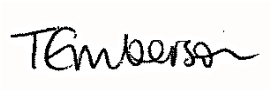
Therapeutic Thinking and Behaviour Policy

Approval Date: **October 2021**

Review Date: **September 2027**

Headteacher: 

Purpose of this Policy

This therapeutic behaviour policy should be the plan for the **majority of children**. In addition to this, some children may require a Therapeutic Plan to formalise strategies that differentiate from policy. Others may need a more flexible approach at times of anxiety and change or in specific circumstances.

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

What is Therapeutic Thinking?

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

When we use a therapeutic approach:

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

At Three Bridges Primary School, we <u>firmly</u> believe that:

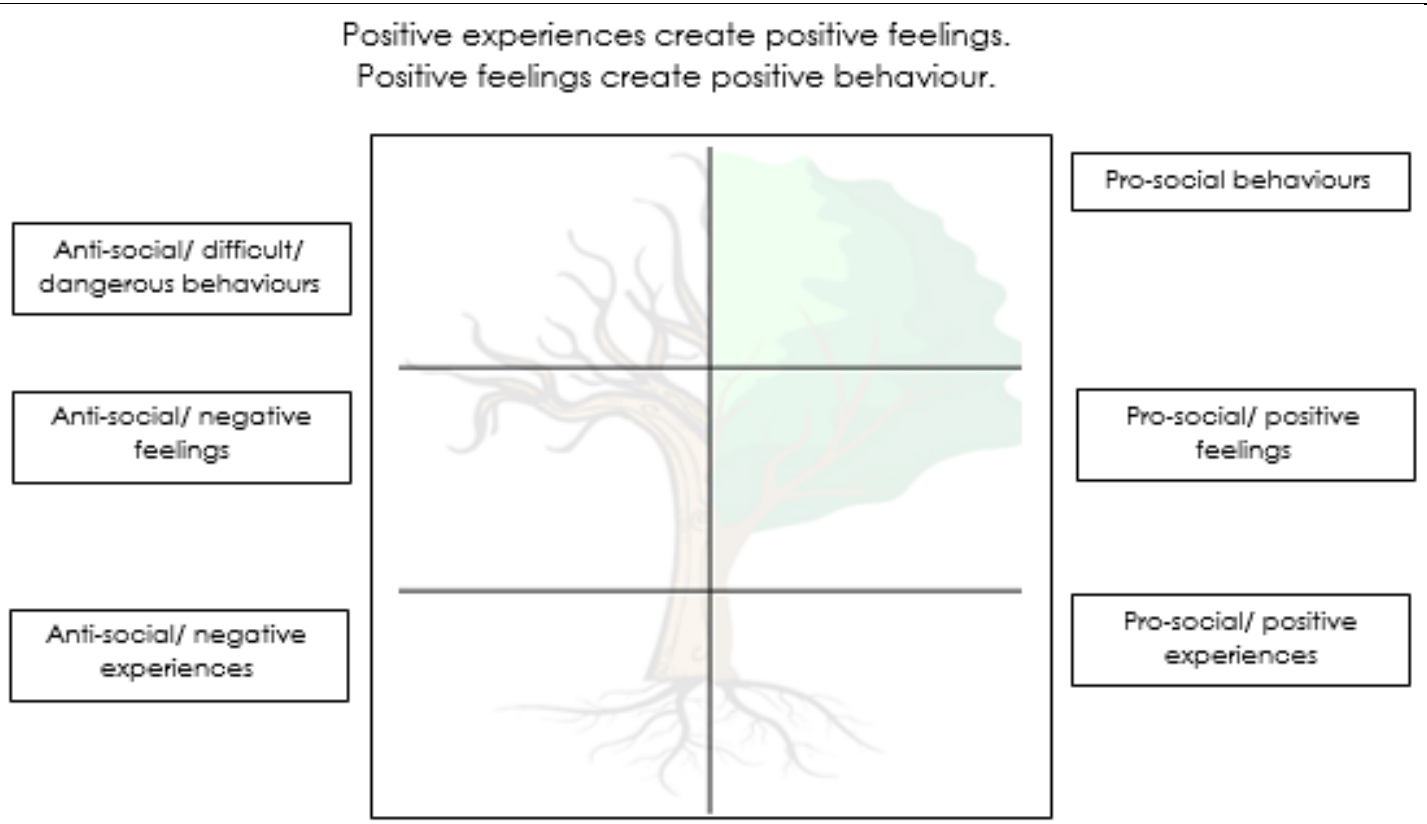
Positive experiences create positive feelings.
Positive feelings create positive behaviour.

Therefore, all adults aspire to apply the 3 Cs in every situation:

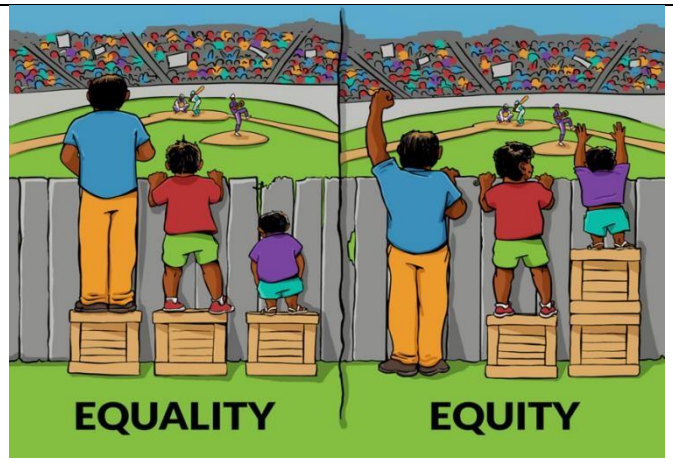
Calm, Consistency, Certainty

Part 1 – Therapeutic Thinking

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Therapeutic Tree	
Dynamic	The dynamic is everyone affected by the school or establishment supporting the child. At the centre of a school dynamic are those people who are there all the time, including staff and children. The centre of the dynamic ripples out to include parents, extended families, carers, governors, the local community, occasional visitors etc. Every child has a dynamic, every member of staff, every class, every school, simply it means those affected by. The relationships people have with each other and the study of how these relationships can change. The way in which people react to each other in a particular situation. The interactions of people when they are grouped with others through either choice or circumstance.

