



Therapeutic Behaviour Policy (including Suspensions & Permanent Exclusions)

THIS POLICY IS TO BE REVIEWED ANNUALLY

Chair of Governors

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:

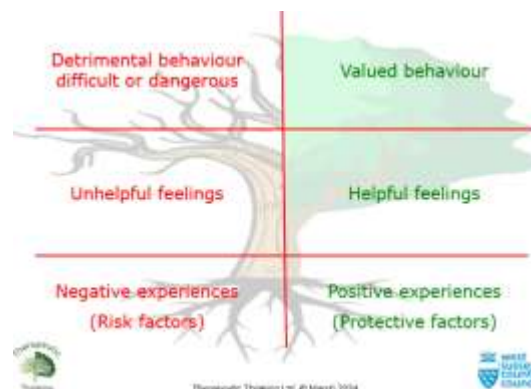
- we analyse behaviour rather than moralise about it;
- we look for the root causes from feelings and experiences rather than blanket behaviourist theory;
- we model therapeutic practices with all children, adults in school and parents or visitors from outside;
- Our language is chosen carefully from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

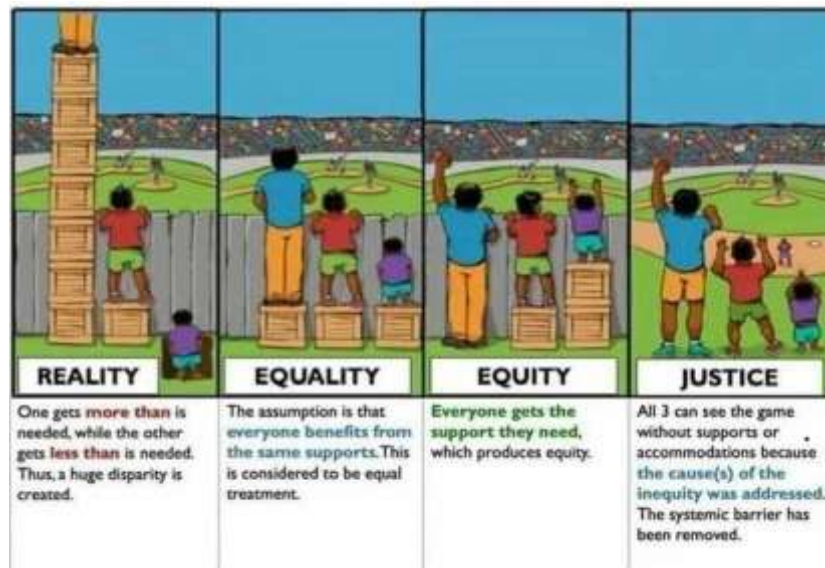
This policy should be read alongside the Anti-Bullying Policy and Safeguarding Policy.

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, as a result of a child demonstrating valued behaviour.
- 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.

Valued 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.

Oops...if you have forgotten how to be the best that you can be.

	Your adult will quietly remind you.
	Your adult will suggest a change to help you.
	You will be given some reflection time.
	You will be given some time to repair the situation.
	Your teacher will talk to your grown-up.
	Mrs New, Miss Moulson or Mrs Greenway will come and help you to be the best that you can be.

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 Invading personal space Disruptive behaviour in assembly Ripping work, damaging displays	Not keeping themselves safe Physically harming another child/adult Damaging property and/or resources 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
E 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
A 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
T Tangible		Gain access to preferred items or activities	When preferred items are desired	Teach the individual how to request preferred items appropriately (Makaton/PECS etc.)
S 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.



• 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'

Section 9

• 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 (based on the [DfE guidance from July 2026](#))

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 Headteacher can suspend for one or more suspension periods – up to a maximum of 45 days in a single academic year.

Parents/carers will be informed of their right to make representations to the governing body and the process by which these may be submitted. If parents/carers notify the governing body that they wish to make representations, the governing body will arrange a meeting as soon as reasonably practicable where required.

The Headteacher will inform the Chair of Governors at this stage, without delay. The Headteacher must notify parents in writing of the reasons and the period of suspension. It is important that during a suspension, pupils still receive their education.

The Headteacher will inform the LA of all suspensions without delay.

Where required by legislation, the governing body will consider whether a suspended pupil should be reinstated.

Where there is a legal requirement for the governing body to consider the suspension, parents/carers have a right to attend a meeting, to be represented at that meeting (at their own expense).

expense) and to bring a friend. In the case of a suspension the pupil will usually be back before the meeting is arranged, however the meeting may nevertheless serve the purpose of enabling the parents/carers to be satisfied that their views have been heard. Governing bodies are required to notify all parties of their decision following consideration of a 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 Headteacher.

For pupils of compulsory school age who are suspended for more than five school days, the school will arrange suitable full-time education from the sixth school day of the suspension.

