Brookfields School

Therapeutic Thinking Whole School Behaviour Policy

Date	Description
17 May 2023	Approved by the Full Governing Board

Review schedule	Annually
Next review	May 2024
Policy holder	Maurice George

Brookfields School Equalities Statement

All pupils at the school are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each pupil is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing Values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, pupils develop independence, confidence and integrity which prepares them for their future lives.

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Our Mission

Together, we will prepare all our pupils for positive and fulfilling lives, as healthy and engaged individuals

Our Vision

As a result of inspirational teaching, personalised support, engagement and empowerment, our pupils will be able to make, communicate and act on safe, increasingly autonomous and informed choices and decisions, to enable them to live positive and fulfilling lives

Our Values

Ambition – we transform, innovate, inspire, challenge. We strive to provide our pupils and their families with the highest standard of teaching and learning, championing aspiration and ambition

Partnership – we collaborate, harness opportunities, engage, empower, share, and work in partnership with pupils, families, schools, organisations and businesses to remove barriers and create opportunity for success

Caring – we keep our pupils and school community safe so that they thrive and develop; we respect and celebrate the individuality and uniqueness with kindness to all our pupils and their families; we nurture, protect and support them on their journey with us as they prepare for life after school

Learning – we support and promote lifelong learning for all. We evolve our approach to the education and support of pupils, their families and staff through high quality research and innovative practice

Who is this policy for?

All pupils and staff at Brookfields School and all parents and carers of pupils at Brookfields School.

Whilst not all pupils will be able to understand everything that is set out within this policy, teaching staff should ensure every effort is made for pupils who are able to understand the rules, expectations and approaches set out in this policy to know these and follow them in a method and level commensurate with their learning needs.

Ethos

Brookfields School maintains a happy and well balanced atmosphere where we aim for everyone to feel valued and fulfilled. Staff and Governors believe that all pupils have a fundamental right to be educated in an environment where pro-social behaviour is the norm. How this is achieved will vary depending on the age and ability of the pupil. The school fosters a climate in which equality of opportunity is supported by a policy to which the whole school subscribes and in which positive attitudes to gender equality, cultural diversity, special needs of all kinds and all types of protected characteristics as defined by the equality act, are actively promoted. This policy ensures the delivery, fulfilment and embodiment of Brookfields School's mission, vision and values.

Purpose

This Policy sets out exactly how staff must respond to pupils who display behaviour that is disruptive, difficult, harmful or dangerous. **Part one** of this policy covers how staff must respond to pupils who are

able to understand and largely follow the rules and expectations covered within this policy. **Part two** sets out the procedures staff must follow to support pupils who, due to their learning difficulty are unable, or not yet able to consistently meet these rules and expectations.

This policy should be read in conjunction with Brookfields Teaching and Learning policy. Our endeavour to grow pro social behaviour is at the core of all learning at Brookfields. This will only be successful and sustained by following a sequential delivery of a curriculum that addresses regulation, knowledge and skills acquisition and application.

What is therapeutic thinking?

Therapeutic thinking is West Berkshire Local Authority's preferred approach to addressing pupil behavioural needs.

Therapeutic Thinking was developed by Angela Wadham, an experienced professional in the field of child behaviour. The approach builds on the work of Alfie Kohn, American author and lecturer in the areas of education, parenting, and human behaviour.

Therapeutic Thinking recognises that some children have been unlucky enough to experience a range of Adverse Child Experiences and that children who have experienced higher numbers of these are less likely to have positive outcomes in areas such as physical and mental health, behaviours, attendance, relationships and educational attainment. In a 2014 UK study on Adverse Childhood Experiences 47% of people experienced at least one with 9% of the population having 4+ (Bellis et al, 2014). 81.7 % of children with intellectual disabilities experienced at least 1 Adverse Childhood Experience. (Vervoort-Schel et al, 2021).

Therapeutic Thinking is an approach to behaviour that prioritises the prosocial (positive) feelings of everyone within the dynamic. This is based on the principle that:

- Negative experiences create negative feelings. Negative feelings create negative behaviour.
- Positive experiences create positive feelings. Positive feelings create positive behaviour.

Therefore, the approach looks first to address how a pupil ***feels***, rather than focusing on the ***behaviour***. This means creating positive experiences as the primary focus of support, rather than through behaviour modification strategies using rewards and punishments. By doing this, pupils at Brookfields will, commensurate to their learning needs, journey from the reliance of external discipline to that of internal discipline, thus creating a sustainable approach to positive behaviour that does not rely on others to 'enforce' rules.

Given the statistics outlined above, Brookfields School has adopted the Therapeutic Thinking approach as its primary approach for all pupils.

Misconceptions

A common misconception of therapeutic thinking is that it does not allow boundaries to be put in place, praise to be shared or consequences to be given.

Boundaries

Boundaries are a vitally important part of creating safety for all of us, therefore clear, well communicated boundaries **must** be in place at Brookfields School. Clear, reasonable boundaries will be enforced from the

moment pupils join the school and will be consistently implemented so that all our pupils learn what is expected and can predict how staff will respond.

Encouragement.

Encouragement is a way of delivering positive reinforcement to young people irrespective of the work produced. This is achieved by focusing on the behaviour and attitude of the pupil and the positive impact of their behaviour on what happens next. For example; following a request for a pupil to put their shoes on to go outside, on completion of the task it is better to say "That's great John, you put your shoes on. Now you can go outside", thereby making the link for the pupils between your request and the reasons behind it, rather than "Good boy John". John is already good enough, whether or not he follows the adult's direction and we want pupils to develop an understanding of why it is important to do as they are asked by staff at school. If there is no reason for a request, we need to ask ourselves why we are voicing it.

Praise

Praise is an important feedback tool for young people, but should be given sensitively so that it is received and understood within the context that it is being delivered in. It is important that praise refers to the actions or effort taken by the individual rather than to the individual themselves. "That's great John, I like how you did that" rather than "You are a good boy John for doing that". Essentially we are encouraging the behaviour seen, valuing the process rather than the product.

It is essential that praise is given without having detrimental effects on others within the dynamic. For example, private praise to an individual 'John I liked how you stuck at the task, last week you couldn't complete that maths problem now you can do it by yourself, well done' is specific and valuable to the individual. Public praise such as 'Well done John, Lucy and Riswan for sitting nicely, shame about Jenny' has the effect of alienating and potentially shaming Jenny and may well evoke negative feelings especially if there is an unmet sensory need meaning she is unable to sit still.

Consequences should always be logical and proportionate to the actions of the individual otherwise these would be punishments, which are not deemed as an effective educational tool. Punishments serve the purpose of putting in a consequence for behaviour but do not teach a pupil to do something different the next time they are faced with a similar situation.

The logical consequence for hurting a peer on the playground is to not go out with peers at the next playtime, and to work through why they acted the way they did with a member of staff. They can still have a break time but at a time separate to others on that day. A strategy would then be put in place to help the pupil go out successfully with peers.

A punishment would be to have all break times removed and be given extra work to do instead.

Context

All staff will respond in a consistent and appropriate manner sharing our belief that all pupils will behave in a prosocial manner whenever they can if they have the ability and motivation to do so. Our shared ethos puts understanding pupils at the core of all we do and we view behaviour that challenges as an indicator that we have not yet managed to equip our pupils with the skills to behave in a prosocial manner. We believe it is our responsibility to work in conjunction with parent(s)/carer(s) and the wider community to facilitate this.

Safety of pupils and staff is paramount at all times. We aim to support our pupils therapeutically towards acquiring the critical ability to self-regulate and maintain safety and to develop a community of aspiration and learning within which all can flourish and lay the foundations necessary to enable them to reach their potential.

Definitions

Prosocial (described as 'safe') learners

Some of our pupils are prosocial and are capable of self-regulation. Prosocial behaviours are characterised by a concern for the rights, feelings and welfare of other people as well as themselves. For these pupils we expect them to follow the rules below unless there is a specific reason why they are unable to do so. On these occasions there may be family circumstances or relationship difficulties with peers which mean pupils are unable to follow the rules.

On these occasions pupils can be supported by; staff determining the cause, Emotional Literacy Support Assistant (ELSA) support and the understanding and kindness of staff and peers.

Unsocial (also described as 'safe') learners

Some pupils will display Unsocial rather than Prosocial or Anti-social Behaviours. These pupils are largely safe learners and are on the journey from relying on external discipline to being able to regulate their own behaviour.

Unsocial behaviours are those which may be used by the pupil to keep themselves safe if they fear embarrassment or humiliation for example, such as when asked a question they don't know the answer to or because they are not yet at a level where they understand the need to behave in a socially appropriate manner. They don't yet understand the impact of their behaviour on their peers. These behaviours may range from silence, blurting out things inappropriately, to walking out of class.

Anti-social (described as 'unsafe') learners

Currently, many of our pupils will display Asocial or Anti-social behaviours. These may disrupt learning for others, lead to themselves, other pupils and staff feeling unsafe or uncomfortable, or/and demonstrate a lack of respect and an inability to demonstrate fundamental British Values; democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (Prevent Strategy, 2011).