Policy Principles	Planning and managing children's behaviour creates a link between children's mental health and behaviour. (See DfE White Paper: Mental Health and Behaviour in Schools November 2018). This policy is based on the rights, responsibilities and needs of individual and groups of pupils; ✓ We all have the right to feel safe ✓ We all have the right to work and learn ✓ We all have the right to be respected ✓ We all are responsible members of our school community
Aims of this Policy and the Therapeutic Approach	• To promote the inseparable link between teaching, learning and behaviour • To improve staff confidence and safety in applying a therapeutic approach within their dynamic • To support the inclusion of those pupils with difficult or dangerous behaviours • To ensure the positive environment for safe learners • To reduce and eliminate exclusions • To support consistency for services within West Sussex We provide pupils with what they need to succeed in their learning. We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others. This is reflected in our school's LEARNER values.

Equality and Equity	 **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 Three Bridges Primary 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.** External discipline is controlling behaviour…Internal discipline is teaching behaviour. To create change we need to understand, not simply suppress, the behaviour.
How to teach behaviour	• **Relationships** *(invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be)* • **Role modelling** (*this is essential – for example, we have to show them how to 'play nicely' by playing nicely <u>with</u> them*) • **Consistency** (*not equality*)

	• **Routines** *(but with flexible thinking referring to individual circumstances and quick wins – routines must be relentless and taught regularly throughout the year). See behaviour curriculum: hands up; STAR position; wonderful walking; freeze on playground; 1,2,3, for transitions.* • **Prioritising prosocial behaviour** (*really valued in every child – thanking them, proximal praise*) • **Planning alternatives to antisocial behaviour** • **Reward and positive reinforcement** (*should be given freely and unexpectedly, not as a form of bribery – reward the behaviour that you see not the behaviour that you want*) • **Feedback and recognition** (*give feedback when something has not been asked for – don't just celebrate the things that are expected e.g. we do not give a child a sticker for holding the door open – this should be the norm)* • **Comfort and forgiveness** (*understanding and know that we will do it differently tomorrow*) • **Ignoring** *(unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours)* • **Positive language** *(tell children what you would like to see, not what you don't e.g. Please walk rather than don't run)* • **Restorative Practice** *(follow up the behaviour, its impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. See appendix 2 for supporting cards for conversations.* 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 judgment of staff and we have adopted private levels of praise. Predominantly children expect feedback and verbal recognition or support (visual reminders such as stickers/certificates are private and not given publically to compare).

Roles and responsibilities within the dynamic	**Everyone is responsible for:** • Being positive role models. • Ensuring that they are fully aware of the therapeutic behaviour approach. • Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it. • Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded. • Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected. • Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance. • Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy). • Consistently promoting pro-social behaviour: treat others as we would like to be treated. • Facilitating learning about relationships and behaviour. • Trying different approaches to therapeutic behaviour principles to meet the needs of individual children. **The Governors and Headteacher are responsible for:** • Monitoring and evaluating the impact of the Policy. **The SLT are responsible for:** • A positive school ethos by establishing a happy, safe, secure and well-maintained school environment. • Ensuring that no pupil will be discriminated against for race, religion, culture or other individual need and ensuring the safety of all. • Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school. • Effective monitoring and review of therapeutic behaviours throughout the school. • Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur. • Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs. **The staff are responsible for:**

	• Using positive therapeutic behaviour techniques to encourage socially responsible behaviour. • Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise. • Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential. • Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground. • Enabling pupils to take an increasing responsibility for their own learning and conduct. • Ensuring there is effective supervision of all pupils at all times (i.e. walking to the playground and ensuring pupils are not left anywhere without supervision when walking around the school). • Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour, and creating a class rules/charter of conduct which will permeate to whole school practice (this needs to be re-enforced each half term or more regularly, if appropriate). • Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested. • Ensuring Circle Time activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours. • Ensuring that new pupils understand the procedures and guidelines that are in place. • Recording serious incidents on CPOMS on a daily basis, where a child's behaviour is deemed to have a serious effect on themselves and others (antisocial and dangerous antisocial behaviours). **Parents are responsible for:** • Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils. • Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate. • Agreeing to and signing the Home School Agreement when their child joins the school.

	• Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested. **Pupils are responsible for:** • Following school rules and guidelines. • Becoming increasingly responsible for the school environment and for their own learning and behaviour. • Taking responsibility for their own actions and knowing the consequences they will have. • Showing respect for each other and for each other's property and resources, as well as for school property. • Taking a pride in their learning, actions and appearance (adhering to the school uniform guidelines). • Valuing each other's opinions.
Types of Behaviour	**Prosocial** • Relating to behaviour which is positive, helpful, and intended to promote social acceptance. • Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. • Behaviour which benefits other people or society. • Prosocial behaviour can be defined as the 'absence' of antisocial behaviour. **Unsocial Behaviour** (referred to as 'difficult') • Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. • Not doing as instructed, but not to the detriment of others. Examples of unsocial behaviour: • Leaving their desk without permission • Leaving the carpet during input/story without permission • Refusing to complete the work set • Refusing to change for PE • Choosing to do a different activity • Rocking/swinging on their chair

	• Not listening to instructions • Playing/fiddling with equipment • Not lining up properly/ pushing in the line • Lying • Walking around the room • Lack of response- passiveness • Making noises Be aware, all of these behaviours could be a sign of needing help, attention or that the child may be bored or impatient. Persistent unsocial behaviours could result in the children being on a 'reflection chart' **(Appendix 1)** for at least 30 days to monitor and improve this behaviour. This must be discussed and agreed with parents/carers before. A copy of the chart must be shared with parents/carers weekly whether on dojo or face to face. **No unsocial behaviour should need SLT support** unless it becomes Antisocial. **Anti-Social Behaviour and Dangerous Anti-Social Behaviour** Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

Examples of anti-social and dangerous anti-social behaviour:

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

<table>
<tr><td></td><td>Antisocial behaviour should not need SLT support unless it is persistent and is disruptive to the learning of other children.
Dangerous anti-social behaviour is likely to need SLT support/intervention.</td></tr>
<tr><td>Conscious and sub-conscious behaviour</td><td>Conscious behaviour - unwilling to moderate or self-regulate
Sub-conscious behaviour - unable to moderate or self-regulate

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

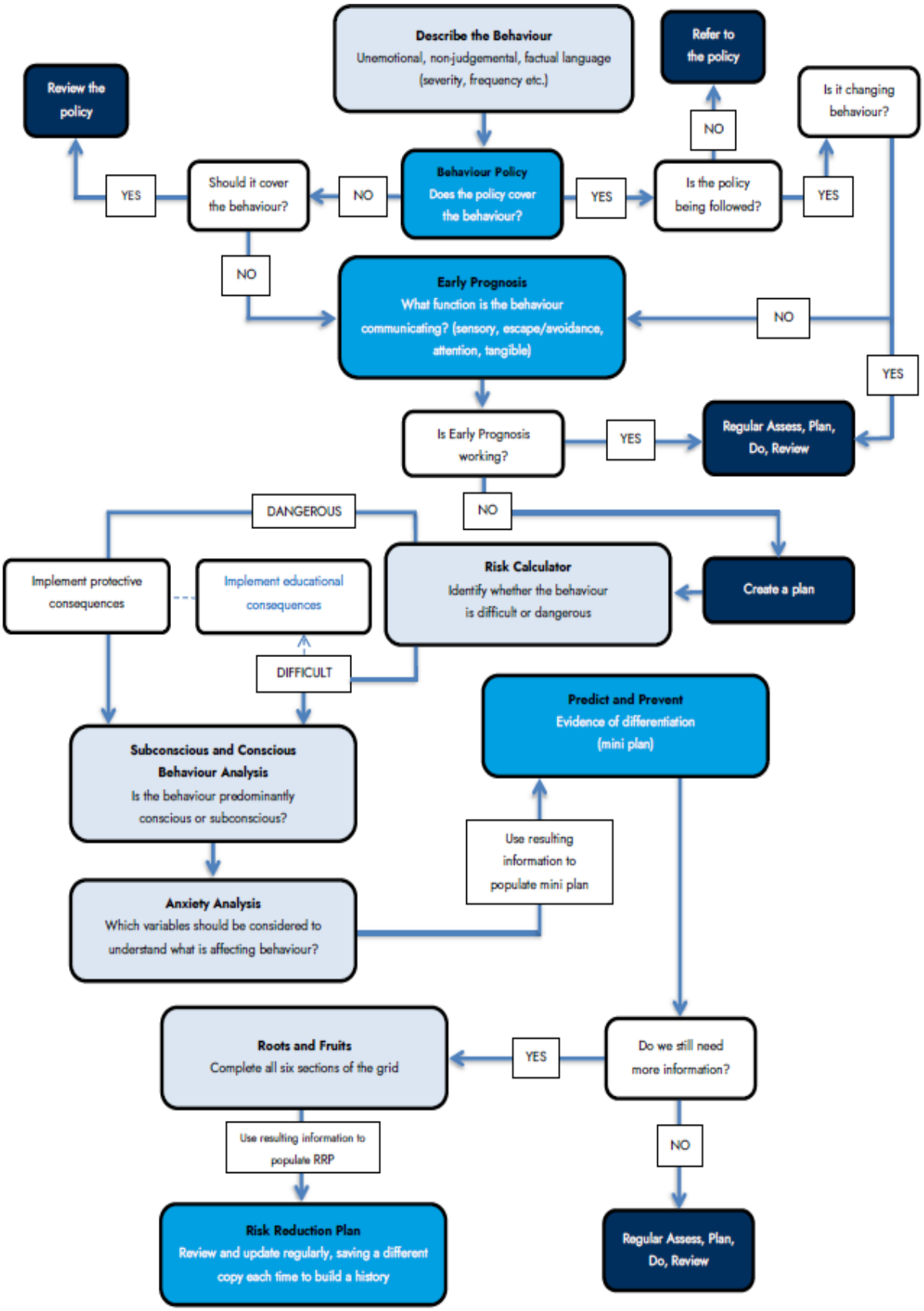
If we punish conscious behaviours, we often create conflict.

If we punish sub-conscious behaviours, we can often generate more of the negative feelings associated with injustice and the difficult or dangerous behaviours.

<table>
<tr><td>REGULATE
(teaches pupil how to shift states)</td><td>Consider that the child may be in a Negative stress system such as; Fight or Flight system or Freeze system
DO NOT ASK THEM TO RUN OR CARRY OUT HIGH IMPACT ACTIVITIES – This could heighten stress state further
Offer regulation activities: distraction, fidget toys, job or errand, heavy lifting, crunchy snack
Mindfulness or safe zone and sensory activities
Play a game of thought, puzzle or other thought provoking distraction
Use a calm box or yoga/music</td></tr>
<tr><td>RELATE
(teaches pupil relationship building)</td><td>Warm, friendly, expressive face
Positive body language
Be attentive and in tune
Acknowledge feelings and meet body language
Let them know you are on their team, fellow traveller
Overcompensate for their past experiences</td></tr>
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		REASON *(teaches pupil)*	Reduce your words, chunk information Use multi-sensory techniques to describe or relay facts – drawing Drop the subject into a play situation or relate to own feelings/experience Avoid lecturing
		REPAIR *(teaches pupil how to shift states)*	Fix it together – clear it up, mend it, give time back Random acts of kindness – think of something that may make that person feel better Avoid asking to say 'sorry', could ask them to check someone is okay Do something together to reduce the shame
SLT assistance for anti-social behaviour	Use this policy to support scripted language and strategies. SLT will model therapeutic methods **or take the class for the teacher to do this** (to increase confidence with approach).		
Reporting behaviour incidents	Incidents of anti-social or dangerous anti-social behaviour – to be reported on CPOMS with SLT tagged in the report: Trigger, Incident, Impact, Consequence. For incidents of anti-social or dangerous anti-social behaviour, parents/ carers will need to be informed by the class teacher on the day of the incident. This must be face to face or a phone call. Dojo can be used to message EAL families.		

