PARKSIDE COMMUNITY PRIMARY SCHOOL

Therapeutic Thinking Behaviour Policy

(including Suspensions & Permanent Exclusions)

Signed:

Chair of Governors: Mrs Emily Saunderson

Contents

1. Legislation and Statutory Requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools - ([GOV.UK](GOV.UK))
- Searching, screening and confiscation in schools - ([GOV.UK](GOV.UK))
- Equality Act 2010: advice for schools - ([GOV.UK](GOV.UK))
- Keeping children safe in education - ([GOV.UK](GOV.UK))
- School suspensions and permanent exclusions - ([GOV.UK](GOV.UK))
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Influential DFE Guidance for Therapeutic Thinking Behaviour Policies:

- Mental Health and Behaviour in Schools (March 2016) (Revised November 2018)
- Transforming Children and Young People's Mental Health Provision Green Paper (December 2017)

2. Values and Vision

Our approach to behaviour management is rooted in our mission to "Nurture and inspire young minds towards bright futures". We foster an inclusive school, where every child develops valued behaviours through emotional intelligence and regulation strategies. All adults at Parkside Community Primary School are committed to a therapeutic approach to behaviour management.

Our policy is underpinned by the principles of Therapeutic Thinking. Therapeutic Thinking is a trauma-informed approach to behaviour, grounded in evidence-based research. The philosophy of Therapeutic Thinking focuses on supporting children's emotional wellbeing and mental health.

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. The approach promotes the understanding that all behaviour is communication, and an inclusive response promotes positive 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.

Therapeutic Thinking fosters children's independence through a behaviour curriculum that teaches valued behaviours, emotional intelligence and empathy; enabling pupils to manage their behaviour positively at school and as future members of society.

Instead of the concept of "bribes and sanctions" as a behaviour management strategy, which result in compliance due to extrinsic gains that do not promote learning.

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The Therapeutic Tree

At Parkside Community Primary School, we firmly believe that:

Positive experiences create helpful feelings.

Helpful feelings create valued behaviour.

Detrimental behaviour difficult or dangerous

Valued behaviour

Unhelpful feelings

Helpful feelings

Negative experiences

Positive experiences

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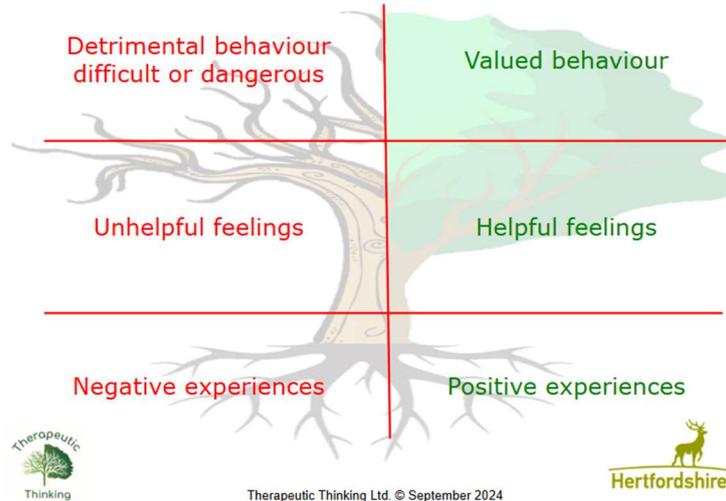
3. Valued Behaviour

At Parkside Community Primary School, we define valued behaviour as behaviour held in high regard by an individual, the community or the environment.

Valued behaviour is behaviour that:

- creates helpful feelings in yourself or others.
- is characterised by a concern for the rights, feelings and welfare of others.
- benefits other people or society.