Pupils who regularly display Anti-social behaviours or respond behaviourally with such intensity, severity or duration that they, staff or peers are no longer safe, will have a Therapeutic Thinking Risk Assessment initiated and all staff will then follow the resulting Therapeutic Plan.

A significant majority of our pupils will fall into the category of unsafe learners.

Exclusions

In exceptional circumstances protective consequences such as fixed term exclusions may be required as a last resort to ensure the safety and welfare of everyone within the dynamic, whilst therapeutic risk assessments and action plans along with appropriate resources are put in place to address a pupil's needs. In all such instances the Headteacher and Senior Leadership Team will work in partnership with

parent(s)/carer(s), local authorities and other appropriate agencies, and at all times follow the guidance set out in the Department for Education's document: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England September 2022

Scope

This policy cannot create an exhaustive list of all behaviours that may challenge. Where a behaviour is observed that is not specifically detailed in this policy, it should be addressed in a proportionate and consistent manner that takes into account the fundamental principles of the Therapeutic Thinking approach (consideration for the context, their understanding and ability, what has gone before and ultimately how the pupil was feeling to behave in this way and why). If staff are ever in any doubt how to respond they should, in the first instance, discuss it with their line manager and a member of the Senior Leadership Team or Therapeutic Support Team thereafter should further clarification be required.

Support

It is Brookfields belief that no pupil, member of staff, or parent(s)/carer(s) should have to deal with behaviour that challenges them alone. Therefore we have a Therapeutic Support Team (TST) available through a referral system (Appendix I) to provide additional support.

The Therapeutic Support Team is made up of:

- Lead for Therapeutic Support
- PROACT-SCIPr-UK® and Therapeutic thinking trained teachers and senior leaders
- Designated Safeguarding Leads
- Lead teacher for Autism
- Specialist behaviour support assistants
- Two family support workers
- Emotional literacy support assistants (ELSA)

All behaviour should be considered a form of communication, whether socially acceptable or not. It is the responsibility of the adults working with pupils at Brookfields to understand the function of the communication and to work with the pupil and all stakeholders to understand how they can develop prosocial communication methods and to ensure their needs are met in a timely manner.

PART ONE

Behaviour Plan for prosocial learners

For Pupils capable of regularly demonstrating pro-social behaviours, Brookfields expectations are that unless otherwise authorised, the following rules and expectations will be met and if not, the consequences outlined below are implemented by Brookfields staff.

Part One Contents

1. **Personal mobile Phones & internet enabled electronic devices**
2. **Communication**
3. **Offensive use of language**
4. **Non-Compliance**
5. **Damage to equipment and property**
6. **Physical harm**
7. **Use of IT**
8. **Sexualised behaviour**
9. **Romantic relationships**
10. **Uniform**
11. **Prohibited substances and items (drugs, weapons, cigarettes and alcohol)**

1. Personal mobile Phones & internet enabled electronic devices

Personal electronic devices include (but not limited to) Mobile phones, laptops, tablets, smart watches, digital eye wear.

Personal mobile phones and other internet enabled electronic devices should not be used by pupils during the school day. We understand that there may be reasons why these devices are bought to school (support and safety for independent travellers, regulation on home/school transport etc.) but it is important for the safeguarding of all pupils, staff and visitors that access to these is restricted during the school day.

We expect that:

- Pupils should not have their personal electronic devices (PEDs) with them during the school day.
- In Primary PEDs should be handed in to a member of their class staff at the beginning of the school day and locked for safe keeping until the end of the day.
- In Secondary, pupils have to choice to leave their PED in their locker at their own risk or hand it in to a member of staff to be locked away for safe keeping until the end of the day.
- Smart watches may be worn by pupils but must have internet and Bluetooth capabilities disabled during the school day.

If a pupil does not meet these expectations then the following protective and educational consequences should be implemented

- They will receive one verbal reminder to put their device away in a locker or other designated safe space (not on their person).

- Should the pupil not do this or is seen again within 3 days breaching this rule, their parent(s)/carer(s) /carer will be informed and they will have to hand their phone in to a member of staff each day.
- At an appropriate point over the next 3 school days they will work with an adult to understand the safety reasons as to why they cannot use their PED during the school day.
- Once this has taken place and the device has been handed in for 3 consecutive days without the need for an adult to prompt or encourage them to do so, they will be allowed to resume responsibility for their own device (keep it in their own locker once again should they wish to, In Primary devices will ALWAYS be handed in).

In exceptional circumstances a member of staff can grant use of personal devices (for playing music for example, or for emotional support if agreed with the Headteacher) but permission should be sought from the pupils Head of Key Stage first and the pupil should not be left unsupervised.

Any variance to this must be written into a pupil's individual therapeutic plan.

Under no circumstances should a personal device be used to access social media unless to share a safeguarding or wellbeing concern with a staff member – this should then only be done by following the school's Child Protection and Safeguarding policy and procedures.

2. Communication

Communicating needs is a very important skill for all our pupils to learn to do. It is important we teach the pupils pro-social ways to communicate their needs to help them be pro-social citizens in society later in life.

The way in which pupils communicate their needs will differ depending on pupil's needs. This will look different for different pupils which is OK. Please seek advice from Heads of Key stage in you are unsure what this should look like for an individual pupil.

We expect:

- Pupils should communicate with staff using their preferred communication method dependent on need.
- Pupils will stay calm and demonstrate respect when communicating their needs. (Appropriate tone and style for the audience, commensurate to their understanding and ability)
- If the receiver does not understand what they are communicating the pupil will repeat with minimal frustration.

If pupils do not demonstrate Pro-social behaviours when communicating their needs:

- Firstly, staff should check whether they have the tools to communicate e.g. PECS book, communication device etc.
- Staff should ensure they work with the pupil to build their vocabulary so that they have the words/understanding of how to communicate their needs.
- Staff should give pupils a warning if communication is not calm/respectful and remind the pupil the expectations of how to communicate their needs.

If pupils continue to be disrespectful when communicating their needs please see “offensive language.” An observation and Therapeutic behaviour plan may need to be written if this behaviour continues, in order to support the pupil develop appropriate communication.

3. Offensive use of language

The way in which language is expressed and received can be highly personal and subjective in the way it is interpreted. One member of staff may take great offence to hearing a certain word or term whilst another is not offended by the same language. The procedure outlined below is intended to capture the most likely scenarios in which language is used could cause offence or harm.

If you are unsure about the nature, intent or personal sensitivity to something you have overheard or had directed at you or others then please discuss this with your Class Teacher or Head of Key Stage before implementing any educational or protective consequences.

Language to provoke or deliberately cause harm or upset

Examples may include (but not limited to): swearing, sarcastic tone of voice, repetition of explicit song lyrics, phrases from TV programmes used inappropriately out of context, sexualised vocalisations, and also non-verbal language such as swearing with hands, mimicking masturbation or other sexual acts.

Language used in a way to deliberately provoke, harm or upset should:

- Be dealt with privately by a member of staff talking to the pupil, reminding them of the expectation that they do not use this language as it causes offence to others.
- The staff member should explore the reasons for the use of this language and if appropriate ask the pupil if there is anything that would support them not to do this (change of task, having a break, moving location).

If the use of anti-social language persists:

- The pupil should be directed to leave the classroom (protective consequence) or in case of refusal, the other pupils should be removed
- When the pupil is ready and able to engage with an educational conversation about their use of language they should be supported to understand why their words or actions were disruptive or offensive to others and identify suitable pro-social choices that could be made if a similar set of circumstances arrive again
- If the incident took place during a lesson, the pupil should only return to the whole group once an appropriate amount of work has been completed that they missed through having to leave the class
- If the incident happened outside at a break time, then the pupil should only re-join their peers for break times once they have explored the reasons for their actions with a member of staff and the staff member is satisfied that the offence will not happen immediately again

At all stages staff should consider factors such as the environment, the suitability of the task or other factors such as home life or friendship dynamics as potential underlying experiences that are driving anti or unsocial feelings that are causing language to be used in an anti-social way. Where necessary adaptations should be made to support the pupil to behave in a prosocial way.

If the offensive language is sustained over a period of time towards a particular individual, this would constitute child on child abuse or bullying, depending on whom their actions where towards. This would then need to be discussed as a matter of urgency with a member of SLT, the pupil and the parent(s)/carer(s). Consideration would need to be given to further protective consequences whilst suitable educational work was carried out with the pupil to bring about prosocial behaviour in their use of language towards others. SLT would also then ensure that the victim was appropriately supported.

Language that communicates emotional state (frustration, excited/high arousal)

Examples may include swearing, thumping fists on the table, growling, tearing up work, rudeness (not listening, short answers, closed body language), jumping on tables (high arousal), screaming.

It should be noted that some of these responses may not be disruptive to the dynamic or intentionally offensive, but rather may indicate that additional support may be needed from staff to support the pupil to regulate.

