

Therapeutic Behaviour Policy (Behaviour Policy)

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Change History

Version	Date	Description

Linked Policies	Anti-bullying policy Equalities Statement Complaints Policy Grievance Policy Teachers' Code of Practice E-safety policy Home-school Agreement SEND policy
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Headteacher:
 Signature 
 Print name **FRANCES BUCK**

Chair of Governors:
 Signature 
 Print name **EMMA WORDSWORTH**

Therapeutic Behaviour Policy



At Inkpen Primary School, we as Governors and Staff want children to grow and learn in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community. We follow the Therapeutic Thinking Approach towards supporting and managing behaviour. Therapeutic Thinking is an approach to support children and young people's Social Emotional and Mental Health needs in schools. Being therapeutic means that the day to day practice in school is designed to provide experiences that create sustained pro-social feelings within all children, adults and in particular, our young people who have experienced trauma and/or adverse childhood experiences.

By following a therapeutic approach, we focus on the reinforcement of *pro-social behaviour*, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote *pro-social behaviour*, rather than merely deter *anti-social behaviour*. Every member of the school community should feel valued and respected.

The aims of these policy are to:

- create an environment which encourages and reinforces pro-social behaviour (both on and off school site)
- define acceptable standards of behaviour
- encourage a consistent response to both pro-social and anti-social behaviour
- promote self-esteem, self-discipline and positive relationships
- ensure the school's expectations and strategies are widely known and understood
- encourage the involvement of both home and school in implementation of this policy
- promote the understanding that some children need additional support to self-regulate and to remain regulated throughout the day
- ensure that behaviour management is adaptive as required

Definitions:

Pro-social behaviour

Pro-social behaviour refers to behaviour which is positive, helpful and is intended to promote social acceptance. It is characterised by concern for the rights, feelings and welfare of other people and benefits other people in society.

Anti-social behaviour:

Anti-social behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment. It is likely to cause injury, harassment, alarm or distress and violates the rights of another person.

Un-social behaviour:

Un-social behaviour is such that someone may be unwilling to behave sociably in the company of others but NOT to the detriment of self or others. This may relate to someone not doing as instructed but not aiming to harm self or others.

The following are examples of each type of behaviour:

Pro-social	Un-social	Anti-social
<ul style="list-style-type: none"> • listening to and following instructions/direction from an adult • completing work • being kind to peers • being polite • showing respect to others • empathy towards others 	<ul style="list-style-type: none"> • ignoring direction from an adult • refusing to complete work • ignoring their peers • poor manners • being disrespectful to peers or adults • being unkind or unfair to others 	<ul style="list-style-type: none"> • destroying the property of others • disrupting others' learning • being verbally abusive towards adults or peers • throwing equipment in a dangerous and deliberate manner • being physically abusive towards adults or peers

The following are feelings that may be associated with pro-social and anti-social behaviour:

Pro-social	Anti-social
confident	fear
calm	guilt
rested	disappointment
happy	hated
trusted	conflicted
respected	tired
accepted	bored
secure	worthless
loved	shame
liked	anger
included	blamed
inspired	invisible

A positive Environment:

Perhaps most important of all is the overall climate and ethos of our school. Our ethos is centred around the 3Cs:

- Courage
- Curiosity
- Cooperation

This can be seen through:

- a positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- the example set by members of staff in their relationships and communications with children
- the support and relationships that members of staff have with one another
- the sense of community within the school and that all children are ambassadors
- interesting and well-prepared lessons that cater for individual needs
- classrooms that are suited to the needs of the children within it

Rights and Responsibilities

The rights and responsibilities of all are discussed at the beginning of each academic year when the children work with the class teachers to create class expectations. These expectations will be discussed regularly with the children. Children will also understand that there are expectations for other areas of the school, such as the playground and dining room and for different occasions e.g. when on a school trip, moving around the school and taking part in assemblies and they will know and understand these expectations too.

We ensure Inkpen is a happy and safe place to learn by ensuring that:

- everyone has the right to learn and the responsibility to allow others to learn without intentionally disrupting the work of others
- everyone is accepted as individuals and their rights, values and beliefs are respected
- we foster and promote positive relationships and a sense of belonging to the school community
- children are provided with a well-ordered environment in which everyone is fully aware of behavioural expectations
- we offer equality of opportunity in all aspects of school life and recognise and celebrate our differences
- positive relationships, behaviour and work are encouraged, praised and positively reinforced
- bullying of any kind is not tolerated
- we care for, and take pride in, the physical environment of the school

Classroom Management

It is essential that classrooms are organised and managed in a way that promotes positive behaviour and ethos.