Valued behaviours promoted at Parkside Community Primary School:

Kindness	Thoughtful comments and actions that promote helpful feelings in others
Collaboration	Taking turns to talk during class discussions, acknowledging and thanking others for their contributions, joining in with group activities and encouraging others to join in.
Inclusion and tolerance	Inviting others to join in, acknowledging and accepting the varied cultures, backgrounds and experiences of others.
Positive conflict resolution	Using the "solve-it together technique" to solve conflict in an amicable way, asking for adult help to solve conflict, reflect and repair when detrimental behaviour happens.
Awareness of risk	Making considered and safe decisions for yourself and others.
Responsibility and self-control	Wearing the correct school uniform, respect the rights of self and others (body autonomy, personal space and consent) asking for help when needed.
Self-organisation	Keeping your learning environment tidy, using equipment as intended, putting things back when finished.
Integrity	Treating others as you wish to be treated, turn taking, honesty, not talking over others, using manners.
Resilience	Persevering through challenges.

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Our Behaviour Curriculum

At Parkside Community Primary School, we teach the skills required for promoting valued behaviours through a discrete behaviour curriculum, progressing through the ages and stages of Early Years, Key Stage One and Key Stage Two.

Our curriculum begins with an introduction to the valued behaviours, followed by a lesson exploring the skills, examples and scenarios for each valued behaviour on a weekly basis.

Acknowledging, promoting and consolidating valued behaviours are essential for promoting valued behaviour. Therefore, all staff will:

- Provide precision praise so that children know what they are doing well.
- Provide proximal praise (praise pupils displaying valued behaviours to act as role-models to others)
- Use explicit instruction so that pupils know what is expected of them.
- Role-model valued behaviours. For example, showing pupils how to take turns in conversation or when playing with equipment.
- Build positive, professional relationships with pupils based on mutual respect.
- Award house-points for valued behaviour and record these on Arbor.
- All staff will use these approaches consistently.

4. Supporting All Learners

At Parkside Community Primary School we teach the difference between "Equality and Equity" through Headteacher and In-class Assemblies. We understand that:

Equality is treating everybody the same.

Equity is giving everyone what they need to achieve success.

At Parkside Community Primary School we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.

Equality	Equity
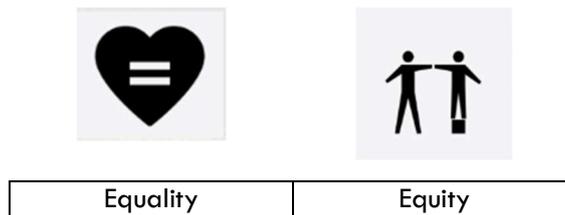
Our equitable approach is outlined within each dynamic:

The Classroom

- Precision praise and motivating feedback is provided to pupils from the class teacher and teaching assistant.
- Assessment for learning strategies such as: listening to partner or group talk and mini whiteboards are used to include all learners in discussions.
- Pupils may use supportive seating such as "wobble cushions or chairs".
- "Concentration stations" are available for pupils to move to if they feel that working on a separate table would benefit their behaviour for learning.

Morning Break time

Playtimes are supervised by teachers and teaching assistants who encourage pupils to play and interact with kindness and considerate turn taking. The staff closely monitor pupils and follow procedures set out under the detrimental behaviour section if detrimental behaviour occurs

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Lunchtime in the dining hall

During lunchtimes staff support pupils in practicing valued behaviours for mealtimes. Pupils are encouraged to take turns to collect hot meals and remain seated whilst eating. Pupils are also encouraged to use manners when receiving meals and water.

Lunchtime - outside play

Teaching Assistants supervise outdoor lunchtime play. Supervising staff support pupils in turn taking and conflict resolution through role-modelling and the "solve-it together" technique from our PSHE, "Jigsaw" scheme.

Assemblies

Assemblies are led by Senior Leaders and Class Teachers (during In-class assemblies). Class Teachers and teaching assistants attend assemblies to support role – modelling valued behaviours for assembly. Pupils are encouraged to show that they are listening, by not talking over the speaker. A hands-up signal is used to indicate that pupils should quiet their discussion.