Language that displays dysregulation/frustration should:

- Always be handled sensitively
- A staff member should offer support and not sanction
- Consider what the function of the behaviour is (Frustration, discomfort, dysregulation)
- Support the pupil to follow an appropriate strategy to enable them to use more prosocial behaviour. Strategies such as a short movement break, adaptation or explanation of the task, a drink of water, sensory tools (chewlery, weighted jacket, elastic band)

If after working with the pupil the behaviour persists and becomes offensive, follow the protective and educational consequences outlined above in *Language to provoke or deliberately cause harm or upset.*

Social peer to peer communication

Examples may include (but not limited to): swearing, sarcastic tone of voice, repetition of explicit song lyrics, phrases from TV programmes used inappropriately out of context, sexualised vocalisations, and also non-verbal language such as swearing with hands, mimicking masturbation or other sexual acts.

It is highly likely and in fact desirable, that pupils develop their language to reflect the audience to whom they are speaking with. It would be expected that peer to peer conversation would be more colloquial in its nature and *may* use slang terms and occasional swearing. Some terms which might at first sound offensive or derogatory may in fact be a harmless redefining of social language making use of synonyms and contranyms such as 'sick' to mean good, 'nasty' to mean awesome, and there is an emerging use of swear words being used in this way. If you are in any doubt as to the intention behind the use of language discuss with a colleague or, depending on your relationship with the pupil, ask them about their understanding of the words they are using.

Our responses to inappropriate language being used peer to peer should be guided by the following factors:

1. What location are they in (is it a public place or a lesson where it may cause disruption)
2. Age and developmental level of participants involved
3. Likelihood of offence being taken by another peer or bystander

If all three are not of concern and the interactions are of a pro-social nature then no further action is required.

If it is deemed that the language being used is inappropriate or offensive for the setting or audience then:

- The matter should be dealt with privately with only the individuals witnessed to have used the inappropriate language or gestures
- Check they understand what the language they are using means and why others may be upset by it – discuss further if there are any misconceptions to be addressed
- Remind them of the expectation of the language we use in a school setting

If after working with the pupil the behaviour persists, follow the protective and educational consequences outlined above in *Language to provoke or deliberately cause harm or upset.*

Some pupils will be offended by another pupil swearing (this does not include swearing at someone, which should be treated as deliberately provocative) whilst others will not. This makes it very difficult for both the expressor and the recipient to understand what is 'right' or 'wrong' in this situation, especially when coupled with a learning difficulty such as Autism where interpretation and inference may be impaired. These miscommunications and misunderstandings should be addressed through PSHE and Social Skills lessons in class and through honest supportive discussions at a level commensurate with the pupil's ability.

Language that is discriminatory towards a person or group of people defined under the Equality Act's protected characteristics (Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation)

Brookfields is clear that any discriminatory language used deliberately to cause offense to people and groups identified under the Equality act will not be tolerated. Such exchanges being passed off as 'banter' or 'custom and practice' is unacceptable. All such instances should be challenged on the first time of them being witnessed or reported.

However in line with therapeutic thinking Brookfields School expects the approach staff to take to be one of ***education*** for the perpetrator and ***protection*** for the victim(s) and not simply punitive punishment for the perpetrator.

Where an offense has taken place staff should:

- Consider if a protective consequence needs to be put in place (where possible involving the class teacher, Head of Key Stage or SLT) to prevent further harm to an individual or group. This may mean staggering their playtime or working in a space away from an individual or group.
- Record the offense on a CREST form and on an in-school behaviour recording sheet
- Inform parent(s)/carer(s) of the specific offense
- Support the victim by debriefing, discussion, time away from class, consultation with HR, if it is a member of staff affected
- If you are the staff member who has been the victim step away from the situation and report it to another member of staff, do not keep the incident to yourself and do not try to resolve the matter alone
- At an appropriate time as near to the event as possible, but only when the pupil is ready and able to engage with a conversation, explore

1. Their understanding of the language and address any misconceptions
2. Why the language is offensive
3. Why they acted the way in which they did

- Consider restorative approaches to reintegrate the perpetrator and the victim (only where appropriate and where the staff member is confident they have the skills and tools to do this effectively – speak to an ELSA, Therapeutic Support Team or SLT for suitable resources)

If the discriminatory language persists towards the same individual this would be constituted as child on child abuse or bullying depending on whom their actions where towards. This would then need to be discussed as a matter of urgency with a member of SLT, the pupil and the parent(s)/carer(s). Consideration would need to be given to further protective consequences whilst suitable educational work was carried out with the pupil to bring about prosocial behaviour in their use of language towards others. SLT would also then ensure that the victim was appropriately supported.

4 Non Compliance

It is expected that pupils will complete tasks requested by an adult, that are reasonable and within the pupil's ability to complete. There is a range of factors that could affect this including regulation, relationships, positive or negative feelings, and previous experiences. It is important to have the expectation of compliance with adult direction, however we need to be mindful at all times that an adults request is reasonable, purposeful and within the scope of the individual pupil's ability.

Examples of Non-Compliance:

- Walking out of the classroom
- Not completing the task when asked to
- Refusal of coming into class
- Refusal to come to school
- Refusal to engage with the teacher
- Refusal to engage with their peers

Once you have checked the request is reasonable, purposeful and can be completed by the pupil

Non-Compliance should be dealt with by:

- Speaking to the individual and remind them of school expectations. Find out if there are any underlying issues they are experiencing if you have a good relationship with the pupil.
- Staff should explain why it is important for the task to be completed and the reasons behind the activity. E.g. this will help you get onto the college course you want to complete.
- Staff should explore the feelings underlying the refusal to complete the task.
- Staff should explore why the pupil is not willing to complete the task presented. Staff should work with the pupil to find alternative ways to support them to complete the task comfortably. E.g. is it too hard? Do they want to complete it alone? Think about the environment is it too loud for them? Etc.
- If a pupil remains non-compliant give the pupil another option of an activity they can comply with. Some pupils may need a sensory activity to regulate before they are able to complete the initial task presented to them.

- The task should be completed by the pupil during the day if they are regulated. It may be that they need to complete the task later on in the day once they have had a movement break for example.

Non-Compliance that is disruptive should be dealt with by:

- A member of staff should talk to the individual alone and remind them of the expectations to comply with tasks.
- If disruptive behaviour occurs a protective consequence will need to be put in place to prevent harm to others. Wherever possible this should be agreed in conjunction with the class teacher. This will normally mean leaving the classroom for a short period of time (with or without an adult as appropriate to the individual pupil).
- The staff member should support the pupil to regulate their behaviour outside the classroom by giving them different options to calm e.g. go for a walk, take a movement break, sit alone for a while.

If Non-Compliance is persistent:

- If a pupil does not complete a task that is presented to them straight away, they should complete the work at some point during the day. It may be that they need a movement break to regulate themselves to ensure they can complete the task expected of them.
- If the Non-Compliance is persistently disruptive for other pupils, a protective consequence should be put in place. This should be used to protect the others from harm and should involve the class teacher and Head of Key Stage where possible. This may include the pupil being asked to work in an alternative location or removing the other pupils from the classroom to work in a different space. Please see "offensive language" if this is something that is being used.
- Staff should introduce an educational consequence for persistent non-compliance where appropriate. Appropriate activities can be discussed with the Head of Key Stage, ELSA or SLT.
- If non – compliance persists for longer than one week or is of concern, a discussion with parent(s)/carer(s) should be had to see if their child's behaviour has changed at home and if there is anything else going on that the school should be aware of.
- If a disruptive behaviour persists for longer than two weeks Staff should write a Therapeutic plan in conjunction with other professionals to help the pupil complete tasks and work through their difficulties while acknowledging their feelings. See part two of this policy.
- As soon as staff are confident that the pupil will no longer disrupt others any protective consequences in place should be lifted

Protective consequences must be implemented as a last resort and proportionate to the level of disruption. If the disruption only occurs in one subject or activity on their timetable for then a blanket segregation from their peers at other times is unnecessary and disproportionate.

There is usually a reason for non-compliance and staff must work with the individual to understand the reason behind this behaviour.

5 Damage to equipment and property

The expectation at Brookfields School is that pupils will interact with their environment and use equipment appropriately, showing respect for resources and property and will not damage it any way. If a pupil

continues to damage equipment a Therapeutic Plan will be put in place to explore underlying feelings causing this behaviour to occur.

We expect:

- Pupils will demonstrate respect for equipment and will be taught how to use it appropriately without damaging it.
- Pupils will show care for the school environment including the buildings, they will not intentionally break the fabric of the buildings or auxiliary property (sheds, stores, awnings)
- Will tidy any mess created during activities and will not litter

If a pupil does not meet these expectations the following protective and educational consequences must be put into place and followed.

