

WHITEHEATH JUNIOR SCHOOL



WHITEHEATH JUNIOR SCHOOL

Opportunity, Confidence & Growth

THERAPEUTIC BEHAVIOUR POLICY

Written by HT/DHT in consultation with all staff	Approved by the Governing Body	To be reviewed
Spring 2026	Spring 2026	Spring 2027

School Motto & School Aims

School Motto

At Whiteheath Junior School our motto is *'Opportunity, Confidence, Growth'*.

School Aims

Our aims are based on the 3 key words in our motto. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Opportunity - providing a range of experiences to enable children to gain in-depth knowledge and learn valuable skills

Confidence - encouraging self-belief and self-worth by recognising the unique qualities of each child

Growth - helping our children to develop into mature, well-rounded young people who are prepared for their future in an ever-changing world.

Aims of the Policy

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential'. EYFS 2024

At Whiteheath Junior School we have high expectations of children's work and behaviour. These are fostered in a calm, secure, nurturing and caring environment, with a therapeutic and positive approach, where praise and encouragement are given.

We aim to make it easier for our pupils to behave by teaching explicitly the behaviour we expect. Effective behaviour management requires a shared understanding of the expectations between pupils and staff, and a consistent approach by adults who are relentless in their aim to support pupils and establish excellent standards of behaviour.

Children learn best when they are regulated and understand the reasons for behaving appropriately. The school can make a difference to the way in which children behave by teaching positive attitudes and behaviours.

Alongside this policy the school has a behaviour curriculum which outlines how and when behaviour is taught. Excellent behaviour is not a given - it is taught, practised and lived every day. Our Behaviour Curriculum sets out clear, consistent routines and expectations that support every child to thrive socially, emotionally and academically.

We aim to:

- ❖ create a school culture and climate that fosters connection, inclusion, respect and value for all members of the community
- ❖ promote the inseparable link between teaching, learning and behaviour
- ❖ improve staff confidence and safety in applying a therapeutic approach within their class dynamic
- ❖ support the inclusion of those pupils with difficult or dangerous behaviours
- ❖ ensure the positive environment for safe learners
- ❖ reduce and eliminate suspensions/exclusions

Key principles of Therapeutic Thinking

Our Therapeutic Behaviour Policy is underpinned by the principles of Therapeutic Thinking. Therapeutic Thinking is an approach to behaviour that prioritises the helpful feelings of everyone in the dynamic.

Therapeutic Thinking is a theory driven, psychologically informed, whole-school approach that focuses on how children and young people are supported, particularly in terms of their SEND, emotional wellbeing, behaviour and mental health.

This approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, (not punishment) and on teaching children valued behaviours. ***'CONNECT BEFORE YOU CORRECT'***.

A Therapeutic Thinking Approach will ensure we:

- ❖ Provide a positive and respectful culture
- ❖ Understand that behaviour is a form of communication
- ❖ Believe that not all behaviours are choice
- ❖ Understand that behaviours can change
- ❖ Have clear boundaries that are paired with individualised, graduated response where needed
- ❖ Know that children develop academically and emotionally at different rates
- ❖ Support children to develop internal discipline/self -regulation and resilience
- ❖ Are committed to equality and equity
- ❖ Seek to contribute to an overall exclusion reduction in schools
- ❖ Proactively engage with families, outside agencies and the wider community to promote consistent support for children
- ❖ Use a shared consistent language when discussing behaviour

Staff are trained in 'Therapeutic Thinking' training and new staff joining the school will receive this training as soon as it is available to them. We have two members of staff who are accredited Therapeutic Thinking tutors and deliver the initial training and annual refresher training to our staff.

Principally, our approach is to support behaviour – we do this by making children feel cared for.

'You can't teach children to behave better by making them feel worse. When children feel better, they behave better' Pam Leo.

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 practices with all children, adults in school and parents or visitors from outside