Headteacher certificates are given in Celebration Assembly and conversations are held with pupils to understand whether they wish to be delivered publicly or privately.

Roles and Responsibilities

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the Headteacher.
- Monitoring the policy's effectiveness.
- Holding the Headteacher to account for its implementation.

Staff are responsible for:

- All staff role-model and promote valued behaviours.
- Class teachers explicitly communicate what positive behaviour for learning looks like – "please show me you're listening by putting your pencils down and not talking when I'm talking."
- Class teachers provide personalised scaffolds that enable all learners to engage in the learning objective.
- Where a pattern of detrimental behaviours occur, class teachers will seek support from Senior Leaders to implement early prognosis through targeted plus support.

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- All staff use precision praise to pupils modelling valued behaviours so that pupils know what they're doing well.
- All staff communicate positively with parents and carers to build positive relationships and work collaboratively for the best outcomes for children.
- All staff are responsible for recording difficult and dangerous detrimental behaviour incidents on CPOMS on the day that they occur.

Parents and Carers are responsible for:

- Reading the school's Therapeutic Thinking behaviour policy.
- Informing the school of any changes in circumstances that may affect their child's behaviour.
- Discussing any behaviour concerns with the class teacher promptly.
- Working collaboratively with the school in any therapeutic conversations or educational consequences, for example, attending review meetings for these.
- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Taking part in the life of the school and its culture.
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, working in collaboration with them to promote valued behaviours in their child.

Pupils will:

- Receive an induction to the valued behaviours when joining Parkside Community Primary School.
- Have their valued behaviours acknowledged, promoted and consolidated.
- Receive therapeutic support through the graduated approach when displaying detrimental behaviour.

5. Unsocial Behaviour

At Parkside Community Primary School we define unsocial behaviour as quiet non-compliance that does not negatively impact on other pupils' learning. Extroverts often communicate their feelings with high levels of interaction. Introverts communicate their feelings through quiet non-compliance. All staff must strive to interpret unsocial behaviour as a communication of negative feelings and therefore adapt support.

Examples of unsocial behaviour

Unsocial Behaviour	Response
• **Not making eye contact with others.** • **Not seeking to associate with others, but not to the detriment of self and others.** • **Not talking to others or responding to questions, but not to the detriment of self or others.** • **Not following instructions, but no to the detriment of self or others.** • **Talking over others.** • **Not listening.** • **Not making effort with work.**	• **Therapeutic conversations that explore the potential "unhelpful" feelings being internalised.** • **Resources from the Therapeutic Thinking Analysis Toolkit may be helpful in identifying underlying negative feelings in an individual.** • **Remain mindful that introverts are likely to display unsocial behaviour to communicate their needs.**

6. Detrimental Behaviour

At Parkside Community Primary School detrimental behaviour is defined as behaviour that hurts or hinders an individual, the community or the environment. Detrimental behaviour creates unhelpful feelings in the individual or others. It is likely to cause injury, harassment, alarm or distress and violates the rights of others.

Detrimental behaviour is subcategorised into difficult detrimental behaviour and dangerous detrimental behaviour. It is essential to differentiate between the two:

- **Difficult detrimental behaviour:** Behaviour that is detrimental, but not dangerous.
- **Dangerous detrimental behaviour:** Behaviour which will imminently result in injury to the individual or others, cause damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racism.

All staff are responsible for addressing detrimental behaviour. Responses to detrimental behaviour are outlined below:

Detrimental Behaviour	Consequence
Difficult Detrimental Behaviours • Not following instructions (to the detriment of self or others) • Stealing • Swearing • Moving furniture • Not telling the truth • Absconding • Vandalism	• Remind pupils of expected valued behaviours. • Staff will use the de-escalation script. • Provide educational consequences through: restorative debrief, social stories, role play, comic strip review.
Dangerous Detrimental Behaviours • Spitting • Throwing objects at others • Violence: hitting, kicking, biting, pinching, scratching, pushing • Damaging property • Bullying • Hate incidents: discrimination against the protected characteristics. • Child on child abuse	• Staff will use the de-escalation script. • Provide protective consequence to keep the individual and others safe. • Provide educational consequences to support the individual in learning to develop positive behaviour so that the freedom can be returned – restorative debrief.