- If a pupil is regulated and causes damage with intent, an educational consequence should be put in place to explain why this is not acceptable, and what would happen if this behaviour was demonstrated outside of the school setting. If this behaviour was repeated, a consequence could include not being able to use specific equipment until the pupil demonstrates that they will not damage it again.
- If a pupil is not regulated but causes damage with intent, a protective consequence should be put into place first to ensure the safety of the individual and the others. Options should be offered to the pupil to help regulate them e.g. a walk, sensory break, time alone or calming activities etc. Once the pupil is regulated an educational consequence should be put in place to explore their feelings and actions and where appropriate be involved with any tidying or repairs.

If a pupil continues to damage equipment, an education consequence such as not being able to use equipment without supervision will need to be put into place.

An individual therapeutic plan will need to be written for any pupils who are persistently damaging school equipment to explore the underlying feelings and come up with personalised strategies to manage this behaviour. See part two of this policy.

6. Dangerous physical behaviour

It is important that all staff and pupils are kept safe within the school, therefore, dangerous physical behaviour needs to be managed appropriately to achieve this. If a pupil is demonstrating dangerous physical behaviours they are likely to be at crisis point and you will need support. Call for DUTY immediately.

If a pupil is demonstrating dangerous physical behaviour:

- Remove all other pupils from the area to keep them safe. Ask a member of staff to stay with the other pupils in the class.
- Ensure another member of staff stays with you but both move out of the way of the pupil as much as possible.
- Step back and away from the pupil wherever possible.
- Always be mindful of safe proactive working practices (stance, proximity, awareness of exits, gateways)
- Use minimal language when pupil is at crisis point

- Radio for duty to come to support.
- Seek support
- Do not try to stop the pupil from doing something dangerous if it will put you into danger.

Restrictive physical intervention

If there is a clear danger to a member of staff or pupil, even if it is not part of a plan, the law authorises the use of reasonable force. At Brookfields reasonable force is defined as physical intervention used as a last resort to maintain safety that uses the ***minimum*** amount of force for the ***shortest*** possible amount of time ***without*** causing panic or pain.

Any restrictive intervention must be recorded using the Therapeutic Support Team reporting form and parent(s)/carer(s) notified. Where this was not used as part of a planned and agreed intervention strategy the pupil's class teacher should work with the therapeutic support team to create a plan to minimise the likelihood of this event happening again and plan for a safe response should it do so. The resulting plan must be shared and agreed with parent(s)/carer(s).

Examples of dangerous physical behaviour:

- Hitting, kicking, biting, scratching, spitting, pushing, and punching
- Strangling
- Using objects to throw or hit
- Sharp objects used to cause harm

Once the pupil has calmed and regulated:

- A conversation should be had with the pupil about their behaviour, why they were acting dangerously, how they were feeling and how we can help them.
- Staff can explain expectations at this point if it is appropriate.
- Pupil and staff can come up with and agree on some strategies that will help the pupil if they reach crisis point again.

Behaviour forms and a Crest form must be completed after any incident of dangerous physical behaviour.

7. Inappropriate use of the internet (in school)

Personal electronic devices should not be used in school as per the mobile phone and personal electronic devices policy (see above). Pupils may be given school electronic devices to complete work tasks at school throughout the day. Expectations must be clearly communicated with pupils before they are given the device to use. All school devices should have appropriate filtering to prevent pupils from being able to find anything inappropriate but this is not always fail safe.

We expect:

- Pupils should use school electronic devices to complete school work only. Teachers may allow pupils to have "free time" where they can play appropriate games if they finish their tasks in time.
- All pupils must not use the search tool to search anything inappropriate. (Including but not limited to nudity, pornographic material, videos with explicit content (harm or threats of harm), offensive language)

- All pupils must not listen to or watch anything that is inappropriate. (Including but not limited to nudity, pornographic material, videos with explicit content (harm or threats of harm), offensive language)
- All pupils must listen to the teacher and give electronic devices back when asked.

If a pupil misuses the internet at school:

- Ask the pupil to stop – give them a warning
- If the pupil continues to use the internet inappropriately ask them to give the device back to the teacher.
- Educational consequence - have a conversation with the pupil to find out if they know the content was inappropriate and why it was. Work with the pupil to help them understand what is appropriate and inappropriate on the internet to use at school.
- Continue to work on appropriate and inappropriate use of the internet until staff feels confident the pupil will use the internet appropriately. Supervision may be needed to begin with.
- If a pupil uses the internet inappropriately on consecutive occasions or the misuse was potentially harmful or illegal, a protective consequence should be put in place and parent(s)/carer(s) informed. This could be that the pupil is supervised at all times when using the internet or the pupil cannot use electronic devices until they have worked on appropriate and inappropriate content as an educational consequence.

8. Inappropriate sexualised behaviour

At Brookfields School, we expect pupils to act appropriately around their peers and staff members at all times. At times pupils may demonstrate inappropriate sexualised behaviours (Including but not limited too; masturbation, touching of genitals (theirs or somebody else's over or under clothing), sexualised language and gestures (see Offensive language). Staff must not accept these behaviours taking place in school and must seek to understand why these behaviours are being demonstrated. Work with the pupil to help them understand why these behaviours are not appropriate should then take place.

If a pupil demonstrates inappropriate sexualised behaviour

- Staff should report any inappropriate sexualised behaviour to a Designated Safeguarding Lead
- Staff should work with the pupil to find out whether they understand if their behaviour is inappropriate
- If the pupil does not understand why or how their behaviour is inappropriate an educational consequence should be put in place to ensure pupils learn what appropriate and inappropriate behaviour is. Relationship and Sex Education (RSE) lessons should facilitate this information however some pupils may need extra 1:1 sessions to fully understand.
- PSHE and RSE lead or ELSA support can be used to help find strategies and resources to help the pupils understand inappropriate sexualised behaviour.
- A safety plan should be put in place in conjunction with parent(s)/carer(s) and SLT as appropriate based on the level of risk
- Staff should explain the consequences of inappropriate sexualised behaviour in the community, giving examples of what may happen if these behaviours are displayed outside of school.

- If inappropriate sexualised behaviours continue to occur on a regular basis (more than twice) a protective consequence may need to be put in place. This will depend on where the incidents are happening, who they are happening to. E.g. if the behaviour is happening on the playground to a specific peer/staff member the pupil may need supervision at playtimes or may not be able to go out to play at the same time as that peer/staff member until the educational consequence has been worked on and staff are confident that the behaviour will not happen again.

9. Romantic relationships

At Brookfields we understand that pupils especially in their teenage years may want to form romantic relationships with other peers. We are not able, nor should we seek, to stop safe romantic relationships forming. However to maintain good order appropriate to an education setting where there are a spread of age ranges and developmental levels we do not allow romantic physical contact. This includes kissing, and hand holding. Anything beyond this of a sexualised nature should be dealt with by following the consequences of inappropriate sexualised behaviour.

Pupils may, providing it is consensual, greet or say goodbye to one another with a short hug.

Non-Compliance with the rules of romantic contact:

- Speak to the individuals concerned and remind them of school expectations.
- Staff should explain why we have these expectations in place (public/private spaces, age of pupils, preparation for the workplace, etc.)

Continued Non-Compliance:

- In discussion with parent(s)/carer(s) a protective consequence such as separate timetabled activities may have to be considered to maintain good order

10. Uniform

Pupils up to the end of Year 11 are required to wear a school uniform either with or without the Brookfields School logo. Pupils in the 6th Form may wear their own clothes which must be appropriate for an educational setting. No offensive imagery or words on clothing or anything felt to be deliberately sexualised or provocative in nature will be allowed to be worn. Football shirts will only be allowed to be worn as part of a pupils PE kit in the 6th form.

Nothing of any great value should be worn as the school cannot take responsibility for its loss. Items should be discreet and pupils should not wear anything that could be a danger in lessons. On the grounds of Health and Safety, pupils with ear piercings must only wear studs (no facial jewellery other than studs in ears may be worn). No jewellery or watches can be worn during PE.

Non-Compliance should be dealt with by:

- Speaking to the individual and reminding them of school expectations. Find out if there are any underlying issues that mean they are not able to wear uniform as expected.
- Staff should explain why it is important for uniform to be worn.
- Staff should explore the feelings underlying the refusal to wear uniform with the pupil.

- If the pupil does not have school uniform with them they will be offered spare uniform to be worn that day where available.

Persistent refusal to comply with uniform expectations

- Parent(s)/carer(s) informed
- Parent(s)/carer(s) asked to bring in uniform

11 Prohibited substances and items (drugs, weapons, cigarettes and alcohol)

Weapons must not be bought onto the school grounds**:**

An offensive weapon is any article which is made, intended or adapted to cause injury.

Illegal or controlled drugs must not be carried or used by pupils (this does not include the use of controlled medication in line with the schools medication policy):

Possession: It is an offence for any person to unlawfully have a controlled drug in their possession.

