



Where learning takes root and
imagination takes flight

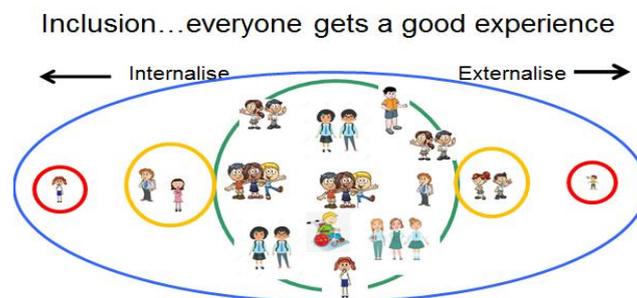
Therapeutic Behaviour Policy

September 2020
To be reviewed annually

Introduction

Being therapeutic means that school policy and the day to day practice in schools provides experiences that create sustained prosocial feelings within all people in the dynamic regardless of their experiences of trauma, disability, difficulty and or neuro type. We want to create a school where behaviour is managed through therapeutically healthy actions. These include:

- Providing positive experiences for all people within the dynamic and so drive positive feelings in all people
- Enabling young people to develop their self-regulation so that their experiences of trauma, disability, difficulty and or neuro type does not negatively impact: their future goals, the things that are important to them and or other young people's experiences of school
- Provide a protective or educational consequence for anti-social behaviour
- Over time develop internal motivation to repeat pro social behaviour (internal discipline) and default to these when controls are not in place (e.g. out in society)
- Are led from the very top, Headteachers and Governors
- Provides an inclusive experience for all.



Mission Statement

What do we aspire to achieve as a result of our policy?

All children understand how to behave in a prosocial manner and understand their social responsibility, both in class, out of the class and in the wider community. Children are intrinsically motivated to behave in a prosocial way, can self-regulate and can support others to regulate themselves.

Pro-social Behaviour

How do we define pro-social behaviour?

Children actively adhere to the values of the school:

- To be motivated
- To be proud
- To be aspirational

Children are actively engaged in their learning, model positive learning behaviours and understand that everyone has a right to learn. Children are polite and courteous and are respectful of everyone in the school and the wider community. Children keep themselves and others safe by making sensible choices in and around the school. Children model the MPA values outside of school.

When and where do we record this behaviour?

- House points and stickers are given out at the discretion of staff.
- Daily reward points are recorded on Integris which go towards bronze, silver, gold and platinum awards.
- Star of the Week is awarded on a weekly basis.
- Ethos Badges awarded for children who model the MPA values.
- Children receive special stickers and rewards from the Headteacher and Deputy Headteacher.
- Share with parents when children have demonstrated prosocial behaviour.

How do we promote pro-social behaviour?

As staff, we will:

Consistently value all effort and input from the children and reward both effort and outcomes. We will use growth mind-set and therapeutic approaches when interacting with children and model pro-social behaviour equitably. We will adhere to the Touch Policy.

We will always take responsibility to resolve issues in a positive manner and only involve others where necessary. Pro-social behaviour is evident in interactions with all members of the school community and any conflict is resolved calmly and professionally to ensure positive outcomes.

Our school community consists of:

- Children
- All staff
- Governors
- Parents
- Visitors

As staff, we will not:

Shout or communicate aggressively to any members of the school community, unless there is an imminent risk of danger. We will not make anyone in the school community feel undervalued or seek to belittle efforts or approaches. We will not be inconsistent in their behaviours and approaches to any members of the school community.

As staff, we may:

Make reasonable adjustments in the spirit of equity over equality but we will be open and transparent about our reasons.

Unsociable Behaviour

How do we define unsociable behaviour?

Behaviours that we see in classrooms and around the school that can be easily managed. These include:

- Calling out

- Leaving seats/carpet spaces without permission
- Name-calling
- Not respecting personal space
- Remaining off-task despite reminders
- Running in the corridors
- Talking in assembly
- Ignoring instructions

How do we respond to unsociable behaviour?

As staff, we will:

Deal with these incidents consistently, restoratively and in a timely manner. We will ensure that sanctions given are directly linked to the behaviours and conversations are conducted away from other children.

1. Verbal reminder (a discrete warning that their behaviour is unacceptable)
2. Turnaround time (redirecting the focus. 1:1 chat with teacher or TA to explain direct consequences of their choice).
3. Some children may require Take-up time
4. Time to change (if behaviour persists, children stay in with the teacher and discuss their behaviour and/or complete their task. This time should be used with restorative approaches: Respond, Reflect, Repair, Restore).
5. Children will have a fresh start once a restorative conversation has happened.