Therapeutic Thinking Flow Chart:



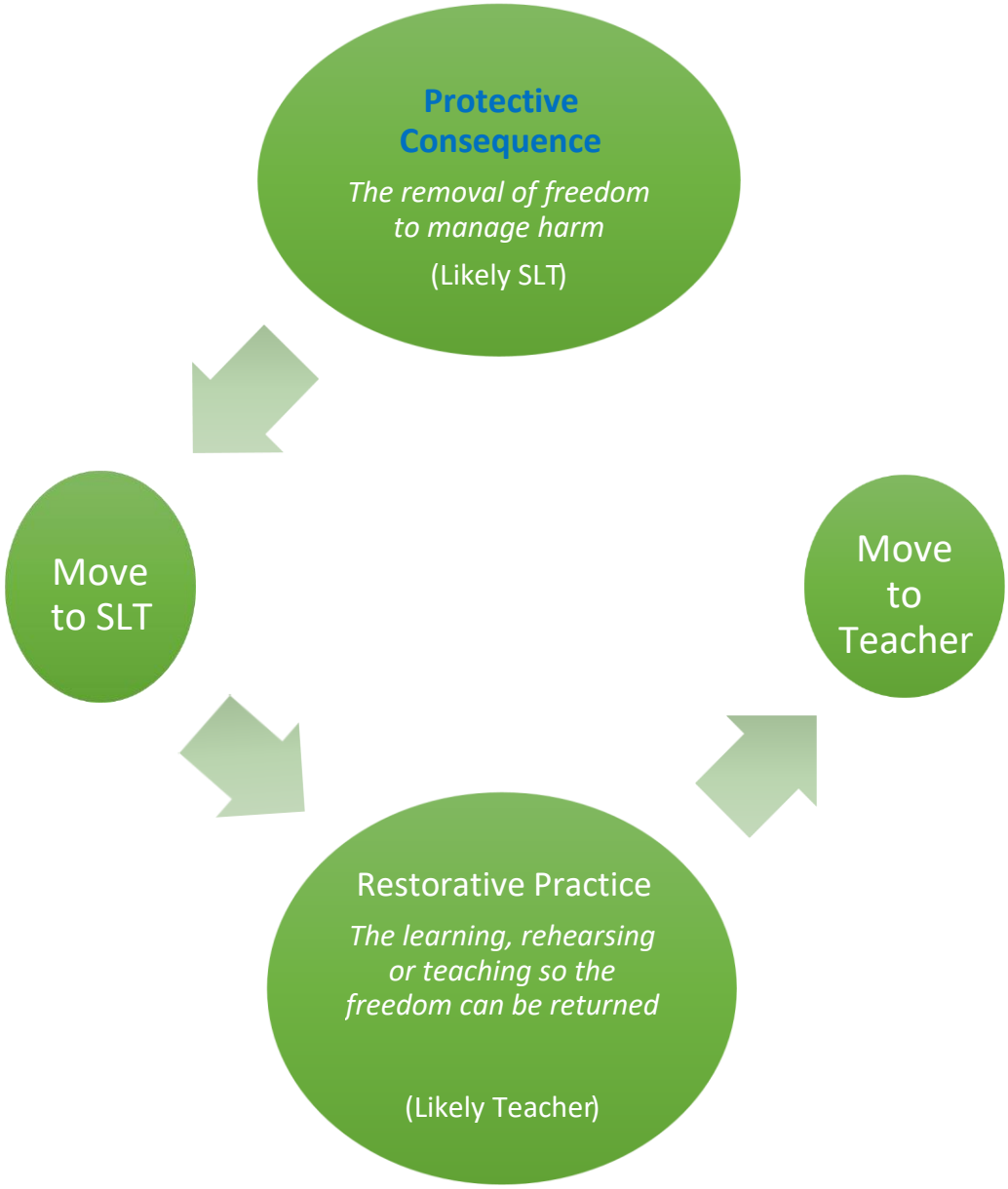
Part 2 – Managing the Different Behaviours

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Consequences
Protective and/or Educational

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

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



Pro-social Behaviours

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

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

Create a calm and well-ordered environment for teaching and learning and foster a pride in it.
Lessons are well-planned and children are motivated and keen to learn – no learning time is wasted.

Positive Reinforcement Ideas;

- Non-verbal examples are good for not interrupting the learning e.g. Thumbs up, point to your own smile
- Words of encouragement – be specific and tell them what you are praising them for! (Praise for specific, small pro-social behaviours increases the chance of others following) 'I have noticed …….
- Peers encouraging each other
- Team Points via. Dojo
- Inform parents/carers – verbally at pick up time, phone call home or photo/message on Dojo
- Send to another teacher in the team or their previous teacher
- Send to Assistant Headteacher or Deputy Headteachers to show good work and receive a Headteacher's award
- Send to Headteacher to show good work and receive a Headteacher's award
  **when sending children for a Headteacher's award, this must be done discretely 1-1 rather than in front of the whole class.*

Desired pro-social behaviours:

Behaviour	Response	Who is Responsible?
Saying please and thank you	You're welcome	Everyone
Walking safely	Thank you for walking safely	Everyone
Respecting Equipment	Thank you for looking after our equipment	Adult Equipment monitor
Listening to each other	Thank you Recognition board	Everyone
Embracing, respecting and tolerating diversity	Teaching/ learning/ celebration acknowledgement	Everyone
Putting hand up to speak unless otherwise instructed	Thumbs up/ silent thank you	Adults
Respecting personal space	Well done for …	Adults
Being supportive and encouraging towards each other	Thank you for … Well done for …	Everyone
Taking turns/ Sharing	I can see that you have …	Adults
Being respectful when eating	I can see that you are … *Chewing with your mouth closed* *Trying to use your knife and fork correctly* *Sitting down when eating*	Adults
Greeting each other and adults	Good morning/afternoon	Everyone
Holding the door	Thank you for holding the door	Everyone
Volunteering to help and do jobs	Thank you for being so helpful.	Adults

