

North Mundham Primary School

Therapeutic Behaviour Policy



Belong Believe Achieve

Approved by:

Chris Jack

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Next review due by:

September 2024

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1. Purpose of the 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 are specific to their needs and may differ from the policy. Others may need a more flexible and dynamic approach at times of high anxiety, change or in specific circumstances.

At North Mundham we believe that every child has the right to safely **belong** to our whole school community, to **believe** in themselves and to **achieve** both what they are able to and what they want to.

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

2. 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 rather than blanket behaviourist theory.
- We model therapeutic and restorative practices with all children, school adults, parents and visitors.
- Our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive.

At North Mundham we are very focused on reinforcing positive behaviour. We believe that:

Positive experiences create positive feelings.

A school Dynamic:

A school 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 and every school.

Relationships are key to the dynamic. The relationships people have with each other and the study of how these relationships can change helps us to understand the dynamic. The way in which people react to each other in a particular situation can also affect the dynamic. The interactions of people when they are grouped with others through either choice or circumstance have an impact on the dynamic.

3. Policy Principles

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 are all responsible members of our school community

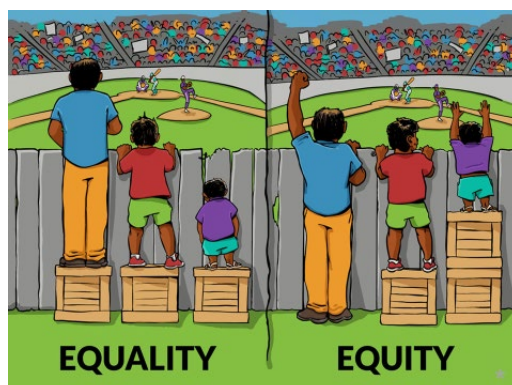
4. Aims of this Policy and the Therapeutic Approach at North Mundham Primary School

- To promote the inseparable link between teaching, learning and behaviour.
- To improve staff confidence and safety in applying a therapeutic approach within their class 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 Schools' vision:

Belong, Believe, Achieve

Integral to the foundation of this policy is the understanding of Equality and that all pupils deserve the chance to achieve success.



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

Equity = Equality.

5.How can we teach behaviour?

External discipline is controlling behaviour ...Internal discipline is teaching behaviour. To create change we need to understand, not simply suppress, the behaviour

It is vital that we support children to understand their behaviour and the impact that it has. At North Mundham we will aim to do this in the following ways:

- **Relationships-** By establishing and promoting strong relationships between adults and children. When adults invest in positive relationships, pupils will want to behave because of the quality of their relationship with adults and the trust that has been built up.
- **Role modelling-** for example, playing alongside children, demonstrating polite behaviours and language
- **Consistency**
- **Routines**
- **Prioritising and recognising Prosocial behaviours-** see appendix 3
- **Planning alternatives to antisocial behaviour**
- **Consistent feedback and recognition to both prosocial and antisocial behaviours**
- **Comfort and forgiveness-** so the child knows it is the behaviour that is the problem not the person that is the problem.
- **Ignoring-** unsocial and low level behaviours where possible rather than giving them attention.
- **Positive language**
- **Restorative Practice-** see appendix 1

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 can

not publicly see the judgement 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). The 'teaching' of behaviour is integral to all teaching practices and is also more discretely taught within the school's PSHCE programme (Jigsaw).

6. Roles and Responsibilities

Everyone is responsible for:

- Being positive role models.
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in the school.
- 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 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.
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct which will permeate to whole school practice in the shape of "Rights and Responsibilities" (this needs to be re-enforced each half term or whenever 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.

- Planning a programme of Religious Education and PSHE (including Jigsaw) to promote prosocial behaviour.
- Ensuring Jigsaw 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 Edukey on a daily basis, where a child's behaviour is deemed to have a serious effect on themselves and others

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.
- Valuing each other's opinions.

7. 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. Examples; The best examples are demonstration of the ethos of our school;

Our Belong, Believe and Achieve Golden Rules...