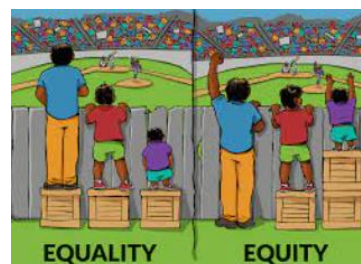
This is ensured by:

- providing engaging teaching and a range of learning activities
- using positive language, giving limited choices (where appropriate) and ensuring a clear understanding of any possible consequences
- ensuring all children are treated fairly and considering the needs of individual children (***equality vs equity***)
- providing positive role models
- ensuring all children feel safe and valued
- providing timely feedback for classwork
- giving opportunities, and support where necessary, for regulation

Equity vs equality

At Inkpen Primary School, we believe that children's individual needs must be considered when managing behaviour.

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

At Inkpen Primary School, we **do not** use any form of public humiliation such as:

- writing names on the board
- shouting at, berating or belittling children
- putting sad/happy faces on the board
- publicly isolating children from others as a punishment
- using visible behaviour charts where pupils are asked to move their names up or down

Children **will** however be given consequences for anti-social behaviour or un-social behaviour. These might include:

- continuing a piece of work for a short part of playtime
- providing alternative provision at lunchtimes or playtimes either in a classroom or the wellbeing room
- therapeutic conversations (e.g. emotion coaching) around behaviour with a teacher or headteacher

Managing and supporting with un-social and anti-social behaviour

It is our expectation that, by ensuring a positive, nurturing environment and by setting high expectations, children will consistently demonstrate pro-social behaviour. However, there will be occasions when children become dysregulated and display either un-social or anti-social behaviour. All staff will receive relevant training to ensure they equipped with the knowledge and skills to be able to deescalate this behaviour calmly, consistently, fairly and safely.

Un-social behaviour	Strategies or language to use
<ul style="list-style-type: none"> • refusing to complete work • not following an instruction given by an adult • ignoring a fellow peer • becoming distracting in class • not coming in from playtime • refusing to join in with whole class teaching 	<ul style="list-style-type: none"> • targeted ignoring • reinforce positive behaviour of others to encourage compliance • a quiet gentle prompt or reminder of pro-social expectations “I need you to do this now because ...”, “show me that you can safely and sensibly) • children will be given the option of completing work at playtime or lunchtime • offering a choice “would you like to do this now or at lunchtime?”, “would you like to do this on your own or would you like some help?” • offer a movement/sensory break
Anti-social behaviour	
<ul style="list-style-type: none"> • swearing at others • becoming verbally abusive towards others • damaging school property • throwing equipment • becoming physically aggressive towards others • disrupting the learning of others 	<ul style="list-style-type: none"> • use of different dysregulation strategies such as Emotion Coaching, PACE etc (see appendices) • use of 3Rs to help regulate, relate and reason (see appendices) • removal from the area where possible/appropriate • removing other children into a safer space • support/intervention from the Headteacher

Any incidents of anti-social behaviour will be recorded on CPOMS along with any further actions to be taken. This will allow us to measure and monitor any potential patterns in behaviour. Following on from anti-social behaviour, alternative provision may be offered such as:

- spending time with the Headteacher in order to help regulate their emotions
- completing work away from others e.g. in the wellbeing room or Headteacher's office
- a written or verbal apology
- spending lunchtime in the wellbeing room or Headteacher's office

It is important that this provision is closely linked to the anti-social behaviour e.g. if the behaviour occurred at lunchtime, alternative lunchtime provision will be offered but if the behaviour occurred within the classroom, alternative provision will be offered during lesson time. We do not put in place meaningless consequences such as writing lines or sitting in the class doing nothing.

Where a child is persistently displaying anti-social behaviour, more extreme responses may be needed, such as being placed on a Behaviour Support Plan with agreed targets built in (with parental involvement) and the support of the Therapeutic Thinking Support Team. In extreme cases temporary or permanent exclusion may be deemed necessary. This is outlined below in more detail.

