (either in the classroom or outside classroom) that will help them calm down. Child to help repair display/work.</li> <li>Adult to intervene and de-escalate situation. Offer opportunity to talk through what's happened – use comic strip conversation. Social story in place to change behaviour to valued. Adult to support/remind child of valued behaviour and regular check-ins with social story.</li> </ul>	<p>“Will you help me to put up this .....” (as above, encourage the children to help put things up in the classroom so that they have ownership of their environment)</p> <p>“I can see you are feeling ?upset/frustrated?... (avoid using an emotions word until you know more specifically how they are feeling)</p> <p>“I would love to hear about your game?”</p> <p>“Tell me about the game you are playing. What are the rules?”</p> <p>“I wonder how the game is making everyone here feel?”</p> <p>“I wonder if we can improve the game and make it even better!”</p> <p>“I wonder if it is keeping everyone safe?”</p> <p>“If you are able to, can you tell me how you are feeling at the moment?”</p> <p>“Let’s keep ourselves safe”</p> <p>“Together we could think of some ways to make the game safer”</p> <p><b>Restorative conversations:</b></p> <p>“We all have the right to be educated....”</p> <p>Use playmobil (as above) to represent the situation that happened (if appropriate) and to model a positive scenario.</p> <p>“Someone worked really hard to make this. I think they would be really happy if <i>together</i> we made it better again”</p> <p>Use social story.</p>
<p><b><u>Behaviour that has a detrimental impact on the school:</u></b></p> <ul style="list-style-type: none"> <li>Running off – leaving the classroom and running through communal areas</li> <li>Difficult behaviour in assembly that disrupts</li> </ul>	<ul style="list-style-type: none"> <li>Use de-escalation/ distraction strategies to engage child. Private discussion with child to understand why they ran off. When ready to return them to class. Whole-class discussions on safety. Social story to promote valued ways to express themselves.</li> <li>Additional adults to support identified children in assembly. Private discussion to ascertain what they find difficult in assembly. Assembly club</li> <li>De-escalation strategies to calm child. Use ‘I wonder if...’ statements. Comic</li> </ul>	<p>“You forgot to take me with you!”</p> <p>“ I wonder if we can get to .....by counting but we have to reach .....by number 10, not before. Listen as I start to count”</p> <p>“A holding hand is a safe hand”</p> <p>“Let’s walk to the hall. We can use up some energy (run) when we get there”</p> <p>“I wonder if I’m able to sit next to you .... I’m going to try really hard to focus on what .....is saying. I feel calm when I sit and listen to .....”</p> <p>“What can you see? You’re doing really well. We’ve got .....mins left”</p> <p>“Let’s move somewhere else so that you can see and hear better”</p> <p>“We’ll take this equipment out to ..... because we need to keep safe”</p>

<ul style="list-style-type: none"> <li>Mis-use of group rooms – damaging property</li> </ul>	<p>strip conversations when in de-brief with child. Consequences to repair damage/replace furniture &amp; resources. Opportunity for child to say sorry in a way that is appropriate for them. Include child in setting up areas to encourage respect for them.</p>	
<p><b><u>Behaviour that has a detrimental impact on the community:</u></b></p> <ul style="list-style-type: none"> <li>Being rude to passers-by</li> <li>Road safety on a trip (running off)</li> <li>Damaging the environment</li> <li>Endangering self/others</li> </ul>	<ul style="list-style-type: none"> <li>Preparation for trips – social stories to promote valued behaviour</li> <li>Privately speak to child about comments made</li> <li>Risk assessments in place. Possible use of wrist restraints. Parents invited to join trip. Reduced time on trip (parent dropping child off/collecting from venue). Higher ratio of adults – careful deployment of staff.</li> <li>Using Eco-reps as good models. Using resources from the library to promote valued behaviour towards the environment.</li> <li>Risk assessment in place. Possible use of wrist restraints. Parents invited to join trip. Higher ratio of adults – careful deployment of staff. De-escalate behaviour as safely as possible. Call to school to inform Headteacher. Child maybe collected from trip by school staff and returned to school.</li> </ul>	<p>“I have promised your grown up that I will keep you safe”</p> <p>“Let’s talk to .....(the eco rep in the class) and find out about how we care for the environment. Maybe they can give us a job to do to help them (if appropriate)”</p>