1. To **belong** we need to be **kind and helpful to one another.**
2. To **belong** we need to all be **safe at all times.**
3. To **believe** in ourselves and others we need to **respect each other and be polite.**
4. To **achieve** we need to be **ready to learn and responsible for ourselves.**
5. To **achieve** we need to **listen to others speak without interrupting them.**

These golden rules are displayed in all classrooms and around the school. They are linked to our school values and behaviour systems link to the rules. They are revisited regularly and used in our assemblies.

Unsocial Behaviour (sometimes 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. These are often considered low level behaviours.

Examples of unsocial behaviours:

- Leaving their desk without permission
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- Refusing to get changed for PE
- Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
- Rocking on their chair
- Calling out/talking to a friend
- Not listening to instructions
- Playing/fiddling with equipment

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient. No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Antisocial.

Antisocial Behaviour (sometimes referred to as dangerous)

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.

Antisocial behaviours	Dangerous antisocial behaviours
Aggressive shouting/calling out disruptively	Leaving the school building
Continued interruptions	Leaving the premises
Swearing	Spitting (directly at another)
Answering back, mimicking	Pushing aggressively
Name calling	Scratching
Lying	Pinching
Refusal to carry out an adult's request	Hair pulling
Distracting and/or disrupting others' learning by shouting, banging, making noises	Hitting
Throwing small equipment Leaving the classroom without permission	Kicking
Damage to property/pushing over furniture	Fighting
Stealing	Biting
	Punching
	Throwing furniture
	Physical or verbal bullying(see anti-bullying policy for definitions)

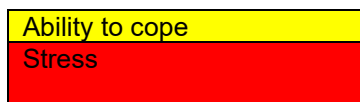
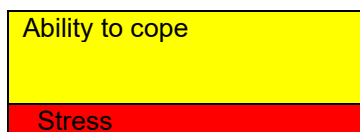
It is important not to group unsocial behaviour with antisocial behaviour. The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial.

It is often the response to unsocial behaviour inappropriately that drives the behaviour to become antisocial.

It is important to be aware that all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – adults should be sympathetic of this and that their behaviour may be a cry for help

All antisocial behaviours need to be considered in terms of the reasons behind the behaviours:

At times children are dealing with an overwhelming amount of stress and this will be the reason behind the antisocial behaviour:



The window of stress tolerance

A small amount of stress is a positive thing and can help with motivation.

The healthy body has capacity to hold small amounts of stress throughout the day.

Large amounts of toxic stress can trigger upset, confusion or flashback and can mean that you are overwhelmed (more likely to show antisocial behaviour)

Impact of increased stress

CALM	ALERT	ALARM	FEAR	TERROR
Social engagement		Fight or Flight system	Freeze system	
Just the right state for learning Feels safe Can tap into exploratory/risk taking		Hyper arousal system Body language- fidgety/restless Middle ear- tuned to high pitch Breathing fast Speech changes Temperature changes		Becomes powerless Shut down- goes into shock! May take on another role- hysteria Middle ear- tunes out Shallow breathing, can't speak, rocking

Conscious and sub-conscious behaviour

Subconscious behaviour - unable to moderate or self-regulate

Conscious behaviour - unwilling to moderate or self-regulate

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

Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any known potential consequence or punishment associated with the behaviour. Predominantly subconscious behaviour is a sign of a failure to cope with an overwhelming feeling. For example, being overwhelmed with frustration or overwhelmed with anxiety (arousal) or overwhelmed with depression. If we punish conscious behaviours we often create conflict. If we punish subconscious behaviours we can often generate more of the negative feelings associated with injustice and the difficult or dangerous behaviours.

Supporting pupils ability to self-regulate

REGULATE Teaches 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 – 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/SOS bag or yoga/music
RELATE Teaches 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 traveler Overcompensate for their past experiences
REASON Teaches understanding of behaviour	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 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

8. Managing Anti-social behaviour

Initially behaviour will be managed by class staff using previously agreed scripts and strategies.