It is also important to recognise and celebrate those children who consistently demonstrate pro-social behaviour. This can be done in a variety of ways including:

- verbal praise
- team points
- celebration in assembly
- coming to show the Headteacher, or another member of staff, a piece of work or sharing a positive experience
- recognition in the weekly newsletter
- positive comments and achievements shared with parents or carers including sending copies of work home
- certificates during celebration assembly
- additional responsibility given both in and out of class e.g. register monitor, sports leader, librarian, school council ...

Behaviour of adults

It is essential that pro-social behaviour expectations are clearly modelled by all adults in and around school.

Behaviour of staff:

The behaviour of staff should always be of the highest standard; setting a good example by all that they do, always being mindful of the public face of the school and maintaining confidentiality at all times, particularly when using social networking sites.

When using social networking sites, staff should never accept as 'friends', or 'follow', pupils at the school and should be very mindful of being 'friends' with, or 'following' parents or ex-pupils where it may lead to a breach of confidentiality or bringing the school into disrepute.

Behaviour of Governors:

Governors should always be mindful of the position of trust they hold and behave accordingly. They should maintain confidentiality for all families and should not be drawn into specific issues relating to the school but should pass on parental concerns about the day-to-day running of the school to the Headteacher or any policy concerns to the appropriate committee or full board of governors. They can also advise parents about how to access complaints procedures and/or policies.

When using social networking sites, governors should never accept as 'friends', or 'follow', pupils at the school and should be very mindful of any comments they post or discussions they enter into involving school issues. They should also be very careful that comments do not lead to a breach of confidentiality, criticism of members of staff or act against the agreed policies of the school.

Behaviour of parents:

It is very important that the school should aim to maintain positive relationships with parents at all times so that children perceive a strong and supportive approach by both home and school. Where there are any concerns that this relationship is not working, a child's class teacher will seek ways of improving this in the first instance. Should this be unsuccessful, it will be raised with the parents by the Headteacher. This may also involve discussions about unhelpful or distressing comments made on social networking sites.

Parents should refrain from personal contact with children they are not related to.

In relation to behaviour of parents towards any member of staff, governors or volunteers, the school will not tolerate any instances of:

- any behaviour verbal or physical that makes someone feel uncomfortable
- bad language
- bullying
- threatening behaviour
- verbal abuse
- physical abuse
- malicious gossip
- using social networking sites to single out individuals or to distribute untruthful or malicious information or comments

Any of the above could result in a legally approved warning letter by the school and, should they persist, would result in the offender having their licence to enter the school premises withdrawn. In the case of social networking sites, this would result in a request for comments to be withdrawn and could result in prosecution by the board of governors.

Exclusions

These are at the discretion of the Head teacher. Each serious misdemeanour will be considered and exclusion will depend on the severity and frequency of the child's actions. Aggressive and violent behaviour, putting others and themselves at risk, will lead to exclusion. Half day and full day exclusions may apply, depending on the severity of the situation.

Fixed term exclusions are imposed in response to serious cases of (or persistent) anti-social behaviour. The following list provides some examples of anti-social behaviour that may warrant a fixed term exclusion:

- bullying

- racist abuse
- abuse relating to disability, sexual orientation or gender reassignment
- damage to property belonging to the school or another pupil or staff member
- physical assault against another pupil or an adult
- verbal abuse or threatening behaviour against another pupil or adult

On the rare occasion that the Headteacher excludes or suspends a child, the parents will be informed verbally and followed up in writing with the following information:

- the reason for the suspension or exclusion
- the period of the suspension (or in the event of a permanent exclusion, the fact that it is permanent)
- the parents' right to appeal against the decision to the governing body
- the legal requirement that children remain at home during school hours throughout the time of the suspension or permanent exclusion

Lunchtime exclusions

Some pupil's behaviour may be particularly difficult at lunchtime. Where this is the case, it may be necessary, through discussion and agreement with the parent, to arrange for the child to go home for lunch. This measure is seen as a short-term solution only and if anti-social behaviour continues, additional discussions will be had with parents and advice may be sought from the Therapeutic Thinking Support Team.

Reintegration Following a Fixed Term Exclusion

Following DfE guidance, a reintegration interview with parents is arranged between the Head Teacher and parents, following a fixed period exclusion. The purpose of this interview is to discuss how best the child's return to school can be managed.