A dual-coded, child-friendly version of valued and detrimental behaviours can be found in Appendix 1.

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7. Restorative Practice

"An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment."

— Professor George Wright 1999

Much of the work we do to prevent difficult and dangerous behaviour is proactive. However, incidents of detrimental behaviour will still occur from time to time. The best reactive tool we have for helping children with behaviour change is a structured discussion with a trusted adult.

Restorative Debrief

Restorative debrief is essential for behaviour change. Restorative debrief should be curious, not critical. It should explore the child's dysregulation and their values and beliefs.

Restorative debrief creates a system of evaluation and review to establish what happened, how it happened, and how we use teaching and learning to develop the skills and motivation to enable behaviour change.

The Process of Restorative Debrief

- Establish an authentic connection. Ensure the child feels comfortable and supported.
- Explore what happened. Allow the child to tell their story. What situations, relationships and dynamics led to a reaction? Say:
  - **"Can you explain what happened?" "What was happening before you hit X on the head?"**
- Support their story with non-judgmental accurate descriptions. For example say:
  - **"I think you're telling me that you hit X on the head because you felt angry when he took the ball without asking. Is that right?"**
- Explore what people were thinking and feeling before, during and after the incident. Say:
  - **"How do you think X felt after you hit him on the head?" "How did you feel after you hit X on the head?"**

Additional Restorative Debrief Questions:

- What would you like to happen next?
- How can we make things better for you?
- How can you help to put this right?
- How can we make it ok for you to go back to class?
- What do you think others might need?

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(A restorative debrief script can be found in Appendix 4)

Scaffolds for Restorative Debrief Resources

- Social stories
- Role-play with dolls/ teddies/animals/pets
- Comic Strip Conversations
- Jigsaw Resources (PSHE Scheme) (Appendix 5)
- Completing a Therapeutic Tree

Consequences

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.

Therapeutic Plan

Staff will use the Risk Calculator (appendix 5) as a Therapeutic Thinking resource to plan appropriate protective consequences for pupils who have dangerous detrimental behaviours. This will be used in conjunction with the Predict, Prevent and Progress Plan (Appendix 7) to monitor support and progress for adaptations and behaviour.

When a risk calculator identifies a moderate level of risk, a Therapeutic Plan will be put in place for the individual pupil. (Appendix 8)

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8. Unforeseen 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.
- There may be a requirement for restrictive physical intervention.
- 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, Deputy Headteacher, Headteacher, Governors.
- Staff will record difficult detrimental behavior or dangerous detrimental behaviour on the school's CPOMS system.
- A de-brief will be held and consideration will be given to whether the policy needs to be amended in light of the behaviour.

9. Child on Child Abuse

Child on Child Abuse (formally referred to as Peer on Peer) Keeping Children Safe in Education (KCSiE) ensures staff are aware that children can abuse other children (previously referred to as peer-on-peer abuse) and that it can happen both inside and outside of school and online. All staff should understand, that even if there are no reports in the school, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse, they should speak to the designated safeguarding leads. To prevent child-on-child abuse (previously known as peer-on-peer abuse), it is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are in reality abusive in nature.

KCSiE makes it clear how downplaying certain behaviours, for example dismissing behaviours as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise
- Causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse. This includes upskirting, which typically involves taking a picture under a person's clothing or sharing images with the intention of causing the victim humiliation, distress or alarm.
- In the younger years this is likely to include inappropriately aiming to grab or kick each other in the genital regions, or purposefully smacking bottoms.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

It is important that everyone understands that behaviours in primary school may be the early stages of child on child abuse, and that the culture of behaviours that can become abusive may have seeds developing within the primary years. A key element of our work in Parkside Community Primary School lies in helping children understand the importance of consent and that every child has the right to say 'no' to behaviours they feel uncomfortable with.