Supply: It is an offence to either supply, be concerned in the supply, offer to supply or be concerned in making an offer to supply a controlled drug

Cigarettes and e-vapes are not allowed to be bought onto or used by pupils on the school grounds

Alcohol must not be consumed by pupils within the school grounds

If a member of staff becomes aware that any of the above items have been bought or suspected to have been bought onto school grounds by a pupil a member of the Senior Leadership Team must be informed immediately. It will be their responsibility to take the next appropriate consequences.

This will always involve the informing of parent(s)/carer(s).

The SLT must consider

- The immediate and ongoing safety of pupils, staff and visitors
- The vulnerability and developmental stage of the pupil
- Involving local agencies (following the schools child protection and safeguarding procedures)
- Involvement of the police. Using the 'When to call police guidance for schools and colleges' document produced by the National Police Chiefs Council

PART TWO

Behaviour planning for learners not yet able to consistently follow the expectations set out in part one.

Some pupils will not be able to follow all expectations set out in part one. However, the vast majority will be able to follow some expectations without need for differentiation. For example they may display dangerous physical behaviour but are able to wear a school uniform. Staff must use their judgement to decide which parts of part one of this policy a pupil is *unable* to follow. Where these are identified the following planning tools and responses should be implemented. This also applies to those for whom respond with such intensity, severity or duration that they and/or others are unsafe even though they may be deemed as having the understanding and ability to follow the expectations in part one.

Pupils who are regularly unable to demonstrate pro-social behaviour towards others will have an individual behaviour assessment. The assessment will include (but not be exclusive to) a Risk Assessment, recording and observation. The assessment will gather evidence to establish:

• Their ability to communicate effectively by another means

• Feelings underlying the anti-social or unsocial behaviour

• Reasons for those feelings

• Strategies required to support the development of pro-social behaviours

Once the behaviour assessment has been completed and observations of the pupil and discussion had with parent(s)/carer(s) and the staff team, a Therapeutic Plan will be put into place which all staff working with the pupil must follow. Where ever possible, planning must take into account the views of the pupil.

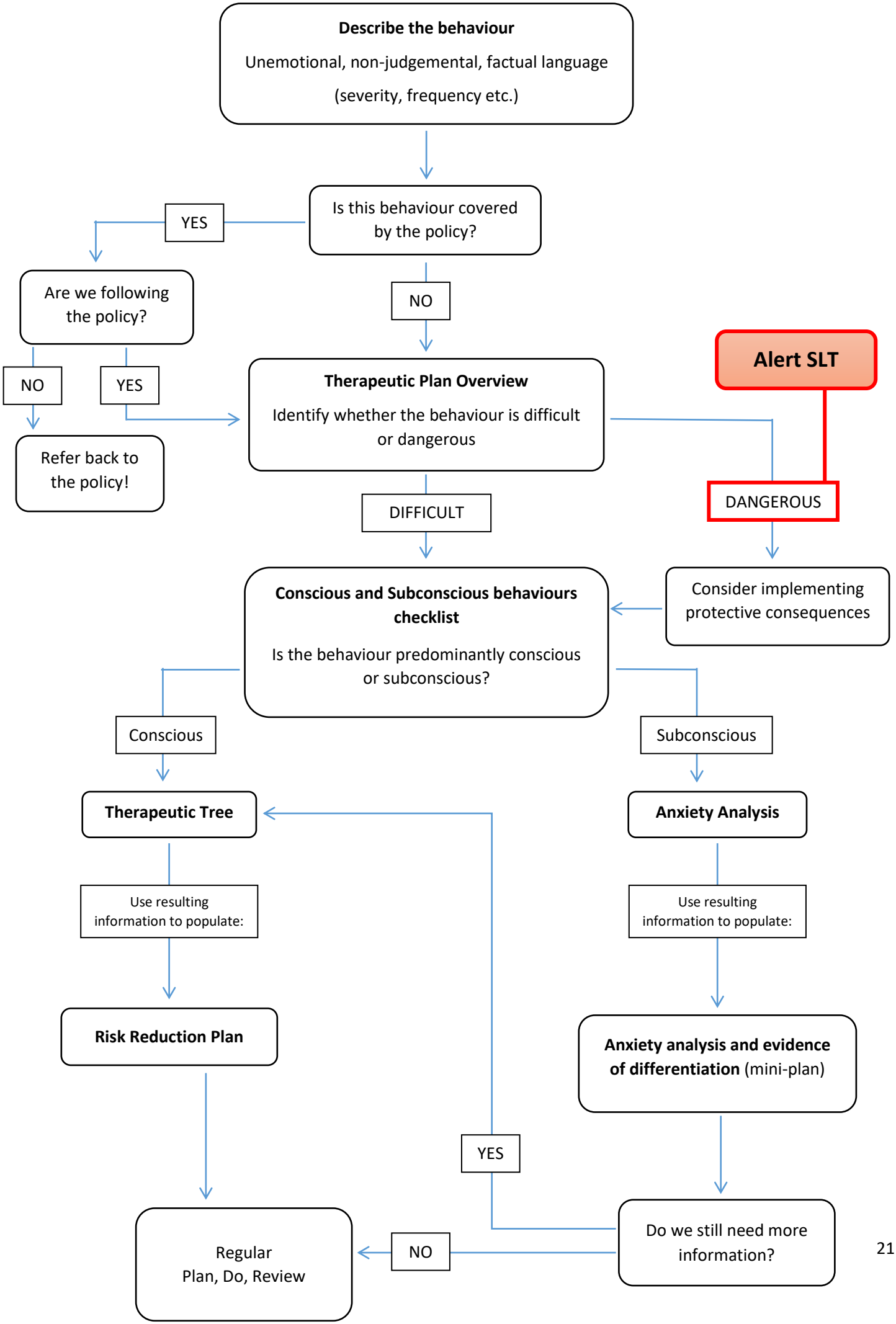
Please note that for some pupils they will only require a 'mini plan' that supplements their Personalised Learning Plan (PLP) as there is just one specific behaviour or a low level concern at present.

Process

All staff should follow the flow chart as set out on the next page

The following planning tools are available to support the individual behaviour assessment and writing of a therapeutic plan:

1. Class overview (Appendix A)
2. Describing the behaviour (Appendix B)
3. Therapeutic plan Risk Assessment (Appendix C)
4. Conscious and Subconscious Behaviours Checklist (Appendix D)
5. Therapeutic Tree (Roots and Fruits) (Appendix E)
6. Anxiety Analysis (Appendix F)
7. Therapeutic Plan (with guidance) (Appendix G)
8. Therapeutic Plan (Blank) (Appendix H)
9. Therapeutic Support Team referral form (Appendix I)


Describe the behaviour
Unemotional, non-judgemental, factual language
(severity, frequency etc.)
Is this behaviour covered by the policy?
YES
NO
Are we following the policy?
NO
YES
Refer back to the policy!
Therapeutic Plan Overview
Identify whether the behaviour is difficult or dangerous
Alert SLT
DANGEROUS
DIFFICULT
Consider implementing protective consequences
Conscious and Subconscious behaviours checklist
Is the behaviour predominantly conscious or subconscious?
Conscious
Subconscious
Therapeutic Tree
Anxiety Analysis
Use resulting information to populate:
Use resulting information to populate:
Risk Reduction Plan
Anxiety analysis and evidence of differentiation (mini-plan)
YES
Regular
Plan, Do, Review
NO
Do we still need more information?

Further Reading

School Policies

Teaching and Learning policy

Child protection and safeguarding policy

Advice and guidance

Keeping Children Safe in Education 2021 (Department for Education)

Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion 2017 (Department for Education)

When to call the police, guidance for schools and colleges (National Police Chiefs Council)

What is Therapeutic Thinking? – a video guide by West Berkshire

Books

Punished by Rewards (Alfie Kohn, 1993)

Appendix A

Class Overview

This is intended to support class leads ensure they have followed due process for each pupil. If at any time you need support, please contact your head of department or the therapeutic thinking team.

1. Refer to the Therapeutic Thinking flowchart
2. Always describe the behaviour that is challenging **non-judgmentally and accurately**
3. If you answer yes to column 1, you don't need to go any further for that pupil.
4. If you answer no to column one, please specify as detailed
5. Please refer to the flowchart for when you can submit an ABSS referral.

Pupil	Do they adhere to the whole school Behaviour Plan?	Therapeutic Risk Assessment	Conscious/ Subconscious Behaviour Checklist	Therapeutic Tree or Anxiety Analysis	Risk Reduction or Evidence of Differentiation
	(Y/N)	(Y)	(C/S)	(T/A)	(R/D)

Appendix B

Describing the behaviour

Remember to be unemotional, non-judgmental, factual

Pupil:	
Date completed:	
Completed by:	

FREQUENCY	DESCRIPTION OF BEHAVIOUR

Appendix C

Therapeutic Plan Risk Assessment

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

*Risks which score **6** or more (probability x seriousness) may require a Therapeutic Plan*

Appendix D

Conscious/Subconscious checklist

Conscious behaviour checklist

Question	Response
What is their desired outcome from their behaviour?	
What is the motivation to behave anti socially?	
What is the motivation to behave pro socially?	
What are the expected consequences?	
How can I impact on the child's beliefs or values?	