If behaviour escalates then SLT will be available to support.

Process:

Send a red card to the office.

Office will send an SLT member to class or area of school where incident has occurred.

SLT member will model therapeutic methods, take the class (so teacher can intervene) or remove child.

If a child leaves the classroom or the school premises SLT must be notified immediately.

(see appendix 2)

9. Reporting Behaviour incidents

Significant antisocial (dangerous) incidents should be reported on behaviour form (appendix 7) or added directly to Bromcom

Parents will be informed of these incidents.

Other incidents should be discussed with SLT and reported where necessary.

10. Exclusion

All cases of serious anti-social (dangerous) behaviour should be considered individually and support and strategies explored in order to reduce the risk of exclusion.

Exclusion will be considered as a last resort and only if there are no other options to support the pupil.

The Headteacher is the only person who can make a decision about external exclusion and this will be done considering the following DFE [guidance](#) as well as [West Sussex guidance](#). In the Headteacher's absence the Assistant Headteacher will consult the Headteacher and a joint decision will be made. The governing body will be informed in cases of fixed term exclusions and will be consulted in the case of a permanent exclusion.

Internal Inclusion

Will be considered where behaviour systems are not helping to change the pattern of behaviour. This will follow a conversation with parents.

External

Will be considered for incidents of serious violence or continued disruption/all of the above have failed to change the behaviour.

External exclusion may be for a fixed term (usually 2-3 days) or permanent.

11. Use of Reasonable Force

In the vast majority of situations, even of dangerously anti-social behaviours, reasonable force (according to the 'Guidelines of Reasonable Force') will be a last resort. However, it may be necessary to enforce restraining techniques if a child/adult is in immediate danger or if there is significant damage to property. If reasonable force has had to be used, this will be documented factually and parents and SLT notified.

12. Partnership with Parents

We work closely with our parents to ensure the consistent approach of the Therapeutic behaviour policy. All individual plans and approaches are shared with parents and where appropriate parents are involved in the planning process of therapeutic strategies for individual pupils. Parents will be informed, where appropriate, and invited to meetings with outside professionals. Parents will be informed of all incidents of Dangerous anti-social behaviour and their protective consequences.

13. Monitoring, Assessment and Evaluation

Individual therapeutic plans will be evaluated by each teacher

- The Boxall assessment may be used as a form of measuring progress for pupils with difficult or dangerous behaviour
- ELSA notes, plans and evaluations will help measure progress of the therapeutic approach
- The SENCo, AHT and Headteacher will continue to monitor the impact of the approach

14. Links with other policies

This document links to the following policies:

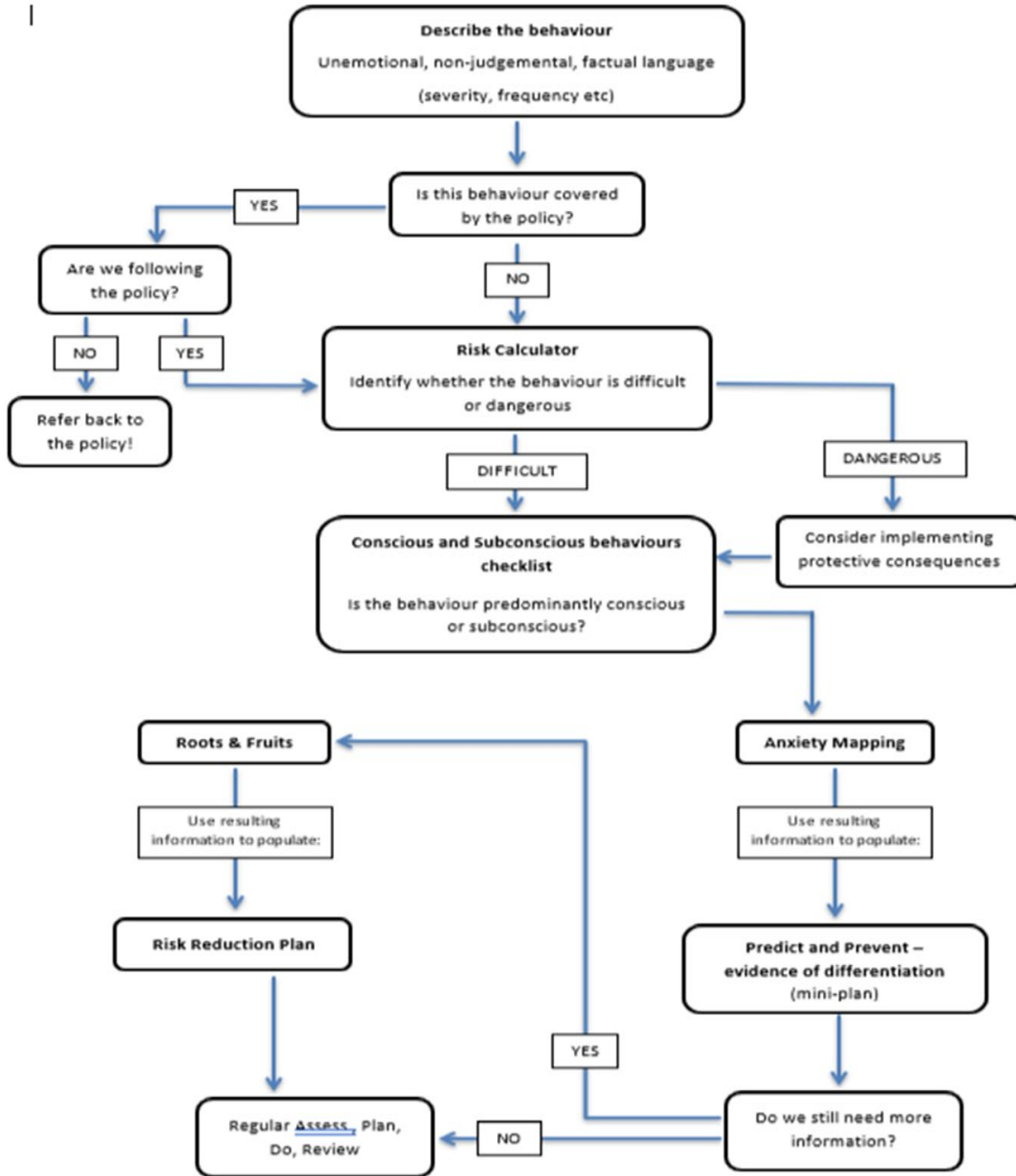
- [Anti-Bullying Policy](#)
- [SEN Policy](#)
- [Use of Reasonable Force Guidelines](#)
- [Equality Policy](#)

Appendix 1

Restorative Conversation

Restorative Practice

1. What happened?
2. (What were you thinking at the time?)
3. How were you feeling?
4. Who has been affected by this?
5. What do you need to do to make things right?



Appendix 3- reinforcing prosocial behaviours

Prosocial behaviours

Children expect feedback on their prosocial behaviour and are used to having prosocial 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 and appreciation but not a sticker/certificate.

When children feel safe, liked, replete, 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 fostering a pride in it.

Lessons are well-planned and children are motivated and keen to learn – no learning time is wasted.

We value the prosocial behaviours described as The Golden Rules;

1. To **belong** we need to be **kind and helpful to one another**.
2. To **belong** we need to all be **safe at all times**.
3. To **believe** in ourselves and others we need to **respect each other and be polite**.
4. To **achieve** we need to be **ready to learn and responsible for ourselves**.
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Positive Reinforcement Ideas;