# Appendix 3: Behaviour Toolkit

### Early Prognosis

Date: \_\_\_\_\_  
Staff member: \_\_\_\_\_

**The behaviour** (unconditional, non-judgemental, factual description, including severity and frequency):

**Pupil voice**

**function**

Secondary	
Escape or Avoidance	
Attention	
Tangible gain	

Do we still need more information?

**Health & wellbeing** (including diagnoses, diagnoses in pathway being explored, physiological responses, mental health, factors, additional medical needs, history etc.)

### Risk Calculator

Name: \_\_\_\_\_  
Date of birth: 04/02/2008  
Date of assessment: \_\_\_\_\_

Harm / Behaviour	Options or Evidence O / E	Seriousness of Harm (A) 1/2/3/4	Probability of Harm (B) 1/2/3/4	Severity Risk Score A x B
Harm to self				
Harm to peers				
Harm to staff				
Damage to property				
Harm from disruption				
Crimes / Offences				
Harm from absconding				

Risks which score 4 or more (probably a seriousness) should have strategies based on the plan

Seriousness	Evidence
1	Evidence of upset or disruption
2	Evidence of needing support internally from our school resources e.g. from all, mentors, judge discussion
3	Evidence of needing intervention from external agencies outside of school resources e.g. hospital, professional counselling or group work, mental health
4	Evidence of harm that cannot be repaired e.g. disability, worsened mental health, loss through arson

Probability	Evidence
1	Incidents were more than a year ago with no identified triggers remaining. There is evidence of historical risk and no evidence of current risk.
2	Incidents occur approximately on a monthly basis. The risk remains relevant.
3	Incidents occur approximately on a weekly basis. The risk is likely to occur again.
4	Incidents are daily or constant. The risk is present.

### Subsequent Behaviour Checklist

1. What's going wrong here? (The focus)

2. What's causing the school? (What is causing the school?)

3. What's causing the staff? (What is causing the staff?)

4. What's causing the pupil? (What is causing the pupil?)

5. What's causing the parent? (What is causing the parent?)

6. What's causing the support? (What is causing the support?)

7. What's causing the harm? (What is causing the harm?)

8. What's causing the impact? (What is causing the impact?)

### Time of Day Anxiety Analysis Plan

Name: \_\_\_\_\_  
Year group: \_\_\_\_\_

Time	Problem	Present It
1-15	Behaviour in the hall of communicating the staff	Following incident
15-30	Behaviour in the hall of communicating the staff	Following incident
30-45	Behaviour in the hall of communicating the staff	Following incident
45-60	Behaviour in the hall of communicating the staff	Following incident

High Anxiety (upward arrow) / Increased Dependency (downward arrow)

### Therapeutic Time Routines and Tools

Problem	Therapeutic Time Routines and Tools	Present It
Antisocial / Difficult / Dangerous behaviours		Following incident
Prosocial behaviours		Following incident
Negative feelings		Following incident
Positive feelings		Following incident
Negative experiences		Following incident
Positive experiences		Following incident

### Risk Reduction Plan

Name: \_\_\_\_\_  
Date of Plan: \_\_\_\_\_  
Staff Name: \_\_\_\_\_

**Risk reduction measures and interventions (as required by project)**

**Problem Behaviour** (What is causing the school?)

**Strategies to support** (What is causing the school?)

**Problem Behaviour** (What is causing the staff?)

**Strategies to support** (What is causing the staff?)

**Problem Behaviour** (What is causing the pupil?)

**Strategies to support** (What is causing the pupil?)

**Problem Behaviour** (What is causing the parent?)

**Strategies to support** (What is causing the parent?)

**Problem Behaviour** (What is causing the support?)

**Strategies to support** (What is causing the support?)

Approved by the Pupil: \_\_\_\_\_ Date: \_\_\_\_\_