Subconscious behaviour analysis checklist

Question	Response
Is the behaviour medical?	
Is the behaviour habitual?	
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)	
What is over stimulating or overwhelming them?	

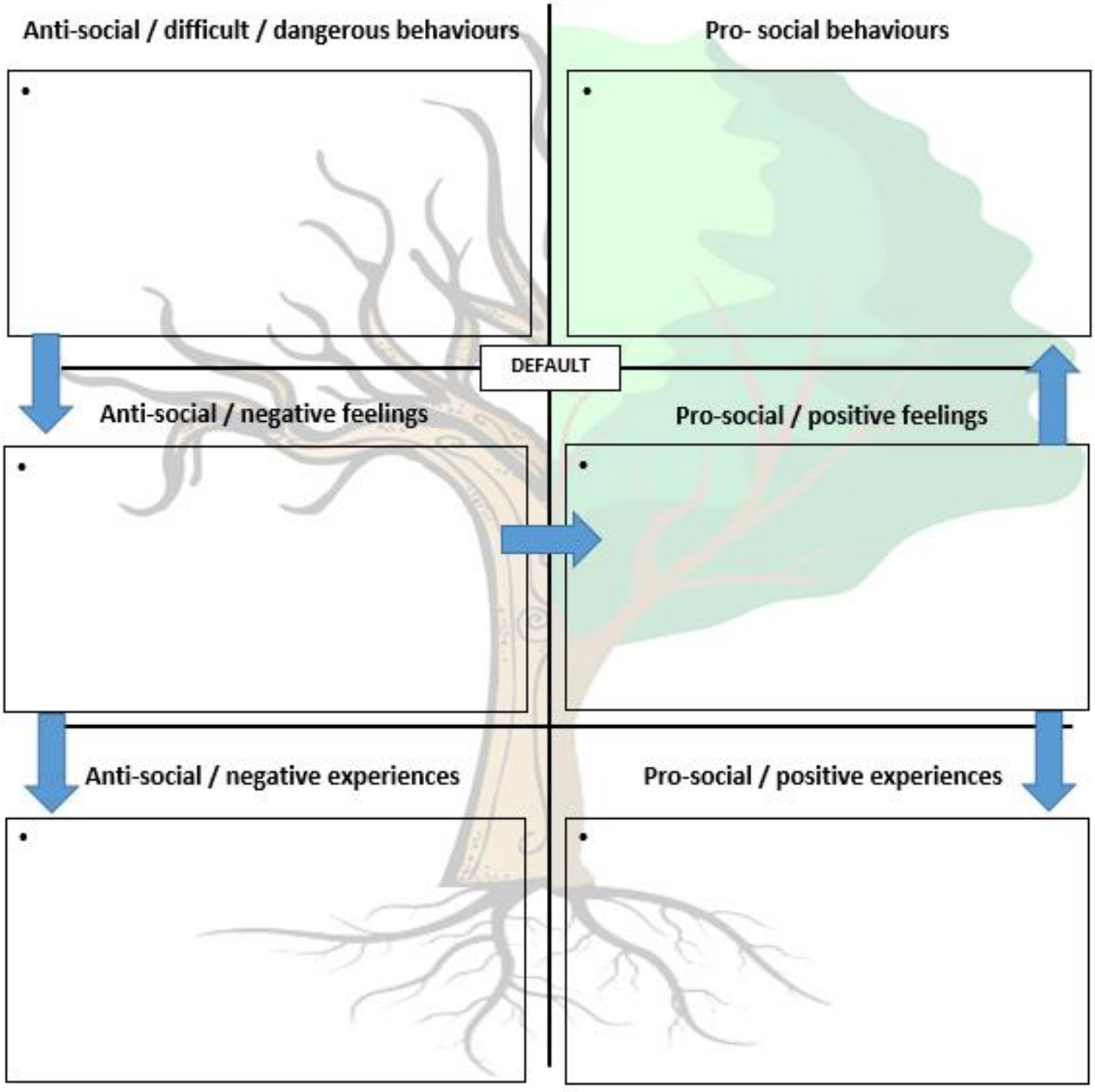
Appendix E

Therapeutic Thinking

The Therapeutic Tree

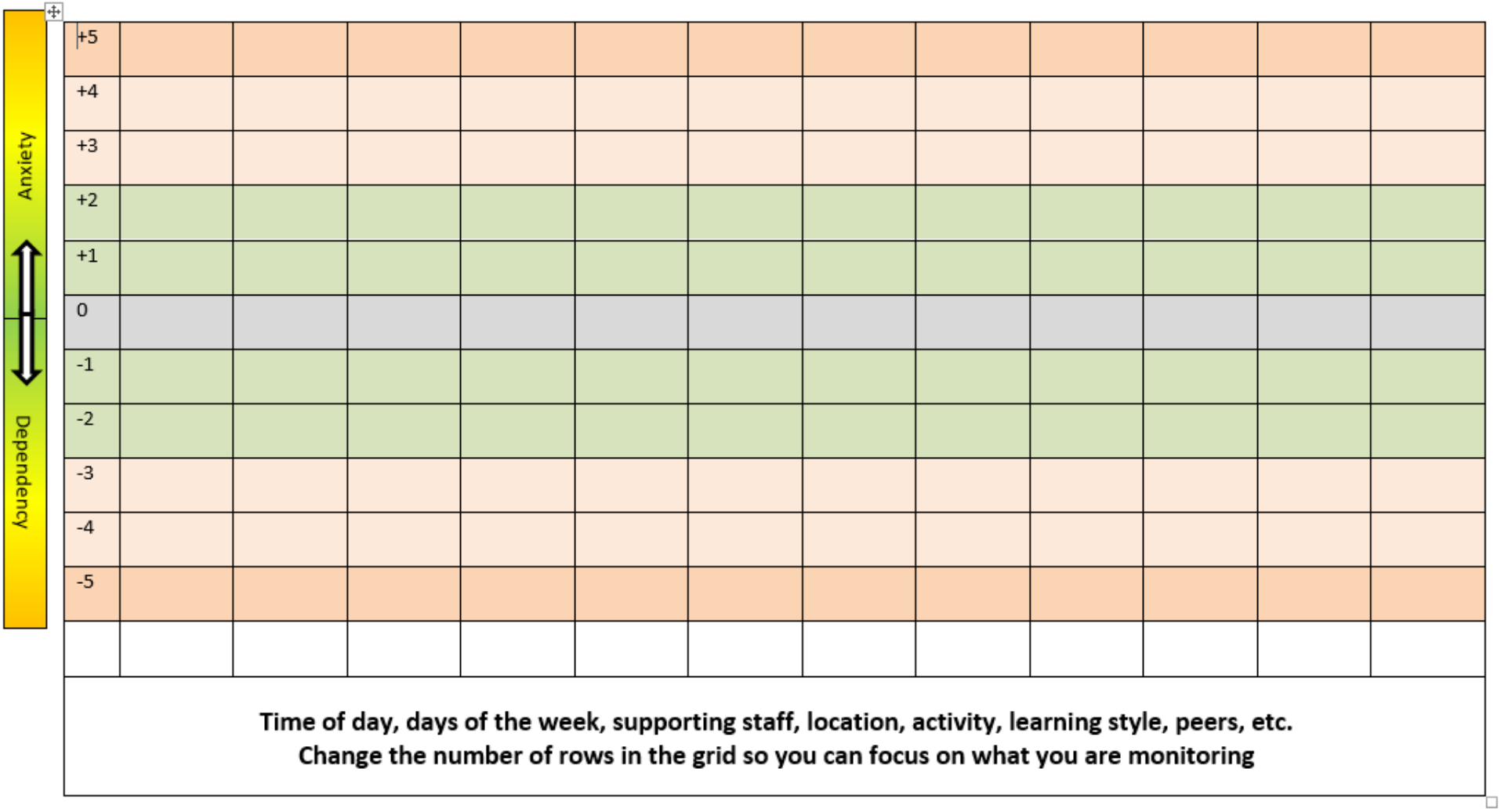
Brookfields

Name	
Supporting Staff	
Date	
Review Date	



Appendix F

Anxiety analysis tool



Mark in the coloured boxes of the grid the level of anxiety / dependency you observe in the young person depending on the changing factor. When you have marked multiple boxes you will form a profile of how their anxiety / dependency levels change over time. You can then explore possible reasons for increase or decrease using the sheet below.