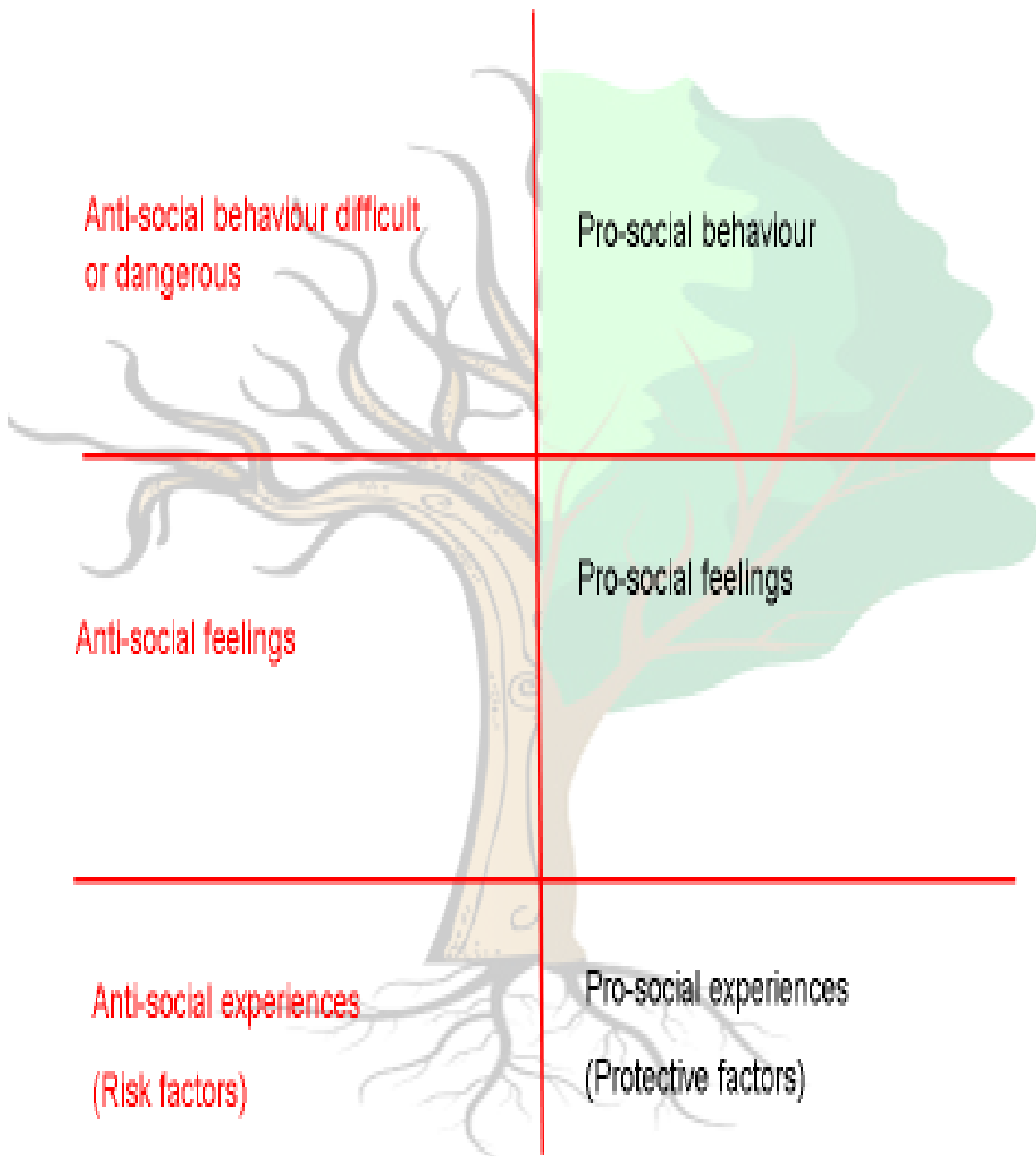
- Non-verbal examples are good for not interrupting the learning eg Thumbs up, point to your own smile
- Words of encouragement – be specific and tell them what you are praising them for! (Praise for specific, small prosocial behaviours increases the chance of others following)
- 'I have noticed
- Stickers – can be given for particular encouragement
- Peers encouraging each other
- Use of recognition board to celebrate positive
- Certificates (all given 'privately' in class)
- Inform parents – verbally at pick up time, phone call, post-cards and notes home
- Send to another teacher in the team or their previous teacher
- Send to Assistant Headteacher to show good work
- Send to Headteacher to show good work
- Whole class celebrations- in celebration assembly with children involved in choosing reasons.
- Whole class rewards for positive behaviour
- Use of Jigsaw weekly celebrations
-