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10. Bullying

What is bullying?

The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years. The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

At Parkside Community Primary School, we use the S.T.O.P. acronym (Several Time On Purpose) to help pupils understand and recognise bullying.

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- Indirect - Can include the exploitation of individuals.

How does Parkside Community Primary School deal with bullying?

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. A clear account of the incident will be recorded on CPOMS under the bullying category and the member of staff should alert the Headteacher or SLT. The Headteacher or member of SLT will interview all concerned and will make a further record of the incident. Class teachers and parents will be kept informed. When any case of bullying is confirmed the parents of both victim and perpetrator are contacted and the issues made clear to them. It is hoped they will work with the school to support positive steps to prevent further bullying. Consequences will be used as appropriate and in consultation with all parties concerned in accordance with our behaviour policy.

Pupils who have been bullied will be supported by offering them an immediate opportunity to discuss the experience with a member of staff from their 'safe hand'. Continuous support will be put in place to help restore self-esteem and confidence. For example, allocating a named member of staff to monitor and check in with the pupil, setting up a circle of friends, a Thrive practitioner, protective behaviours or other support as deemed appropriate.

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Pupils who have bullied will be helped by discussing what happened, discovering why the pupil became involved, establishing the wrongdoing and the need to change, informing parents or carers to help change the attitude of the pupil. Records of bullying are recorded on CPOMs as a central record to enable the Headteacher to report to the Governors, LA and the DfE.

Anti- bullying Approach

How does Parkside Community Primary School prevent bullying?

- Everyone (children, staff, governors and parents) understands what bullying is and that Parkside does not tolerate bullying.
- All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. We make it easy for pupils to report bullying so that children feel assured that they will be listened to, and incidents acted on, without fear of further bullying or discrimination.
- We want to help pupils to feel safe so that they can report bullying which may have occurred outside school including cyber-bullying. Our work to prevent bullying is not limited to what happens inside school – we will work to ensure children are safe from bullying at all times – and will liaise with other organisations in order to achieve this, for example the NSPCC.
- Through ongoing CPD, staff are aware of the severe impact bullying can have on a child's social, emotional and mental health, and should ensure appropriate provision is made to support the child emotionally and in their learning.
- We create an inclusive environment. Children are taught to respect and value all groups of people and that our individual differences are actually what make us special.
- We understand that some pupils are more vulnerable to bullying than others. Through our PSHE and other curriculum-based work we openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. We are also conscious of children with different family situations, such as looked after children or those with caring responsibilities. Our work focuses on teaching children that use of any prejudice-based language is unacceptable. We believe celebrating successes is an important part of achieving this.
- Parents are aware of the procedures to follow if they believe that their child is being bullied. We want all parents to feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child. This includes parents reinforcing the value of good behaviour at home.
- The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

- Our work is regularly evaluated and updated to take account of developments in technology, for instance updating 'acceptable use' policies for computers.

11. Communicating and Recording within School

The following behaviours must be recorded on CPOMS which will automatically alert all members of the Senior Leadership Team:

- **Difficult detrimental behaviours**
- **Dangerous detrimental behaviours**

What to communicate?

- The member of staff that witnessed the behaviour is responsible for recording the behaviour on CPOMS
- Recordings must include the time, place and location of the incident.
- All pupils involved in the incident must be linked to the CPOMS recording.
- Recordings must include the full name of the staff member recording the incident and their job title. The recording should also include these details for any other staff member involved.
- Recordings must be factual, without opinion or emotion.
- The response to the behaviour must be detailed in the recording. For example, either a protective and educational consequence and who facilitated this.