As staff, we will not:

Give a sanction that is disproportionate to the severity of the original behaviour or overreact to situations based on our current frame of mind. We will not shout at or humiliate children. We will not devolve behaviour management or consequences to other members of staff unless “a change of face” is needed.

As staff, we may:

Involve senior leaders once they have exhausted all other options within the classroom.

When and where do we record this behaviour?

- Persistent unsocial behaviour incidents are recorded on CPOMS
- Persistent unsocial behaviour should result in a short, personalised behaviour plan/record sheet
- Inform parents and record on CPOMS
- Seek support from colleagues
- Alert a senior leader if there are no improvements in behaviour

Anti-social Behaviour

How do we define anti-social behaviour?

These are usually behaviours that negatively impact on other people. Children displaying these behaviours are not exercising self-regulation and are not thinking about the impact on others. These behaviours may be difficult to manage or dangerous (there is evidence of serious harm to others) These may include:

- Physical assaults on members of the school community
- Verbal assaults on members of the school community

- Dangerous/threatening behaviour around the school (throwing chairs, climbing, intimidating others)
- Running away (from classroom and school)
- Any actions that contravene safeguarding expectations (including sexualised behaviour)
- Refusal / ignoring instructions
- Bullying
- Racism
- Homophobia
- Transphobia
- Sexism

How do we respond to anti-social behaviour?

As staff, we will:

1. Ensure that all members of the school community are safe. Remove children and those at risk.
2. Only use physical intervention if trained
3. Alert senior leaders immediately (can use a child to deliver a message – do not leave children unattended)
4. Take part in restorative approaches (Respond, Reflect, Repair, Restore – see appendix *) and apply sanctions. These include:
 - Loss of break and/or lunchtime
 - Loss of privileges
 - Internal exclusion
 - External exclusion (fixed term and permanent)
5. Debrief with member of SLT and record all information on CPOMS and Integris (if exclusion). Complete necessary paperwork, including incident report, physical intervention report and create/amend behaviour support plan.
6. Notify parents and arrange a meeting if necessary.

As staff, we will not:

Put ourselves, or others, in danger. We will not escalate the situation by responding physically or verbally. We will not use formal physical intervention or restraint unless trained. Physical intervention or restraint is always a last resort.

As staff, we may:

Use physical intervention or restraint if someone is at imminent risk of harm.

When and where do we record this behaviour?

- All antisocial behaviour incidents are recorded on CPOMS
- Exclusions recorded on Integris
- Incidents recorded on official forms, including critical incidents, medical forms, physical intervention, bullying, racism and harassment (all forms held at front office)
- Inform parents and record on CPOMS
- Alert Local Authority where necessary
- Alert safeguarding lead where necessary

- Inform Trust where necessary
- Notes from Reintegration meetings when a fixed-term exclusion has been given
- Amend/create Behaviour Support Plans

Unforeseeable Behaviour

How do we define unforeseeable behaviour?

Anything that is beyond our own behaviour management capabilities. Situations where we would have to involve emergency services or specialist teams.

When and where do we record this behaviour

- All antisocial behaviour incidents are recorded on CPOMS
- Exclusions recorded on Integris
- Incidents recorded on official forms, including critical incidents, medical forms, physical intervention, bullying, racism and harassment (all forms held at front office)
- Inform parents and record on CPOMS
- Alert Local Authority where necessary
- Alert safeguarding lead where necessary
- Inform Trust where necessary
- Notes from Reintegration meetings when a fixed-term exclusion has been given
- Amend/create Behaviour Support Plans

Communication with parents and carers

How do we communicate with parents about behaviour?

As staff, we will:

Inform parents of pro-social, unsocial and antisocial behaviour in a timely manner. We will involve parents in decision making.

As staff, we will not:

Make judgements about situations, backgrounds or families and we will ensure that all parents/carers are treated with respect and equity.

As staff, we may:

Offer families additional support through the Family Support Worker or Inclusion Team. We may suggest different forms of communication, including regular emailing, home-school books and scheduled meetings.

Where do we record this?

On CPOMS.

When do we use exclusion?

When do we use fixed term exclusion?

- In the case of serious or premeditated physical assault
- When it is necessary to protect the safety of themselves or others.
- In the case of serious damage to school property (e.g. windows / expensive equipment)

Fixed term exclusions can allow us time to help create a better plan to support the child and or protect others in the dynamic. They are in place for the shortest possible time and children return to school under the restorative processes.

When do we use permanent exclusion?

In a therapeutic framework we may use permanent exclusion where we are unable to use the current resources to keep the child and or other people in the dynamic safe from significant harm. This is only used as a last resort.