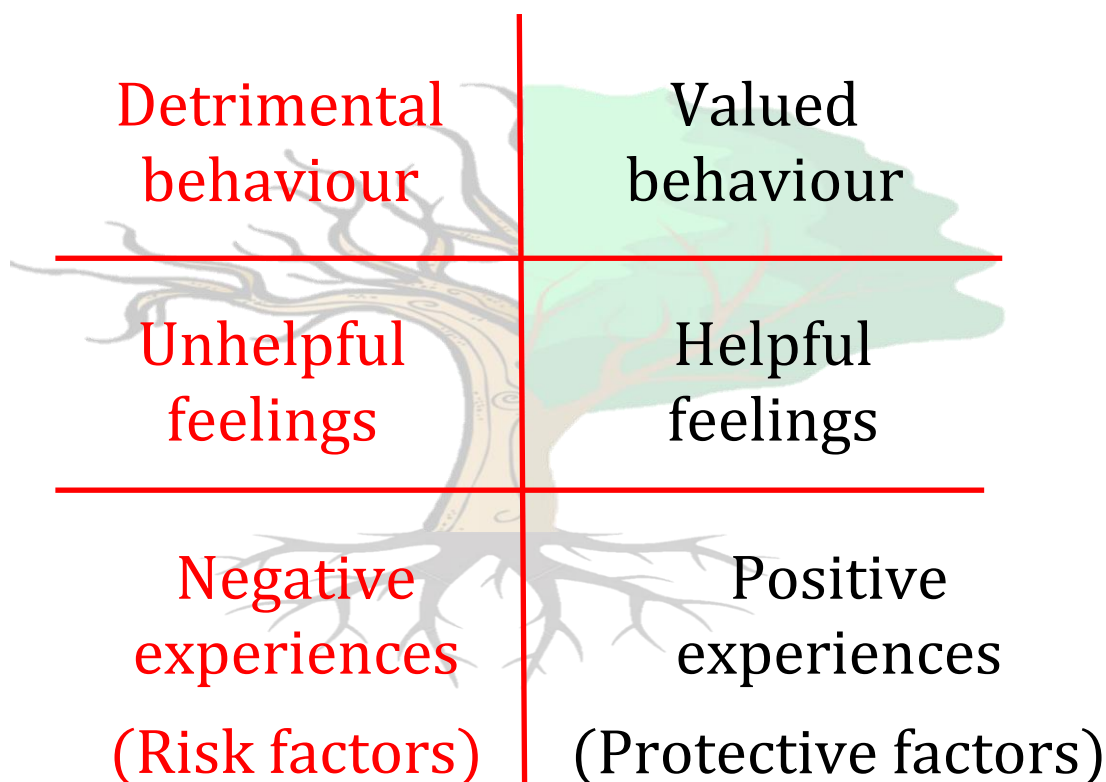
- ❖ our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive

Our 10-point commitment to Therapeutic Thinking. All members of our community will strive to:

1. Create a therapeutic environment
2. Be a role model, use supportive language and teach self-help strategies
3. Be open minded and non-judgemental
4. Create a culture of kindness and empathy
5. Follow the Therapeutic Behaviour Policy
6. Be available
7. Ensure pupils are supported
8. Create a calm and safe learning environment
9. Support parents and carers without shame and blame
10. Realise what an extraordinary role we have in shaping the lives of children in our care

At Whiteheath Junior School, we firmly believe that;

Positive experiences can create helpful feelings. Helpful feelings can create valued behaviour.



Consistent language - definitions

Different professionals and different specialists, at times, use different language to describe behaviour. In order to consistently apply the principles of Therapeutic Thinking, it is important that we use the same language, consistently.

Dynamic

A group that is brought together by choice or circumstance. The dynamic is everyone who is affected.

Behaviours can be *valued or detrimental*

Valued behaviour

Detrimental behaviour

<p><i>Behaviour held in high regard by an individual, the community or the environment.</i></p> <ul style="list-style-type: none"> ▪ Creates helpful feelings in self or others ▪ Behaviour characterised by a concern for the rights, feelings and welfare of others ▪ Behaviour which benefits other people or society 	<p><i>Behaviour that hurts or hinders an individual, the community or the environment.</i></p> <ul style="list-style-type: none"> ▪ Creates unhelpful feelings in self or others ▪ Behaviour that is likely to cause injury, harassment, alarm or distress ▪ Behaviour that violates the rights of others
--	---

It is important to be able to differentiate between behaviour that is difficult or dangerous and those which are simply inconvenient.

Difficult detrimental behaviour - behaviour that is detrimental, but not dangerous.

Dangerous detrimental behaviour - behaviour which will immediately result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Feelings as helpful or unhelpful. Examples would be:

Helpful feelings

Unhelpful feelings

<p><i>Helpful feelings are those which enable you to engage positively with an experience</i></p>	<p><i>Unhelpful feelings are those that hinder your ability to engage positively with an experience</i></p>
<p>liked loved respected involved safe curious calm proud enthusiastic playful encouraged optimistic brave</p>	<p>hurt alone lonely angry cautious scared uncertain reluctant ashamed judged misunderstood blamed bored fearful sad</p>

Experiences as positive or negative

Positive Experiences

A positive experience creates helpful feelings in an individual or within the dynamic

Positive experiences can create helpful feelings. Helpful feelings can create valued behaviour.

Negative Experiences

A negative experience creates unhelpful feelings in an individual or within the dynamic

Negative experiences can create unhelpful feelings. Unhelpful feelings can create detrimental behaviour.