Therapeutic Thinking Analysis and Planning Toolkit

The Senior Leadership Team monitor CPOMS to find patterns and trends in pupils' behaviour. When repeated detrimental behaviours are evident, the Therapeutic Thinking analysis and planning toolkit will be implemented. This stage of the graduated approach is; early prognosis, specialist and specialist plus. The purpose of the toolkit is to analyse detrimental behaviour in order to provide support that promotes valued behaviours.

The toolkit comprises of:

- Early Prognosis
- Risk Calculator
- Dysregualtion checklist/ Values and Beliefs checklist
- Anxiety Analysis
- Predict, Prevent and Progress Plan
- Therapeutic Tree
- Therapeutic Plan

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12. Communication with Parents and Carers

Communication with parents is vital in building trust and promoting the best outcomes for learners. Staff at Parkside Community Primary School will adhere to the following guidelines of communication:

- Any detrimental behaviour that has been logged on CPOMs will be communicated with parents.
- Difficult detrimental behaviours will be communicated to parents and carers by the class teacher.
- Dangerous detrimental behaviours will be communicated to parents and carers by a member of the senior leadership team.
- Communication to parents and carers can be via the telephone or in a face to face meeting.
- Communication from staff members to parents and carers will be recorded on CPOMS.

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13. Exclusions (Fixed term and permanent exclusions)

At Parkside Community Primary School we view exclusion as the very last resort. A decision to exclude a pupil (fixed term or permanent) will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of pupils or staff in the school.

Exclusions can only be imposed by the Headteacher or Deputy Headteacher (in the absence of the Headteacher).

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

See the Local Authority/Hertfordshire County council guidelines and the DfE Exclusions Guidance for procedures relating to exclusions.

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14. Monitoring and Evaluation

The implementation of this policy will be monitored by the Headteacher and the senior leadership team. Behaviour incidents will be summarised and reported to the governing body as part of the Headteacher's report. The Headteacher and the Governing body will review this policy annually.

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Appendix 1

Therapeutic Thinking at Parkside Community Primary School

Difficult Detrimental Behaviour						
Behaviour that is detrimental, but not dangerous.						
Not following instructions (to the detriment of self or others)	Stealing	Swearing	Moving furniture	Not telling the truth	Absconding	Vandalism

What will happen?
1. Staff will remind me of the expected valued behaviours.
2. Staff will speak to me to de-escalate the situation.
3. I will receive an educational consequence to learn how to positively change my behaviour. This may take place during break or lunch time.
4. I may need a protective consequence to keep myself and others safe.
5. My class teacher will speak to my parents/ carers and record the incident on CPOMS.

Dangerous Detrimental Behaviour					
Behaviour which will imminently result in injury to the individual or others, cause damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racism.					
Spitting.	Throwing objects at others.	Violence: hitting, kicking, pinching, biting, scratching, pushing.	Damaging property.	Bullying.	Hate incidents: discrimination against the protected characteristics.

What will happen?
1. Staff will speak to me to de-escalate the situation.
2. I will receive a protective consequence to keep myself and others safe.
3. I will receive an educational consequence to learn to behave positively so that the freedom can be returned. This may take place during break or lunch time.
4. My class teacher, the Deputy Headteacher or the Headteacher will speak to my parents/ carers and record the incident on CPOMS.

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Appendix 2

Therapeutic Thinking Graduated Approach

Universal
Behaviour Curriculum

- ❏ Check existing knowledge, skills and understanding.
- ❏ Complete pupil induction (routines and valued behaviours).
- ❏ Establish a realistic starting point.
- ❏ Establish realistic next steps.
- ❏ Identify opportunities for teaching and learning linked to real-world experiences.
- ❏ Provide guided and supported practice of skills.
- ❏ Review progress.
- ❏ Refer to Behaviour Policy.

Universal Plus
Behaviour Policy

- ❏ Check if the identified behaviour is covered in policy.
- ❏ Support the pupil in line with policy.
- ❏ Monitor and record the impact of policy on progress.
- ❏ Review progress.
- ❏ Implement further analysis and planning.