Scripted Language to deal with behaviours including consequences:

Unsocial Behaviours: If you become frustrated by this and 'Hector' the child, you can cause them to become anti-social – are we expecting them to 'obey' or learn?				
Behaviour	**Positive Phrasing** (use visuals to support EAL, SEND and some EYFS children)	**Limited Choice**(use visuals to support EAL, SEND and some EYFS children)	**Disempowering the behaviour**	**Educational/ Protective consequences**
Not completing work during lesson time	Can I help you with your work? Complete your work, thank you	You can complete the work now or in your own time	I will check in with you in ___ minutes	Child to complete the work in their own time: break, lunch or at home
Refusal to follow an instruction - Lining up - Packing away/ tidying up - Preparing for the day - Beginning the work - Tucking in chairs - Listening respectfully - Working respectfully with a partner	Repeat the instruction in a positive way Ask the instruction as a question e.g. can you walk? Thank you. Thank you for *instruction*	You can follow the instruction now or in your own time (depending on instruction) Repeat the instruction to the child	Give attention through positive praise to children who are making the correct choices – thank you to other children Use the Recognition board to promote the instruction	Reminder of the school rules during a restorative conversation where the children are reminded of the school rules: ready, respectful and safe
Leaving the classroom without permission	Stay in the classroom, thank you	If you make the choice to leave the classroom now, you will complete the work when you return	If you choose to take that time now, you will pay it back in your own time: break or lunch time	Walk and talk for a restorative conversation at break time/ lunchtime – this should take place outside

	Is there a reason you feel like you need to leave the classroom?		I can see that something is bothering you. Would you like someone to talk to? I can come back and talk to you in ___ minutes.	Agree a plan with the child for a safe place to retreat to when they are upset. They must communicate this with you (verbal or non-verbal)
Disengaged with the dynamic	You talk and I will listen I will try first then you can have a try Is there someone that you would feel comfortable working with? What would help you to engage more? Would you like to work by yourself?	You can work with X (child) or you can work independently	Intervene on the behaviour	Social intervention – Lego therapy/ playing a game together Sensory/movement/brain break
Wandering around the classroom	Stay in your seat, thank you Stay on the carpet, thank you What is it that you need? Put your hand up, if you need something	You can work on the carpet or at your seat You can work at your seat or outside the classroom	Would you like a job to do? Offer a brain break Depending on the child, offer a walk Reduce opportunities to leave their chair	Reminder of expectations during break or lunch; ready, respectful and safe and how this behaviour may contradict those

	Is there something that I can help you with?		Use of the recognition board or a reflection on previous targets	Sensory/movement/brain break
Rocking on their chair	Sit safely on your chair, thank you	Sit safely or stand – your chair will be removed	Sit on the carpet	Protective consequence – removal of chair until they show they can be safe on their chair
Bottle flipping	Place your bottle safely on the table	Your bottle should be on the table or on the floor or beside the sink	Removal of bottle from the table (on or under)	Reminder of school rules
Fashionable toys- fidgets	Fidget toys can only be used at break or lunch time. Fidgets/focus tools are used to help you learn.	Your fidget must be kept in your bag or at home. Your need to keep your fidget in your lap/ on your table/in your hands if you need it to focus or it goes in your tray.	Removal of fidget.	Reminder of school rules – ready, respectful and safe. Conversation with parents if the behaviour continues.
Constant toilet breaks (unless known medically)	You can go to the toilet during break or lunch Is there something that I can help you with? (Known avoidance tactic) Remember to go to the toilet at break time/ lunchtime	Did you go at break time? Can you wait until I have finished the input or can you go now? Can you complete X work or do you need to go now?	Assigned toilet breaks You can go now but you need to be back in X minutes You can go with X adult	Visual timetable. Planned times to use.

Toileting in inappropriate areas.	Let's use the toilet inside.	You can use X toilet or X toilet.	I can see you need to use/go to the toilet. I will show you where it is.	Cleaning the area with support.
Lying	It is important to be honest and tell the truth.	You can tell me what happened now or we can talk about it X?	I will give you time to think about what happened and come back and ask again in X minutes.	Social story. Restorative conversation. Repairing any damage/relationships etc if required.

Anti-Social Behaviours: Note the frequency – it is normally this that makes it intolerable – only very frequent and persistent will require SLT intervention				
Behaviour	**Positive Phrasing** (use visuals to support EAL, SEND and some EYFS children)	**Limited Choice** (use visuals to support EAL, SEND and some EYFS children)	**Disempowering the Behaviour**	**Educational/ Protective Consequences**
Interrupting others	Let other children talk, thank you We put our hand up if we'd like to talk We need to have one voice in the classroom Show me you can wait for your turn You can have your turn in a minute	Wait your turn or tell me at break/lunch/end of day	Well done X, for waiting your turn Thank you everyone for waiting You can continue talking; the rest of the class is going to ….	Restorative conversation at break time Talk to the child who was interrupted to get them to share how they felt Circle time on taking turns

	I can see you have lots to share, wait your turn, thank you			
Leaving the classroom	For your safety you need to be in the classroom Remember our classroom/school rules Remember to show respectful behaviour	You need to return to the classroom or you'll have to make up these minutes at break/lunch You can go to X room or Y room to finish this work You need to see X adult or Y adult so they know you've left the room and are safe	I can see you need a break, take X minutes and then return	Explanation of why it is safer in the class Conversation with parents
Distracting others (moving around the class, calling across the class, making noises, repeating/mimicking adults/peers)	Thank you for staying in your seats everyone. Thank you for not calling out Well done everyone for following the class rules Sit in your seat, thank you Go back the quickest way to your seat, thank you	You can show me you sit sensibly now or we can discuss making sensible choices at break/lunch You can sit in your seat or here	I can see you need to move so take a lap of the classroom I can see you've got lots to say, write it on your whiteboard/share it with me	Discuss how their behaviour distracts others from their learning Class assembly