Appendices:

Growth Mindset

Therapeutic Approaches

Touch Policy

Restorative Approaches

Behaviour management strategies

Behaviour analysis guidance

Mental Health Policy

Glossary:

Pro-social – behaviour that is expected

Unsocial – behaviour that does not meet social expectations (deliberate or non-deliberate)

Antisocial – behaviour that contravenes social expectations (deliberate or non-deliberate)

Neurotype – Brain type / way of thinking

Internalised – Behaviours that are inwardly directed (e.g. anxiety)

Externalised – Behaviours that are outwardly directed (e.g. throwing chairs)

Self-regulate – the ability to adapt behaviour appropriately to the situation

Growth mindset – the belief that you can grow and there are no fixed boundaries

Therapeutic Approaches – a holistic, positive approach to managing behaviour

Communicate – conversations, writing, emailing, phoning, texts, social media, body language, facial expressions, tone of voice

Turnaround Time – quick opportunity for a child to change their behaviour (conversation with an adult)

Time to Change – child is supported by an adult to understand the impact of their behaviour and make the right choices for a fresh start

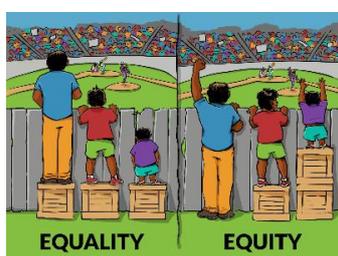
Take Up Time – processing time (away from an adult – no more than 5 mins)

Restorative Approaches – understanding the impact of actions and finding suitable ways of repairing it to retain and build healthy relationships

CPOMS – Child Protection Online Management System. Used to record all information about children.

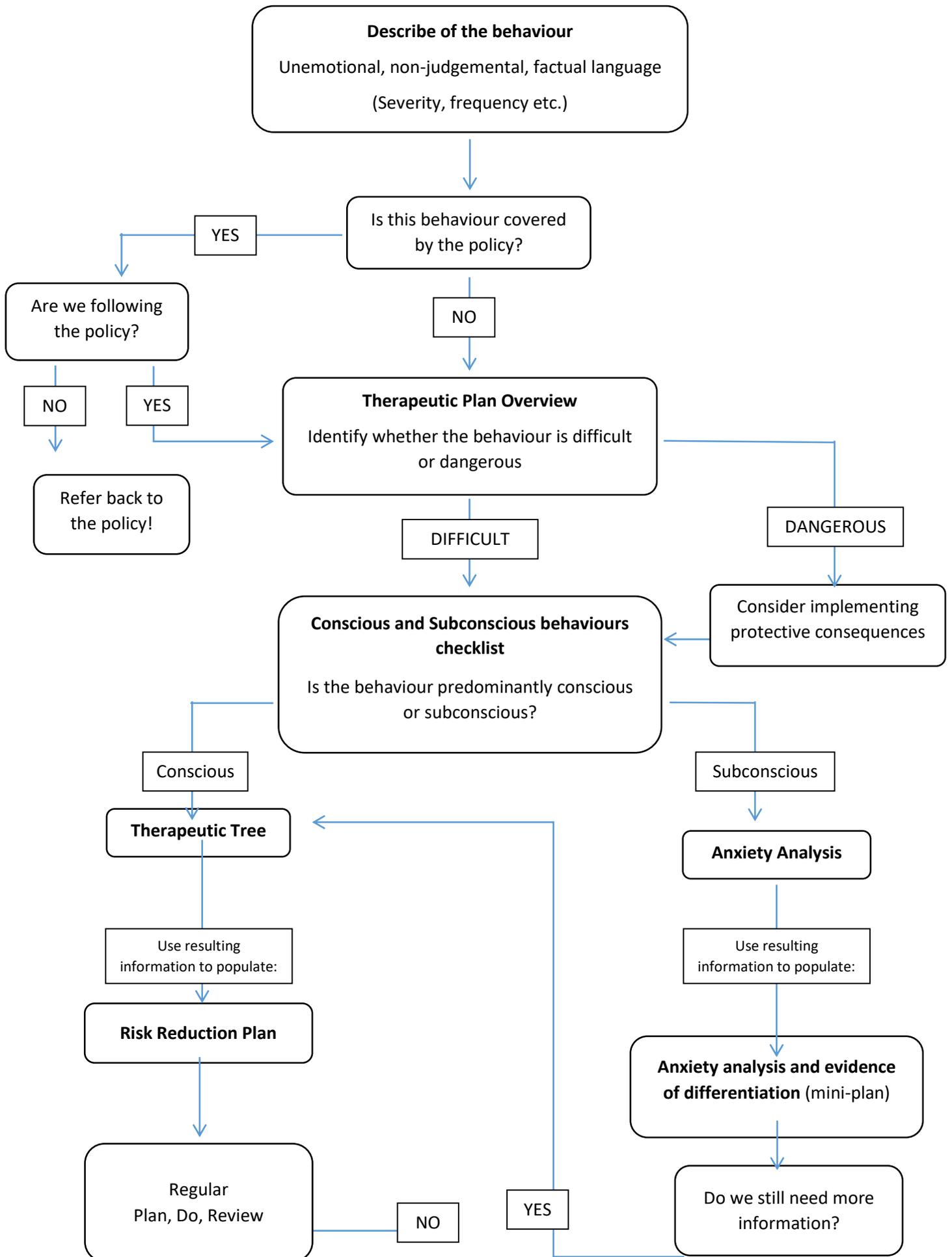
Integris – Management Information System used by the school.