Targeted
Early Prognosis

- ❏ Describe the behaviour factually and unemotionally.
- ❏ Gather appropriate and authentic pupil voice.
- ❏ Gather information from parents/carers and staff.
- ❏ Gather information from multi-agency colleagues.
- ❏ Ensure collated information informs planning.
- ❏ Set a review date.
- ❏ Review progress.
- ❏ Implement further analysis and planning.

Targeted Plus
Predict, Prevent & Progress

- ❏ Update and review all information within Targeted.
- ❏ Consider involvement of multi-agency colleagues.
- ❏ Complete Risk Calculator.
- ❏ Identify protective consequences.
- ❏ Identify educational consequences.
- ❏ Analyse dysregulation and values and beliefs (subconscious and conscious).
- ❏ Complete Anxiety Analysis for relevant variables.
- ❏ Create a Predict, Prevent & Progress plan.
- ❏ Set a review date.
- ❏ Review progress.
- ❏ Implement further analysis and planning.

Specialist
Therapeutic Plan

- ❏ Update and review all information within Targeted and Targeted Plus.
- ❏ Consider involvement of multi-agency colleagues.
- ❏ Complete the Therapeutic Tree for the individual pupil
- ❏ Complete a detailed Therapeutic Plan.
- ❏ Set a review date.
- ❏ Consider group dynamic options.
- ❏ Review progress.
- ❏ Involve multi-agency colleagues in review and identifying next steps.

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Appendix 3

De-escalation script

- (Say the learner's name)

- "I can see something has happened"

- "I am here to help."

- "Talk and I will listen" (practice empathetic listening e.g.: "that sounds really difficult/frustrating")

- "Come with me and we can make a plan to improve things for everyone."

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Appendix 4

Restorative de-brief script

- "Can you explain what happened?"

- "What was happening before…"

- "I think you're telling me that… am I right?"

- "How do you think X felt?"

- "How did you feel?

Additional Restorative Debrief Questions:

- What would you like to happen next?

- How can we make things better for you?

- How can you help to put this right?

- How can we make it ok for you to go back to class?

- What do you think others might need?

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Appendix 5

'Solve it together' Technique

Step 1 - 'Solve it together' code

Each person needs to agree to

- Respect each other
- Take turns to speak
- Be honest
- Involve an adult if it is serious
- Want to solve the problem

Step 2 - Hearing both sides of the problem

Each child has the chance to say what he/she thinks happened.

Step 3 - Sharing feelings

Each child has the chance to say how he/she feels about the situation.

Then each child has a chance to say how he/she thinks the other person might be feeling.

Step 4 - Finding solutions

The children think of what they can do to solve the situation or to make the situation better for them both.

Step 5 - The agreement

The children choose a solution and shake hands.

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Appendix 6

Risk Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced 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				
Criminal offence				
Harm from absconding				

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
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 persistent

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan

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Appendix 7

Predict, Prevent and Progress Plan

Child name: _____   Date of plan: _____

Year group: _____   Date for review: _____

	Score	**Predict** Staff/Location/Activity/Peers/Time	**Prevent** Adaptations (including protective consequences)	**Progress** Adaptations (including educational consequences)
Increased Anxiety	+3 - +5	Unable to cope with: 1. 2. 3. 4. 5.	What will manage the over-anxiety: 1. 2. 3. 4. 5.	How will we teach and monitor the management of over-anxiety: 1. 2. 3. 4. 5.
	+2	Vulnerable to being unable to cope with: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	0			

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Appendix 8

Therapeutic Plan

Name:	DOB:	Date:	Review Date:

	Risk reduction measures and differentiated measures (to respond to triggers)
Photo	

Valued behaviours	Strategies to respond
DIFFICULT detrimental behaviours	**Strategies to respond**
DANGEROUS detrimental behaviours	**Strategies to respond**
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator: .... Date: ....

Signature of Parent / Carer: .... Date: ....

Signature of Young Person: .... Date: ....

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