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. Following a suspension, the school will work with the pupil, parents/carers and relevant professionals, where appropriate, to support successful reintegration and reduce the likelihood of further suspensions. The Headteacher will consider whether the pupil has SEND, a disability, involvement with a social worker, or other known vulnerabilities, and whether reasonable adjustments and appropriate support have been put in place. The school will normally offer a reintegration meeting with parents/carers and the pupil to discuss support, expectations and any adjustments required to facilitate a successful return to school.

Where a pupil is required to be separated from other pupils for safeguarding reasons, this will be managed in accordance with statutory guidance. Such separation is not a suspension or permanent exclusion but must be lawful, proportionate and regularly reviewed.

Permanent Exclusion

In reaching a decision to suspend or permanently exclude a pupil, the Headteacher will ensure that the decision is lawful, reasonable, fair and proportionate, taking account of the individual circumstances of the pupil and the available evidence.

The Headteacher 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, previous suspensions 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 Headteacher will notify parents/carers without delay of their rights to make representations to the governing body and, where applicable, request an Independent Review Panel.

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 Headteacher. 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/carers' right to ask for the decision to be reviewed by an IRP. The notification will make it clear that parents/carers should set out their grounds for requesting an Independent Review Panel within 15 school days of receiving notice of that right.

The pupil's name will remain on roll until the Independent Review Panel process has been completed, the time limit for requesting a review has expired or parents/carers confirm in writing that they do not intend to request a review.

The above procedures have been taken from the DfE guidance 07/2026 Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Statutory 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/carers about an exclusion, the head teacher should draw attention to relevant sources of free and impartial information. This information should include:

- DfE School Suspensions and Permanent Exclusions Guidance: <https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>
- [Coram's Child Law Advice service](#) - telephone: 0300 330 5485 (Monday to Friday, 8am to 6pm)
- [ACE education](#) - telephone: 0300 0115 142 (Monday and Tuesday, 10am to 1pm during term time)
- [Independent Provider of Special Education Advice \(IPSEA\)](#) - independent information and support on the suspension and permanent exclusion of children with SEND
- 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

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.

Appendix 2- Scripts

Examples of Detrimental behaviour	Responses to behaviour	Possible scripts
<u>Behaviour that has a detrimental impact to themselves:</u> • Screaming/shouting • Self-harm • Ripping up work • Hiding under tables • Not keeping themselves safe – e.g. climbing on furniture	• Using positive phrasing to de-escalate • Purposeful ignoring. • 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. • 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, e.g. Changing the adult which might help re-direct the situation.	<i>“I can see something has happened.....”</i> Alternative: <i>“I wonder if you might be.....”</i> <i>Don’t assume how they are feeling</i> <i>How do we know a child is feeling this way? They may look angry but actually feel worried.</i> <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> <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> <i>When you have found out more specifically how the child is feeling:</i> “It’s ok to feel.....” “When I feelI 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 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 am here to help. What can I do to help you?” “I’m here when you are ready” “I’m listening” “I feel worried that you aren’t safe.” “We all have the right to be safe” “I understand it is difficult to at times but I remember when you and I was so proud of you. “Is there something I can do to make things better?” “I can see you might not be ready to” “I will put it e.g. the learning somewhere safe.....” “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 remember the last time we tried and you felt better” “If you are able to, can you tell me how you are feeling at the moment?”

<u>Behaviour that has a detrimental impact to another child:</u> - Invading another child's personal space - Verbal abuse to another child, including shouting and screaming - Defacing another child's work - Physically harming another child - Leaving a child out	- Private discussion with child about personal space – 'An arm's length away is a good place to stay' - Discussion with child to diffuse situation, use the class 'Feelings Hub', refer to RRS– restorative de-brief after incident. - 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.	"An arm's length away is a good place to stay" "I'm a bit worried aboutbecause....." "I would love you to come and help me with" (have a helping job so that the child can feel useful/needed) "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) Restorative conversation when the child is in a place ready to do this: "I can see you were very upset... and I thinkwas upset too" "Can you remember what happened before(the incident) happened?" (this gives the child a chance to say if there was possibly a trigger) "I wonder if you did that because" "What could we/you do to make things better again?" "Let's look at e.g. the Wheel of Choice to help us" "I saw..... happening.....Is that because"? "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" 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.
<u>Behaviour that has a detrimental impact on the class:</u> - Disrupting learning by shouting and calling out during whole-class sessions - Walking through the carpet, treading on children	- 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. - Consider position the child sits in, on the carpet. Give them a responsibility/purpose whilst on the carpet. - 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	"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) "Let's take a walk so that we can" (get some fresh air, find a place to run and use up some energy etc) "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) "I understand it is difficult to at times but I remember when you..... and it made me so proud." "A safe class can be a happy class" "I know that if I walk around the edge of the carpet then I am keeping everybody inClass safe" (this phrase needs to be drip fed regularly in front of the class)