	Put your voice away, thank you			
Name calling	We show respect in this classroom/school We use kind words You can think something but you don't have to say it Remember we are all friends here	You can apologise by saying it or writing it by X	I can see you are unhappy with X person, what can we do together to solve the problem? You can go to the small garden/ SSC to practise this.	Restorative chat between the 'victim' and the 'offender'
Damage to property/others belongings/the environment (Pulling displays, ripping/ drawing on others learning/knocking over chairs/throwing items)	Show respect to our property, thank you Damaging property stops us spending on technology, trips etc.	Show me you can use this equipment sensibly or I will have to support you with its use	I can see frustrated/angry/bored/other emotion causing the behaviour. How else can you show this feeling in a better way?	Pupil to help repair the damage Explain what they've done to school adults and their parents Think of a way to say sorry to a child if their learning is damaged e.g. sorry card
Calling out/ shouting out	Voice away, hand up to say	Please remember the rules or we will have to practise during your own time	Put your hand up so that we can hear your ideas Recognition board	If consistent, reminder at break or lunch why they shouldn't do it

	Remember to put your hand up to answer a question I like your answer but please put your hand up	Put your hand up or you will be asked to sit quietly	Ask the question again so that they can be chosen by putting their hand up Apologise to the person interrupted and ask for their answer again	This calling out isn't working, how can we put this right?
Low level physical behaviour e.g. tapping others, poking, shaking others	We keep our hands to ourselves Respectful behaviour means keeping to our own space	You can use your fiddle toy or …	You can tap quietly on your knee/arm etc.	Discussion about disrupting others from learning
Unsafe behaviour on the stairs	Wonderful walking on the stairs.	You can show safe behaviour on the stairs or you will need to practise safe behaviour in your own time/ you will need to come down the stairs with an adult.	You can climb on the equipment outside. I can see you are finding it difficult to be safe on the stairs. You can walk next to me to help you.	Practising walking safely at another time.
Unsafe use of toilets	Show respectful and safe behaviour in the toilet, thank you.	You can use the year group toilets safely or you will have to use a different toilet on your own.	You can use this toilet instead.	Cleaning up mess.
Swearing and use of gestures	Use polite and kind language.	You can use polite language or you can	I can see that you are angry/frustrated/upset. How	Small garden to repair friendships.

		have some time on your own.	else can you show this feeling in a better way?	Children decide ways to say sorry e.g. card, drawing, hug.
Unsafe use of technology -hacking -taking photos	Stay on the app/webpage that has been chosen by an adult.	You can stay on the app/webpage that has been chosen or the iPad goes away.	I can see that you are finding it difficult to use technology safely. Let's complete the rest of the lesson without the iPad and try again tomorrow.	Social stories. Talks with police/other services about real-life consequences of this.
Stealing other people's property or school property	Keep your hands to yourself. Only touch your own possessions/belongings.	Give back what isn't yours or you will have to sit on your own/ an adult support you at all times.	I can see that you want something that isn't yours. What is it that you like about the item? What do you have that is similar? Can we find an alternative for you or ask parents/carers?	Social stories. Restorative conversations.
Discrimination -Racism -Homophobia -Sexism	Use polite and kind language.	You can use polite language or you can have some time on your own.	I can see you are unhappy with X person, what can we do together to solve the problem? You can go to the small garden/ SSC to practise this.	Social stories. Talks with police/other services about real-life consequences of this. Restorative chat between the 'victim' and the 'offender'.
Coercive behaviour -Getting other children to follow requests and behaviours	Make your own choices and use your own brain/thoughts.	Remember that you can make your own choices or you will need time apart.	I can see you are finding this difficult. An adult will help you to navigate this friendship/this instruction.	Social stories. Friendship/relationship support.

	Let X make their own choices and use their own brain/thoughts.	Remember that X can make their own choices or you will need time apart.		
Spitting	Keep your saliva in your mouth.	If you need to 'spit' please do this in private in the sink.	I will show you were to 'spit'.	Restorative conversation. Child to clear up spit.

Dangerous Anti-Social Behaviours will likely need SLT support after following the script				
Behaviour	**Positive Phrasing** (use visuals to support EAL, SEND and some EYFS children)	**Limited Choice** (use visuals to support EAL, SEND and some EYFS children)	**Disempowering the Behaviour**	**Educational/ Protective Consequences**
Extreme damage to property- Breaking windows Breaking furniture Throwing chairs	I can see you are struggling; I will be here when you are ready.	N/A	Guide the child to another area Distraction techniques **<u>Uncontrolled/Extreme</u>** Provide space and time Adults to not engage Limit talking and number of adults involved	Ensure the rest of the children are safe (remove the children) Secure dangerous objects Social story Repair the damage Suspension/Exclusions Escalate to SLT Inform parents
Violence to peers Spitting Biting Punching Kicking Slapping Throwing objects Shoving (overly forceful)	Use kind hands Keep everybody safe **<u>Uncontrolled/ Extreme</u>** I can see something has happened; I am here to help....	N/A	Guide the child to another area Distraction techniques **<u>Uncontrolled/Extreme</u>** Provide space and time Adults to not engage Limit talking and number of adults involved	Ensure the rest of the children are safe (remove the children) Secure dangerous objects Suspension/Exclusions Social stories Escalate to SLT Inform parents

Use of a weapon Throwing stones Strangling Headlocks			Team teach trained adults to intervene	
Violence to staff Spitting Biting Punching Kicking Slapping Throwing objects Shoving (overly forceful) Throwing stones Use of a weapon Use of an object as a weapon	Use kind hands Keep everybody safe Hands/feet to ourselves Stop. Your actions hurt. **Uncontrolled/ Extreme** I can see something has happened; I am here to help....	N/A	Guide the child to another area Distraction techniques Move yourself away Swap out adults **Uncontrolled/Extreme** Provide space and time Adults to not engage Limit talking and number of adults involved Team teach trained adults to intervene	Ensure the rest of the children are safe (remove the children) Secure dangerous objects Suspension/Exclusions Social stories Escalate to SLT Inform parents
Self-harm -Head banging -Scratching -Hair pulling -Digging nails into skin -Chewing skin	Keep yourself safe **Uncontrolled/ Extreme** I can see something has happened; I am here to help.... I can see that you are upset.... your actions are showing me that you are not yourself.	Shall we walk (and talk)? Or would you like to stay and do some colouring/games?	Secure dangerous objects, provide a stress relief toy/object-weighted blanket, toy, sensory room,	Escalate to SLT Inform parents