	Score	Activity 'Predict it'	Evidence of action 'Prevent it'
Raised Anxiety	+5 +4 +3	These items overwhelm the pupil •	Planned Differentiation required to reduce anxiety •
	+ 2 +1	These items run the risk of overwhelming the pupil •	Monitoring needed •
	0		
Increased dependency	-1 -2	These areas run the risk of developing an over reliant •	Monitoring needed •
	-3 -4 -5	These areas have developed an over reliance •	Differentiation needed to reduce this over reliance •

Appendix G

Therapeutic plan - Guidance

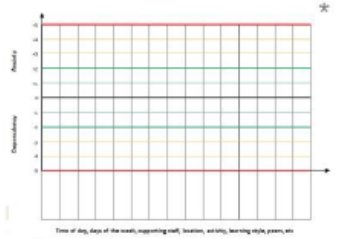
Name	DOB	Date	Review Date

*P

Building Relationships

List the experiences that we provide to create sustained prosocial feelings within children and young people.

*



Risk reduction measures and differentiated measures (to respond to triggers)

What are the differentiated experiences we give this pupil to help lower anxiety and create pro-social feeling and behaviours

Once it is written into the therapeutic plan, the information becomes the agreed actions which must be carried out by all staff. The plan is the agreed job description for working with the child outside of whole school policy and failing to follow the agreed strategies should be taken as seriously as not following nay other policy or job description. (A therapeutic plan states strategies that either differentiate from or add to the practice stated in policy.)

Conscious and Subconscious – this analysis needs to be completed before writing a therapeutic plan. This analysis helps to consider which elements of a behaviour are chosen and effective and which are a result of an inability to cope with experiences or feelings.

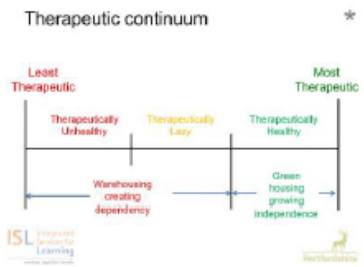
Therapeutic Tree – this needs to be completed before trying to write a therapeutic plan. Roots and fruits identify root causes to behaviour and identifies solutions that school can provide to support through creating more pro-social feelings via experiences.

What pro-social experiences did you identify from completing roots and fruits that you would give to them? These become the provision, risk reduction measures and differentiated measures.

Anxiety analysis – Staff should aim to complete a number of anxiety analyses on key areas for the child. We recommend completing anxiety analyses for activity, staff, peers and time. These can then be analysed to identify where we can predict the child may escalate through anxiety and help explore prevention through differentiation.

If the anxiety analysis shows that they struggle with Literacy, what do we do to support them within literacy so that it becomes a less anxious experience? **Identified opportunities to lower anxiety should form part of the provision here.**

All of the above should be written as the job description for managing these experiences consistently by all.



Ensure that the experiences here have considered how it will make this child feel

Examples of differentiated experiences or additional directed strategies could be

- Now and next timetable
- Jobs/responsibilities
- Small withdrawal groups
- Time with a TA/Teacher/caretaker
- Rotation activities
- Differentiated curriculum
- Sensory circuits
- Designated self-directed time/activities
- Forest school
- Intervention withdrawal group
- Comic strip conversations
- Symbols
- Activities
- Tasks

All these differentiated activities or experiences need to be explained in detail as the 'job description' for how these are used, and should be clear unambiguous descriptions which include:

- Times and durations
- Planned scripts
- Planned activities
- Who is doing what?
- When are they doing it?
- Where are they doing it?
- How long are they doing it for?
- Which adults will be involved?
- Which peers will be involved?
- Contingency arrangements for staff absence or unpredictable change

At times, the reason for the differentiation may be of a confidential nature. We do not need to explain why they are doing any of the above in order to expect compliance from all staff working with or supporting the named individual.

Example statement 1

Sam will be become possessive of 1:1 worker

Throughout all activities Sam will be supported one-to-one. One–to-one staff use red badge system (the staff member who is working with Sam wears a red badge to identify themselves, staff are to reinforce to Sam that this is the person he is working with and who will attend to his needs (SCRIPT - ……..is wearing the red badge,……..will help you)

The designated 3 staff will be rotated at least every 45 mins. One-to-one will be allocated by the senior management team before the start of each day, the staffing timetable for Sam will be displayed on the staff allocation board.

Protective consequences: *

- Removal of a freedom to manage harm

Educational consequences:

- The learning, rehearsing or teaching so the freedom can be returned

Example statement 2

Busy, noisy environment

Sam does not eat lunch in the communal dining area, he has his lunch at the breakfast bar in the kitchen with 1 member of staff. One-to-one will be allocated by the senior management team before the start of each day, the staffing timetable for Sam will be displayed on the staff allocation board. Kitchen staff will bring Sam's dinner to the classroom between 5 and 10 past 12. Sam does not enjoy social interaction while eating so supervising staff should not instigate conversation with Sam until he has finished eating. If there is any mess caused staff should not react but simply ignore the mess which will be cleaned by kitchen staff when Sam returns to his timetable.

Consequence

As well as differentiated measures, protective or educational consequences which are part of the therapeutic plan should be included as a consistent response to the behaviour and provide the child with certainty.

Consequence acts on internal discipline - it creates a learning opportunity by directly relating the anti-social behaviour to the harm that has been caused. It should contribute to a solution or experiencing the limits on freedom that is directly related to the opportunity to behave in an anti-social way in the future.

Protective consequences are a logical limit to the freedoms enjoyed by the majority of children. The educational consequences are experiences including conversations that motivate, up-skill or inspire the child to have any removed freedoms returned.

What limits to freedom are necessary for safety or well-being following an incident? How is the harm removed?

How long will these need to be in place? (Normally protective consequences are outcome rather than time limited)

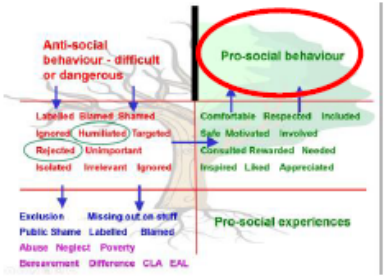
What are the educational consequences? What does the child need to learn? What do you need to teach them? How are you going to teach them?

It is essential that there is always an educational consequence and that educational consequences that differentiate from the policy are included in the therapeutic plan. We must be able to show how we have helped the student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Example Statement 3

If Sam uses racially abuse language while on the playground (see equity and diversity policy) directed towards any pupil, regardless of perceived resulting harm, Sam should be escorted back to class by the senior on duty. They should escort him back and remain with him until he can be handed over to the class teacher. Sam should continue to have breaks and lunch time supervised until he has completed the word sorting activity in his folder which helps him reflect on which words he can use when upset or angry with other pupils. The class teacher should decide when he is ready to access the word sorting activity and should provide a supported or unsupported play activity for the remainder of his breaks. The class teacher should decide when they believe Sam is ready to attempt break and lunch with the other children on the playground. Sam should return for 5 minutes for the first return break increasing by 5 mins each time he is successful. The class teacher will supervise and celebrate his successful reintegration with the (SCRIPT – Sam, you remembered not to use the words that hurt people, we are all proud of you)

Pro social / positive behaviour



What does it look like when they are stable and displaying pro-social behaviours?

What words or actions should trigger a pro-social interaction from staff?

What are the small achievable behaviours we know may be displayed and could be encouraged, recognised and celebrated? These should be specific to the pupil

- Walking inside the school building
- Putting their hand up when a question is asked
- Sitting where directed by an adult
- Sharing the resources on activity table
- Showing an adult their handwriting
- Working with a peer
- Sharing an activity with an adult
- Starting their work independently (without targeted staff interaction)
- Working for 5 minutes independently
- Coming in off the playground within 2 minutes of other children
- Finishing a task and moving on to the next topic
- Remaining quiet in assembly
- Changing into wellies at breaktime
- Eating in the canteen

These should be small specific and observable behaviours. An observer should be able to stand in the back of the room and see what is written within the plan and monitor without asking questions. The aim is accurate and non-ambiguous statements so <u>avoid broad or vague statements</u> such as:

- Interacting with their peers
- Engaged in learning
- Working
- Being polite

Strategies to respond

What do you want staff to say or do when they observe each of these positive behaviours?

The strategies should be used as the direction for ALL staff to say or do something consistently. These should be specific to the child

The responses here should be specific to the behaviour listed opposite and every behaviour listed needs a specific response to that behaviour rather than a collection of responses to choose from. Use the bullet points below to ensure each response is specific and observable.

Script ..... be clear about the words you want used.

<u>Avoid vague undefined language</u>

The aim is accurate and non-ambiguous statements, so avoid statements such as:

- Praise
- Encourage
- Remind
- Check in
- Direct

These will not be understood or repeated the same by all staff

For each strategy remember to state:

- Times and durations
- Planned scripts
- Planned activities
- Who is doing what?
- When are they doing it?
- Where are they doing it?
- How long are they doing it for?
- Which adults will be involved?
- Which peers will be involved?
- Contingency arrangements for staff absence or unpredictable change.

Ensure any recognition or reward is not a bribe or a threat. Private recognition as opposed to public

These are not specific or observable and are open to interpretation or moralisation.

Example Statement 4

Sam enters the class at any time and goes directly to his work station and remains at his work station for 15 minutes, his comments are quiet enough not to disturb other learners. Respond regardless of engagement with staff directed activity.