Appendix 4 consequences of actions

Types of behaviour	Consequences
<p>Step 1 unsocial (low level) behaviours</p> <ul style="list-style-type: none"> • Calling out • Moving out of the space • Interrupting another member of the class or teacher • Singing and sounds • Tapping rulers • Answering back • Not working or refusal to work • Drawing when should be listening • Swinging on chair • Leaving desk/carpet without permission • 	<p>1. Reinforce in a positive way Thank you for being enthusiastic..... Thank you for having an answer Thank you for sharing with your partner</p> <p>2. Use a question to question behaviour Is this an appropriate behaviour? Does this behaviour reflect our school rules? Are we following the school rules? Is this a good choice? Do you think you could make a better choice?</p>
<p>Step 2 repeated unsocial behaviours</p>	<p>1. Adult will make it clear that any work will need to be completed in their own time The paper/form will be discussed during a Break on the day</p> <p>What happened? What were you thinking at the time? Who has been affected by what you did? What do you think should happen next?</p> <p>If relevant you could use</p> <ul style="list-style-type: none"> - Picture - Letter - Apology - Finish work - Repair - Conversation <p>2. If behaviours continue then reflection takes places in Golden Time.</p>
<p>Step 3 Antisocial behaviours</p> <p>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</p>	<p>1. Use restorative conversation.</p> <p>2. Link consequence to action- incomplete work must be completed, apology/restoration if someone is hurt or upset, time to practice following an instruction, safe space created, tidying space, cleaning area, helping to repair, This may happen in the reflection room as part of lunchtime.</p>
<p>Step 4 Dangerous antisocial behaviours</p>	<p>Incident reported internally</p>

<p>Leaving the school building Leaving the premises Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying(see anti-bullying policy for definitions)</p>	<p>Incident reported to parents</p> <p>Consequence linked to action- limit to outside space, restricted activities, escorted in breaktimes, differentiated teaching space- This reflection time may happen during lunchtime.</p> <p>Risk assessment to be written so that all staff dealing with incidents consistently.</p> <p>In some extreme cases reasonable force may be required (see policy) or exclusion may be considered.</p>
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Appendix 5- The Therapeutic Tree (tool to begin to analyse behaviours)



Therapeutic Thinking © January 2019



Therapeutic Plan (Doc 2)

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
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Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

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

Signature of Parent / Carer..... Date

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

North Mundham Primary School Behaviour Incident Report



Child's Name:

Class:

Date and time of incident:

Incident Details:

Actions/consequences taken:

Follow up:

Signed:

date:

Appendix 7 Reasonable force record

Reasonable Force Record

Name of child	
Name of person using measure	
Name of person completing record	
date	
Time	
Location	
Details of behaviour leading to measure	
Details of methods used to avoid the need to use measure. Highlight as appropriate	Humour verbal advice and support firm clear directions negotiation limited choices distraction diversion reassurance planned ignoring contingent touch calm talking calm stance patience withdrawal offered withdrawal directed swap adult reminders about consequences success reminders Other- specify
Why was the measure necessary? Describe dynamic risk assessment Highlight as appropriate	Risk to self risk to others risk to safe physical environment risk to safe psychological environment prevention of psychological distress prevention of physical harm prevention of criminal offence temporary loss of competence or capacity
A description of the measure used- what you did and what you said	
Effectiveness of the measure	
Duration of any measure of physical restraint	
Consequence of actual measure	
Description of any injuries and who was affected	
External agencies involved/contacted	
Person completing the form	
Designation	

Date completed	
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