Escaping the school grounds	I am not chasing you; I am going to stay in school where it is safe... I will be here if you need me...	If you don't feel ready to be in the classroom, you can go to X or X.	Distractions: Blocking the escape routes (if possible) Provide the opportunity for Forest Schools (outdoor learning) An alternative provision.	Suspension/Exclusions Social stories Escalate to SLT Inform parents
Threats of violence (Emotional trauma)	Your words have hurt... I will listen to you when you are ready to use more appropriate language.	You can use kind words or would you like to draw how you are feeling?	Be present, allow the child to talk when they are ready... Limited talking and number of adults Time and space	Suspension/Exclusions Social stories Escalate to SLT Inform parents
Possession of weapons intent to cause harm	I am concerned: I want to help. Drop it on the floor	Drop it on the floor or I will have to call the police	Secure the dangerous object if it is dropped Distraction Safeguard staff and children	Suspension/Exclusions Social stories Escalate to SLT Inform parents Escalate to police
Use of an object as a weapon	I am concerned: I want to help. Drop it on the floor/ pass it to me.	Drop it to the floor/pass it to me or we will not be able to use these objects again.	Secure the dangerous object if it is dropped/passed Distraction Safeguard staff and children	Suspension/Exclusions Social stories Escalate to SLT Inform parents

All unsocial, anti-social and dangerous behaviours need time, patience and praise when the child is showing pro-social behaviour following any of these difficulties – see above – Pro-Social section

Examples of responses: 'Name, you have used your safe space, well done.' 'You are making a good effort with your learning.' 'Thank you for telling me how this made you feel.' 'Thank you for being honest with me and telling me the truth.' 'I can see that you are upset…your body language is showing me you are cross' 'I can understand how that could be upsetting/annoying…'	**Post-incident recovery and debrief measures (Restorative Practice):** 'It is time for a chill and chat' 'Tell me what happened when…' 'How were you feeling when you….?' 'Who has been affected…?' 'How can you help to put this right?' 'So let's practise what we have learnt so that we can do things better next time.'
If a child is kept behind at lunchtime, this can be for no more than 15 minutes. If the child is a recipient of hot meals, the lunchtime staff will need to be informed so that there is adequate food.	

Post-Incident Recovery and Debrief Measures

Ask restorative questions such as (Link to LEARNER where possible):

"Tell me what happened when…"

"What were you thinking at the time?"

"How were you feeling when you…?"

"Did anyone get hurt, was anyone sad?"

"What have you thought since?"

"How can you help to put this right?"

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

"So let's practise what we have learnt so that we can do things better next time"

Do not ask too many questions as this will be overwhelming…maybe start with one or two or say 'Tell me about…'

Use activities such as: **Comic strip conversations / Feeling cards / Puppets Symbols**

Use restorative conversation support cards- Appendix 2.

Three things to try if a pupil clams up:

"OK, imagine if there were… (people affected/ a way of putting it right/ things you could do differently). What would they be?

1-10 scales: "On a scale of 1-10, how angry were you?"

Offer a postponement and some support if the child is not ready to talk: "I can see that you are not ready. Do you need a minute or two, or would you like to meet tomorrow? Teacher X can help you with the answers."

REGULATE *(teaches pupil how to shift states)*	Consider that the child may be in a Negative stress system such as; Fight or Flight system or Freeze system DO NOT ASK THEM TO RUN OR CARRY OUT HIGH IMPACT ACTIVITIES Offer regulation activities; distraction, fidget toys, job or errand, heavy lifting, crunchy snack Mindfulness or safe zone and sensory activities Play a game of thought, puzzle or other thought provoking distraction Use a calm box or yoga/music
RELATE *(teaches pupil relationship building)*	Warm, friendly, expressive face Positive body language Be attentive and in tune Acknowledge feelings and meet body language Let them know you are on their team, fellow traveller Overcompensate for their past experiences
REASON *(teaches pupil)*	Reduce your words, chunk information Use multi-sensory techniques to describe or relay facts – drawing Drop the subject into a play situation or relate to own feelings/experience. Avoid lecturing

REPAIR *(teaches pupil how to shift states)*	Fix it together – clear it up, mend it, give time back Random acts of kindness – think of something that may make that person feel better Avoid asking to say 'sorry', could ask them to check someone is okay Do something together to reduce the shame

To make our learners Ready, Respectful and Safe, This is how we do it here: the Three Bridges way…	
Daily routine	• A member of SLT will greet the children every morning and every afternoon on the main school gates; • SLT will be visible throughout the school day – in the corridor; in the lunch hall; during break time and during lunchtime; • Each class teacher will greet their children at their classroom door every morning; • Members of the Year group team will greet the children on the playground, in the corridor and in the shared area every morning; • Groups of children will be supervised at all times – walking to assembly; walking to break and lunch; walking to the library etc. • Adults will teach and embed classroom routines throughout the school year (getting the class silent, setting the class to work, reflective questioning etc.); • Adults will encourage the children they are working with to remind them of the routine before they start their work.
Dealing with behaviour	• Behaviour will be responded to with deliberate calm – do not allow the emotion of the incident to affect your response; • Only the primary behaviour will be dealt with; • Unsocial, anti-social and dangerous anti-social behaviour will be addressed using scripted language – see behaviour policy; • Take the 'fame' out of being badly behaved – don't celebrate or reinforce poor behaviour; • Educational and protective consequences will be dealt with privately; • Whole class punishments will not be used; • Dojos can be awarded individually for 'over and above' behaviours, however they will not be celebrated on an individual basis but as a whole class against the 500-point target; • Teachers will celebrate success using a 'recognition board' to achieve whole class targets; • Thank pro-social behaviour and celebrate the behaviours that go 'over and above'; • Share success – if a pupil has gone 'over and above' share it with other adults so that they can celebrate their success with them; • If a pupil has gone 'over and above' share it with their family with a phone call home.
Adult behaviour	• Strive to be calm, provide consistency and certainty when dealing with each other and with children; • Take the time to get the know the children they are working with – make the learners in your care feel important, valued and like they belong;