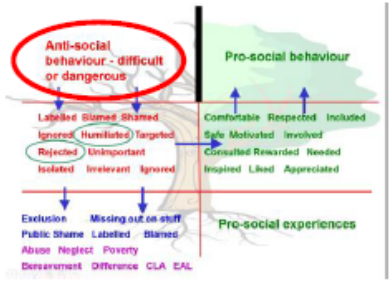
Example Statement 4

SCRIPT - Sam you are being very helpful today, would you like to stay and continue till the end of the lesson or would you like a 10 min break with (……allocated classroom assistant) on the playground?

Whichever option he chooses should be supported. (SCRIPT – Sam, well done for choosing)

Anxiety / DIFFICULT behaviours

These should be the first signs (words or actions) that indicate the individual is becoming antisocial due to either conscious or subconscious reasons. The individual no longer displays the prosocial behaviour. The behaviour has become difficult but there is no imminent risk of harm to self or others or risk of damage to property.



Low level anxiety behaviours

- Stopping participating in the adult directed task
- Refuses to start the activity
- Rocking back on their chair
- Poking peers
- Going under the table
- Mouthing their sleeves
- Putting equipment in their mouth
- Shouting out answers without waiting to be asked
- Refusing to share allocated class equipment
- Refusing to come into class
- Refusing to change activity
- Wandering around the room

This section should capture/explain or identify the low level behaviours that you want staff to notice and respond to

Strategies to respond

What do you want staff to say or do when they observe each of the listed anxiety, antisocial or difficult behaviours?

The strategies should be used as the direction for ALL staff to say or do consistently. These should be specific to the child and non-negotiable

The responses here should be specific to the behaviour listed opposite and every behaviour listed needs a specific response to that behaviour rather than a collection of responses to choose from and again use the bullet points below ensure each response is specific and observable.

Script …… be clear about the words you want used.

The aim is accurate and non-ambiguous statements so avoid statements such as:

- Redirect
- Distract
- Offer help

The responses here are about diverting, distracting, re-engaging and encouraging the child to return to pro-social behaviours where we can then praise them and encourage them through positive recognition.

For each strategy remember to state:

- Times and durations
- Planned scripts
- Planned activities
- Who is doing what?
- When are they doing it?
- Where are they doing it?
- How long are they doing it for?
- Which adults will be involved?
- Which peers will be involved?
- Contingency arrangements for staff absence or unpredictable change.

High anxiety behaviours, where there is not imminent danger

- Swearing (using specified words F**K or C**T)
- Pushing children away who come close
- Kicking at the wall
- Spitting on the floor
- Shouting go away at the staff
- Throwing small objects onto the floor
- Leaving the premises and sitting by the road

Example Statement 5

Sam is pushing other children who are within reach.

This section can include pro-active physical interventions from Policy.

Example Statement 5

Any adult in the room can direct other children to move away and join other groups. Once Sam is at the activity on his own the general classroom assistant should join in the activity with Sam and role model sharing the equipment.

Crisis / DANGEROUS behaviours

This box should be left empty if there are no dangerous behaviours.

A dangerous behaviour is a behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the child was the age of criminal responsibility, such as racist abuse.

The dangerous behaviours should be listed in terms of explaining the behaviour and the listing the harm to themselves, others or property.

Punching windows – causing lacerations to wrists
Attacking staff/peers – leading to hospitalisation
Headbutting walls – leading to head wounds requiring hospitalisation
Throwing computer screens – leading to loss of essential learning aids
Inserting objects under the skin (self-harm) – requiring ambulance

Once these dangerous behaviour have been identified then we should revisit our planning with the aim to reduce the likelihood of this harm through differentiating expectations, staff, peers, activities, locations etc in line with anxiety maps and roots and fruits.

Strategies to respond

What do you want staff to say or do when they observe each of the listed crisis, antisocial dangerous behaviours?

The strategies should be used as the direction for ALL staff to say or do consistently. These should be specific to the child and non-negotiable

The responses here should be specific to the behaviour listed opposite and every behaviour listed needs a specific response to that behaviour rather than a collection of responses to choose from and again use the bullet points below ensure its specific and observable

The responses here are about diverting, distracting, re-engaging and reducing the risk of harm

Script ..... be clear about the words you want used.

The aim is accurate and non-ambiguous statements so avoid statements such as:

- Remove
- Restrain
- Distract

For each strategy remember to use:

- Times and durations
- Planned scripts
- Planned activities
- Who is doing what?
- When are they doing it?
- Where are they doing it?
- How long are they doing it for?
- Which adults will be involved?

Example Statement 6

Sam is hitting at the windows with heavy objects liable to break the windows or frames such as large sticks, sports bats, chairs etc. (please remember the windows are all safety glass and will not break if hit by hand or with small missiles)

- Which peers will be involved?
- Contingency arrangements for staff absence or unpredictable change.

Commonly used strategies include:

- Use the de-escalation script
- Remove the other children
- Alert an identified member of staff
- Remove yourself to a safe distance away from the harm

This section may include physical and restrictive physical interventions from Step on/up, in line with policy, if it is the last resort and the only option to prevent imminent risk of harm.

If restrictive physical intervention is needed, it should state which technique will be used linked to the individual's completed audit of need document.

Example Statement 6

Adults must immediately direct all children to leave the area, stating a specific destination of either the library, the gym or the dining hall. It does not matter if these are in use at the time.

One member of staff should withdraw, preferably out of sight and monitor from a distance, There should be no attempt to engage Sam in conversation. All available senior staff should make themselves available on request, Meetings or responsibilities within school can be disturbed for this eventuality. Only SLT will be responsible for directing or instigating restraint (in line with policy) Restraint will only be used if the level of attach suggests imminent critical property damage (broken glass or broken frames)

Following an incident of this magnitude Sam should be removed from general circulation and be in the presence of SLT for the remainder of the school day.

Post incident recovery and debrief measures

What are structured conversations will they need, and who is best placed to have these. How long after an incident should these occur?

State the structure of the recovery period, including protective consequences, remembering to state:

- Times and durations
- Planned scripts
- Planned activities
- Who is doing what?
- When are they doing it?
- Where are they doing it?
- How long are they doing it for?
- Which adults will be involved?
- Which peers will be involved?
- Contingency arrangements for staff absence or unpredictable change.

State the structure of the de-brief conversation:

- Times and durations
- Planned scripts
- Planned activities
- Who is doing what?
- When are they doing it?
- Where are they doing it?
- How long are they doing it for?
- Which adults will be involved?
- Which peers will be involved?
- Contingency arrangements for staff absence or unpredictable change.

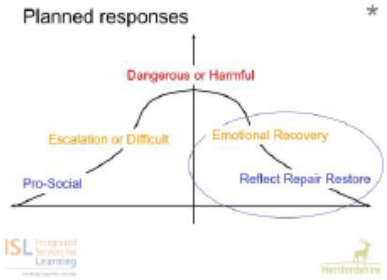
Do you need any of the following differentiated communication tools:

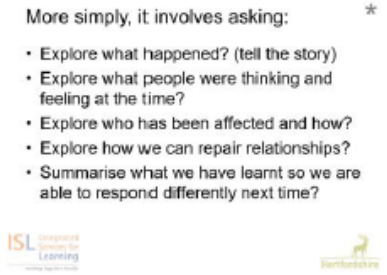
- Translation for EAL
- Comic strip conversations
- Feeling cards
- Puppets
- Symbols

Any protective consequence put into place should have a link to this box in terms of the discussion you have of what support you will offer so they can have that freedom returned.

Emotional recovery and reflect, repair and restore are two essential stages following any crisis or dangerous behaviour.

If it is considered that the student is unable to access this process then it must be accepted that they are unable to take any responsibility for their behaviour, therefore any negative response in the way of consequence or worse sanction or punishment would be unacceptable.





Example Statement 7

Following any incident and response from the crisis, antisocial dangerous behaviours section Sam should be removed from timetable and normal school routines. Sam will be supported by one of the SLT as directed by the Head, or Deputy, in the absence of the Head, in a space allocated by the Head or Deputy. Once allocated, Sam will remain in the allocated space for the remainder of the day including breaks and lunch if necessary. Any other staff Intending to use the allocated space will be reallocated elsewhere. The role of staff supporting Sam is to support his recovery from the traumatic events of the day. Sam should not be given work tasks but should be given an activity which requires minimal staff engagement such as Lego or drawing. Staff should only engage with simple polite direction and redirection.

Mrs Brown (Sam's Mum) should be informed by and reassured by the SLT. This should be done by phone in the presence of Sam. Sam should remain in school until normal home time. Mum should arrive as normal. De-brief will be completed by the SLT who has supported Sam's recovery with Mrs Brown present. Standard de-brief policy should be used. Sam can access a verbal de-brief but will need a soft toy to fiddle with and look at. Eye contact should not be expected or demanded.

SLT will assess the risk and inform staff of the expectations and plan for the following day.