Equity – giving people what they need to create equality



Behaviour Analysis Guidance

To be used as part of a professional discussion to create individual behaviour plans / decide on next steps.



Amendment to Behaviour Policy for COVID19

Context

We are aware that there will be a range of complex feelings and emotions experienced by children and their families during the process of returning to school. Our aim is to make this transition and their experiences back on site positive. As a therapeutic thinking school, we know that feeling positive is the key to good behaviour. Feeling a sense of belonging and being accepted is the foundation to feeling happy and this leads to positive behaviour.

However, whilst there will be a focus on relationships and trust, it is imperative that we focus as a school on what is essential at this time – KEEPING EVERYONE SAFE.

For that reason, this policy has been created and will be used in conjunction with our current Behaviour Policy which follows a therapeutic approach to behaviour. Whilst we are working in exceptional times our first priority, as always, is to keep children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas. Government guidance does not advise that social distancing is essential at all times in school, but it is one of a range of measures that we and other schools will be taking to keep children safe. This means:

- Placing children in year group 'bubbles' which they will remain in until it is deemed safe to mix more widely
- Sitting children facing forward at desks that are far apart where possible
- Ensuring pupils only use their own equipment (KS1/KS2) and do not share with others
- Washing their hands correctly and frequently including using antiseptic hand gel at times
- Staggering break and lunch times and only socialising with the children in their bubble
- Ensuring everyone eats further apart than normal and within their classrooms.
- Keeping apart when in their designated outside space or doing any physical exercise
- Playing games that do not involve physical contact and where limited equipment is required
- Using the group designated toilet and visiting the toilet one after the other.
- Using their own external doors only and not moving out of the classroom into the corridors except with an adult
- Following the guidelines on the floors in the corridors, including any one-way systems.
- Letting a staff member know if they are feeling unwell

The above guidelines will be shared with the pupils on the first day and 'rules' will be displayed in each room.

Following our therapeutic approach, it is important that staff praise the children for following these guidelines, for example "Thank you for using the correct door".

For further details on how we are keeping the staff and pupils safe, please see our school risk assessment and the documentation which will have been sent out to you.

We recognise that this will be very new and could be challenging in some situations, particularly for younger pupils, where staff will implement social distancing measures as far as they are practicably able, whilst ensuring children are kept safe and well cared for. Similarly, there may be exceptional situations with older pupils where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves). In these situations, staff will again take all possible precautions, whilst ensuring that these pupils remain safe and are well cared for.

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| <p>Positive handling (including SEND pupils) – this will be reviewed on an incident by incident basis to reflect more specific expectations about when physical intervention will or will not be used.</p> | <p>Whilst decisions to use positive handling may need to be made quickly they should always take account the precise circumstances of an incident and a judgment should consider:</p> <ul style="list-style-type: none"> - Whether physical intervention is reasonable and judged in line with the guidance on social distancing. - Whether it is essential because pupils are at risk of harm (to themselves or others) <p>It is therefore expected that positive handling will only be used in exceptional circumstances and in line with the positive handling policy.</p> |
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Our response to anti-social behaviour

Above we have outlined our response to anti-social behaviour in school during this unusual time, but we are also aware that we will need to work even harder to engage the children and help them to re-adjust to being in school. As such we will also support children by:

- Planning highly engaging and fun activities
- Use strategies to avoid confrontation and conflict (humour, distraction, limited choices, verbal advice/support, change of face, negotiation, firm clear instructions, calm stance, reassurance, planning ignoring/riding the wave, success reminders, diversion, patience)
- Creating year group 'Bubble Charters' with the children so that they understand the need for safe behaviours.

We will also be investigating ways in which pupils can be offered ELSA sessions to help them settle back into school (as identified by bubble teachers) and if pupils require further support, an ELSA permission letter will be sent to their parents