	• Take the time to teach children how to behave, continually throughout the year – do not expect them to know how to behave; • Focus positive attention on effort, not achievement; • Give first attention to those doing the right thing; • Do not tell the child how their behaviour makes you feel; • Adults will refuse to shout – if your model of behaviour is poor it will affect how the children behave; • Consistently focus positive recognition on those children who are going 'over and above' • Address every child by their first name, pronounced correctly, and not by a nickname or pet name; • Limit the amount of time a child is separated from their class; • Understand that children who present challenging behaviours are not defined by these behaviours; • Understand that, on average, the recovery time after a period of crisis is 40 minutes; • Deliver the sanction on the same day so that each new day starts fresh – previous incidents should not be carried over or referenced in future; • Adults will use dedicated time to have restorative conversations with children – this must not be seen as a 'bolt on' • When having restorative conversations with children, answer the questions too – this presents as a dialogue rather than a private shaming; • The restorative meeting must not be a prelude to an apology – it should be a safe space where you are both free to speak. A forced apology does not teach humility; it underlines obedience.
Scripted language	• See behaviour policy for more detail on scripted language. • Behaviour will be dealt with in a consistent way, using the scripted language provided in the behaviour policy; • Provide the children with the most appropriate option: Positive Phrasing, Limited Choice, Disempowering the Behaviour or, Protective or Educational Consequence (SLT referral); • If the children turn away from you when you are delivering the scripted language, mimic you, say it with you or deliberately refuse to listen, continue with the script; • If younger children cry, say, 'I will come back to you when you have stopped crying.' Then you will need to find a moment to address the issue; • Teach the children the scripts that you are going to use: they should not be secret! If other children overhear you using a script it is a good thing as it shows that you are being consistent and fair.

This whole-school, adult agreement will be reviewed half-termly.

Appendix 1 – Reflection charts

My reflection chart			
	5	I was ready, respectful and safe throughout the session	
	4	I was not ready/ I was not respectful/ I was not safe but other children could still work	
	3	I was not ready/ I was not respectful/ I was not safe and I stopped a small group of children from working (< 10)	
	2	I was not ready/ I was not respectful/ I was not safe and I stopped a large group of children from working (> 10)	
	1	I stopped the class from learning because I was not ready or respectful. I stopped others from feeling safe (including the adult).	

Day	Reflection	Morning	Session 1	Break	Session 2	Session 3	Lunch	Session 4	Session 5
Monday	Me								
	My adult								
Tuesday	Me								
	My adult								
Wednesday	Me								
	My adult								
Thursday	Me								
	My adult								
Friday	Me								
	My adult								

My reflection chart			
	3	I was ready, respectful and safe throughout the session	
	2	I was not ready/ I was not respectful/ I was not safe but most of the other children could still work	
	1	I stopped the class from learning because I was not ready or respectful. I stopped others from feeling safe (including the adult).	

Day	Reflection	Morning	Session 1	Break	Session 2	Session 3	Lunch	Session 4	Session 5
Monday	Me								
	My adult								
Tuesday	Me								
	My adult								
Wednesday	Me								
	My adult								
Thursday	Me								
	My adult								
Friday	Me								
	My adult								

My reflection chart									
		☺	I was ready, respectful and safe throughout the session						
		😐	I was not ready/ I was not respectful/ I was not safe but most of the other children could still work						
		☹	I stopped the class from learning because I was not ready or respectful. I stopped others from feeling safe (including the adult).						
Day	Reflection	Morning	Session 1	Break	Session 2	Session 3	Lunch	Session 4	Session 5
Monday	Me								
	My adult								
Tuesday	Me								
	My adult								
Wednesday	Me								
	My adult								
Thursday	Me								
	My adult								
Friday	Me								
	My adult								

Protective and Educational Consequences	
Score	Consequence
5	Positive consequence – you can go out to play because you are a safe learner
4	Educational consequence - you will need to complete the work during play/ lunch time Restorative chat – what made you act this way? What can we do to stop this happening again? What have you learnt?
3	Educational consequence – you will need to complete the work during play/ lunch time Protective consequence – you were not a safe learner: you need to write an apology/ make a sorry card for the children whose learning you interrupted
2	Educational consequence – you will need to complete the work during play/ lunch/ at home Protective consequence – you will spend the next session away from your class so that this doesn't happen again Restorative chat (after protective consequence) – how did you feel being removed from class? Why was this essential? How will we stop this happening in future?
1	Referral to SLT.

Protective and Educational Consequences	
Score	Consequence
3	Positive consequence – you can go out to play because you are a safe learner
2	Educational consequence - you will need to complete the work during play/ lunch time Restorative chat – what made you act this way? What can we do to stop this happening again? What have you learnt?
1	Educational consequence – you will need to complete the work during play/ lunch/ at home Protective consequence – you will spend the next session away from your class so that this doesn't happen again Restorative chat (after protective consequence) – how did you feel being removed from class? Why was this essential? How will we stop this happening in future? Referral to SLT.

Protective and Educational Consequences	
Score	Consequence
	Positive consequence – you can go out to play because you are a safe learner
	Educational consequence - you will need to complete the work during play/ lunch time Restorative chat – what made you act this way? What can we do to stop this happening again? What have you learnt?
	Educational consequence – you will need to complete the work during play/ lunch/ at home Protective consequence – you will spend the next session away from your class so that this doesn't happen again Restorative chat (after protective consequence) – how did you feel being removed from class? Why was this essential? How will we stop this happening in future? Referral to SLT.

Appendix 2- Restorative conversation support cards