Permanent Exclusions

This list is not intended to be exhaustive or prescriptive but rather to provide examples of the type of behaviour that might lead to permanent exclusion. For persistent breaches of the behaviour policy (i.e.: as a final step in a process for dealing with unacceptable behaviour and following a wide range of strategies that have been tried without success) it is acknowledged that the school has exhausted all available strategies. A permanent exclusion may be for repeated fixed term offences. For a serious breach of the behaviour policy, there may be circumstances in which it is appropriate to permanently exclude a pupil for a first or 'one-off' serious offence, such as:

- Involvement with an offensive weapon
- Supply or intent to supply an illegal substance
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual misconduct

Use of Force

Although it is recognised that the vast majority of pupils in our school respond positively to our behaviour and conduct expectations, the well-being, welfare and safety of all pupils and staff at

Inkpen Primary is of the paramount importance. Therefore, on very rare occasions it may be deemed necessary to use physical restrictive intervention. This will only be implemented if a child is putting themselves or others in danger or they are damaging property and after all other de-escalation strategies have been exhausted.

Any staff using physical intervention will be trained to do so and will use minimal force. A number of our staff are “Team Teach” trained and where ever possible these staff will be called for to support in these circumstances. However, on rare occasions, when a child puts themselves or others at risk the school staff member can legally use reasonable force to ensure the safety of the child and others.

All staff at Inkpen understand that school cannot use force as a punishment; however, positive handling, following the DfE guidelines, uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming themselves, others or property. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause. Every effort will be made to ensure that all staff in this school clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary.

When reasonable force has been used, the child’s parents will be informed and details of this will be recorded on CPOMS.

Please follow this link to guidance from The Department For Education relating to the use of reasonable force:

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Other related policies/Statements:

- Anti-bullying policy
- Equalities Statement
- Complaints Policy
- Grievance Policy
- Teachers’ Code of Practice
- E-safety policy
- Home-school Agreement
- SEND policy

Monitoring:

This policy is shared with all staff and reviewed on an annual basis. It is available to view on the school website and held in the school office. The Head Teacher monitors the effectiveness of this policy on a regular basis. She reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Any concerns about a child’s behaviour, either inside or outside of the classroom is recorded on CPOMS. These incidents may be recorded by teachers, teaching assistants, lunchtime assistants, non-teaching support staff or the headteacher and are communicated to parents as appropriate. The Headteacher keeps a record of any pupil who is excluded for a fixed term or permanent exclusion. It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Appendices:

Appendix 1: Emotion Coaching

Appendix 2: PACE

Appendix 3: 3 Rs - Regulate - Relate - Reason

Appendix 4: Scripted language



How to Emotion Coach

- Step 1
Recognising the child's feelings and empathise with them
- Step 2
Labelling the feelings and validating them
- Step 3
Setting limits on behaviour (if needed)
- Step 4
Problem-solve with the young person
(It is likely to be at a different time when they are regulated)



What that could mean:

How to Emotion Coach

- Step 1
Recognising the child's feelings and empathise with them

Recognising the child's feeling and try to connect with it yourself – the feeling rather than the behaviour e.g. being annoyed/embarrassed/sad/excited/happy etc.

- Step 2
Labelling the feelings and validating them

I think you might be feeling determined. You love playing with the animals and it can be hard to stop doing what you enjoy especially when you think it's going to be difficult – but I'm here and we can do it together if you like.

I think you are feeling tired. You look sleepy and are laying on the carpet.

You look sad/cross, you want to do this without X joining in. It can be hard to share things you like.

- Step 3
Setting limits on behaviour (if needed)

Don't forget we are here to learn and I'm here to help you

Remember the rule Harry, first it's the Maths then it'll be time for....

Remember that we share the toys in school Harry

Remember we can't behave like that even though you're feeling X...
Because it's not safe....come and see what X is doing over here.

- Step 4
Problem-solve with the young person (it is likely to be at a different time when they are regulated)

Next time you feel like that what could you do?

What can I do to help you when you're feeling like that?

Why don't we do it like this and then see if that helps.