- Disrupting learning by damaging furniture or resources - Defacing/ripping displays/work - Playing roughly with children on the playground - Inciting others to behave in a detrimental way - Physically hurting/harming a group of children	(either in the classroom or outside classroom) that will help them calm down. Offer opportunity to put things back and tidy resources/furniture. - 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. - 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.	“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’) “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) “I can see you are feeling ?upset/frustrated?... (avoid using an emotions word until you know more specifically how they are feeling) “I would love to hear about your game?” “Tell me about the game you are playing. What are the rules?” “I wonder how the game is making everyone here feel?” “I wonder if we can improve the game and make it even better!” “I wonder if it is keeping everyone safe?” “If you are able to, can you tell me how you are feeling at the moment?” “Let’s keep ourselves safe” “Together we could think of some ways to make the game safer” Restorative conversations: “We all have the right to be educated....” Use playmobil (as above) to represent the situation that happened (if appropriate) and to model a positive scenario. “Someone worked really hard to make this. I think they would be really happy if <i>together</i> we made it better again” Use social story.
<u>Behaviour that has a detrimental impact on the school:</u> Running off – leaving the classroom and running through communal areas	- 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. - Additional adults to support identified children in assembly. Private discussion	“You forgot to take me with you!” “ I wonder if we can get toby counting but we have to reachby number 10, not before. Listen as I start to count” “A holding hand is a safe hand” “Let’s walk to the hall. We can use up some energy (run) when we get there” “I wonder if I’m able to sit next to you I’m going to try really hard to focus on whatis saying. I feel calm when I sit and listen to “What can you see? You’re doing really well. We’ve gotmins left” “Let’s move somewhere else so that you can see and hear better”

• Difficult behaviour in assembly that disrupts • Mis-use of group rooms – damaging property	to ascertain what they find difficult in assembly. Assembly club • De-escalation strategies to calm child. Use 'I wonder if...' statements. Comic strip conversations when in de-brief with child. Consequences to repair damage/replace furniture & 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.	"We'll take this equipment out to because we need to keep safe"
<u>Behaviour that has a detrimental impact on the community:</u> • Being rude to passers-by • Road safety on a trip (running off) • Damaging the environment • Endangering self/others	• Preparation for trips – social stories to promote valued behaviour • Privately speak to child about comments made • 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. • Using Eco-reps as good models. Using resources from the library to promote valued behaviour towards the environment. • 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.	"I have promised your grown up that I will keep you safe" "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)"

Appendix 3: Behaviour Toolkit

Early Prognosis

Date:
Staff member:

The behaviour

(Unemotional, non-judgemental, factual description, including severity and frequency:

Pupil voice

Function

Secondary

Escapes or Avoidance

Attention

Tangible gain

Health & wellbeing

Including diagnosis, diagnoses for pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.

Risk Calculator

Name:
Date of birth:
Date of assessment:

Harm / Behaviour	Options or Gradients O / E	Severity of harm (A) 1/3/4	Probability of harm (B) 1/3/4	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				

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

Score	Severity
1	Evidence of upset or disruption
2	Evidence of needing support internally from our school resources e.g. from all, internal, judge decisions
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, worsened 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.

Subsequent behaviour checklist

Child's Name
Teacher

Question	Response
What is the issue?	
What is the issue?	
What is the issue?	
What is the issue?	
What is the issue?	
What is the issue?	
What is the issue?	
What is the issue?	
What is the issue?	
What is the issue?	

Time of day
Anxiety Analysis Plot

Name:
Teacher/Parent/Child/Other

Year group:

Time	Problematic	Present
1-3	Behaviour is not at all of concerning the staff	Behaviour is not at all of concerning the staff
4-6	Behaviour is not at all of concerning the staff	Behaviour is not at all of concerning the staff
7-9	Behaviour is not at all of concerning the staff	Behaviour is not at all of concerning the staff
10-12	Behaviour is not at all of concerning the staff	Behaviour is not at all of concerning the staff
13-15	Behaviour is not at all of concerning the staff	Behaviour is not at all of concerning the staff
16-18	Behaviour is not at all of concerning the staff	Behaviour is not at all of concerning the staff

Therapeutic Time
Risks and Frustrations

Name:
Teacher/Parent/Child/Other

Year group:

Antisocial / Difficult / Dangerous Behaviours	Prosocial Behaviours
Negative feelings	Positive feelings
Negative experiences	Positive experiences

Risk Reduction Plan

Name:
Teacher/Parent/Child/Other

Year group:

Problematic Behaviour	Prosocial Behaviour
Negative feelings	Positive feelings
Negative experiences	Positive experiences