Appendix 2: PACE (different strategies to be used at different times when appropriate)

Playfulness	Acceptance
<ul style="list-style-type: none"> • warm, personalised greetings - high five; fist bump; waving ... • find moments of silliness to share together • play games which build to a finish (hide and seek; pop-up-pirate; jenga ... • incorporate rhythmic actions into teaching e.g. clapping; jumping; dancing; passing a balloon ... • defuse stressful demands and make a game out of getting organised; use humour to divert from conflict; give the child a job during difficult times of the day 	<ul style="list-style-type: none"> • affirmation - affirm the pupil's sense of self, the intrinsic value of their life and their capacity to make a positive contribution to their world • welcome the pupil in regardless of difference and let them know explicitly that they belong, no matter what • believe that whatever the pupil communicates in the here and now is valid and worth taking note of • believe that there is some kind of meaning in the pupil's needs to be understood • acknowledge a pupil's situation both past and present • be aware of the impact of relational trauma and loss upon a pupil <p>“Let me see if I’ve got this right ...” “It sounds as if ...” You are letting me know ...” I get it ...”</p>
Curiosity	Empathy
<ul style="list-style-type: none"> • modelling thinking: tap your head and say you are thinking “Um ... I’m having a think about this ...” • wondering out loud: “I’m wondering if you’re feeling ...” • using commentaries: “tom you are cold right now. I can tell, look at your arms - you have goose bumps and you are shivering.” • noticing out loud “Did you notice when ...? “I noticed that you ...” • hand of options: a way of speculating and discussing possible alternative explanations for other people's actions and motives using your thumb and fingers as you go through alternatives. <p>“I am wondering if ...” What if ...” I’m thinking whether ...”</p>	<ul style="list-style-type: none"> • name the feeling • emotion coach • empathise with the feeling • validate the feeling with personal experience • make sense of what is happening <p>“I can see that was really upsetting for you ...” “I understand why you got cross - I would feel cross too if that happened to me.” “What do you think made that so upsetting?” “I can see that you’re angry at the moment.” “I think this was a bit embarrassing/scary/etc for you” “It probably hurt so much when she didn’t ask you to play” “I can imagine ...” “No wonder you are ...” “I am here to help” “Come with me and ...”</p>



3Rs Examples

<i>Walking/running around school having left a Maths class</i>	
Regulate	'Billy, follow me. Let's run this energy off on the field.' Engage in running/ walking on field – can he count his heart beat?
Relate	'I think you were feeling a bit stressed by that Maths task. Fractions used to make me feel like that.'
Reason	'I wonder what we could do next time you start to feel stressed in a lesson? Do you think we need to think of something to help you feel calmer...I wonder whether we could do some calming activities out in the corridor next time?'

<i>Fidgeting and making noises during the input</i>	
Regulate	'Sam, looks like you have a lot of energy today! Let's go and do some exercises together. Complete wall presses.'
Relate	'Were you getting bored listening? I think you were trying to wake yourself up!'
Reason	'It's ok to need a stretch and a move about, but we can't disturb the other children's learning. Next time, do you want to show me this [movement] card so I know to take you for a quick move about?'

<i>Kicking children on the playground</i>	
Regulate	'Evie, stop now. Children are getting hurt. You're angry. Let's get this anger out in another way.' Lead her to a different part of the playground where she can hit a punch bag/jump on a trampete
Relate	'You got so angry back there. I could tell from your face how angry you were. It's horrible to feel that angry.'
Reason	'Can you tell me what made you so angry towards the girls?' 'Did you get angry because of something they said or did?' 'I can see why you got so angry, but it's not ok to hit others – I know you know that. Have you got some ideas about what you could do if that happens again?'

Appendix 4: Scripted language

A child is refusing to come into the classroom	
Positive phrasing	Come into the classroom thank you (repeat if appropriate)
Limited Choice	Would you like to come in on your own or would you like some to help you?
Disempowering the behaviour	I can see you need a little more time to get ready. Come in when you are ready.
Consequence	We'll practise coming into the classroom at playtime

A child is refusing to come in from playtime	
Positive phrasing	Come inside now thank you (repeat if appropriate)
Limited Choice	Would you like to come inside on your own or would you like some help?
Disempowering the behaviour	You can come in when you are ready
Consequence	You can stay inside at playtime tomorrow

A child won't leave the activity/tidy up	
Positive phrasing	We need to tidy up now thank you. Tidy up now.
Limited Choice	Would you like to tidy on your own or would you like a friend to help you?
Disempowering the behaviour	You can tidy up when you're ready.
Consequence	We can practise tidying up at playtime tomorrow

A child is refusing to come off equipment	
Positive phrasing	Come off the trim trail now thank you. (repeat if appropriate)
Limited Choice	Can you do it on your own or would you like me to help you?
Disempowering the behaviour	OK - you can come in when you're ready
Consequence	If you can't show me that you can be safe, you won't be able to go on it tomorrow.