We believe that because staff, pupils, parents/carers and governors value positive and regulated behaviour and children's mental health:

Children:

- learn valued behaviours
- learn how behaviour impacts others
- learn how to regulate emotions and develop their emotional vocabulary
- learn to care for one another
- learn the value of friendship
- develop self-confidence and self-esteem
- try their very best in their school work

Staff:

- teach effectively in line with the Therapeutic Thinking Approach
- teach behaviour by implementing the behaviour curriculum
- teach children who need it how to regulate their emotions through use of social stories, reflection sheets, restorative conversations
- meet the needs of all pupils within the class setting by adapting their approach
- make positive contacts with all parents and carers and are transparent with information being shared.

Parents/carers:

- feel confident that their children are growing personally, socially and academically
- know that their children will receive strategic and personalised support when needed
- feel welcome in school to discuss their child's progress in a positive atmosphere

Discrimination

Any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics

As defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying

The repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. More detail on bullying and Whiteheath Junior School's responses can be found in the Anti-Bullying Policy.

Abuse

A form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special Educational Need and Disability (SEND):

A learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Teaching regulation and behaviour

It is important that all children are given the opportunities and the tools to support their own regulation and management of emotions.

At Whiteheath, we do this by:

- Building positive relationships: this should be invested at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be.
- Role modelling: this is essential e.g. we have to show them how to 'play nicely' by playing with them.
- Using consistent language to describe behaviour and using positive phrasing to give calm and clear direction.
- Being consistent with our approaches towards the child on a case-by-case basis (not equality).
- Following routines, but with flexible thinking referring to individual circumstances and quick wins.
- Planning alternatives to detrimental behaviour and strategies to support children in crisis, e.g., reward time/charts, adapted tasks, therapeutic support plans (all dependant on needs of child).
- Positive reinforcement should be given freely and unexpectedly, and rewards given but not as a form of bribery e.g., if you do this, you'll get that.
- Comfort and forgiveness through nurturing understanding and knowing that we will do it differently tomorrow.
- Use positive language by telling children what you would like to see, not what you don't e.g. 'Walk' rather than 'don't run'.
- Restorative Practice by following up the behaviour (if appropriate dependant of need of child, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range

of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

- We use a Reflect & Repair sheet and restorative conversations to support the restore and repair after any incident has occurred.

We teach valued behaviours using our behaviour curriculum.

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.

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

The process for teaching behaviour explicitly is as follows:

- ✚ IDENTIFY the behaviour we expect
- ✚ Explicitly TEACH behaviour
- ✚ MODEL the behaviour we are expecting
- ✚ PRACTISE behaviour
- ✚ NOTICE excellent behaviour
- ✚ CREATE conditions for excellent behaviour

Supporting all Learners

This Therapeutic Behaviour Policy should be the plan for the majority of children at Whiteheath. We use a graduated response to support valued behaviours with the universal behaviour curriculum and universal behaviour policy used for all children.

Therapeutic Support Plan (for individual children)

For some children they may require a Therapeutic Support Plan to formalise strategies that differentiate from policy.

Learners who may need a plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically, this will include learners who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

Others may need a more flexible approach at times of anxiety or change or in specific circumstances and some children need an approach which recognises their special educational needs and/or past experiences.

A plan will:

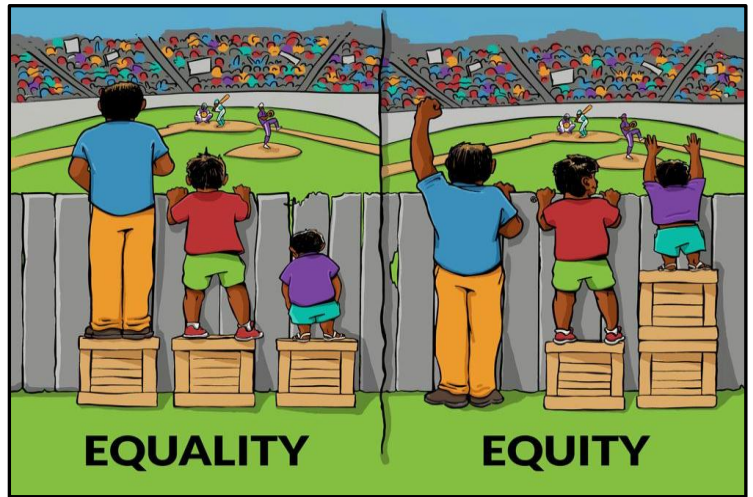
- take into account the age, understanding, and competence of the individual learner
- consider approaches appropriate to each learner’s circumstance and will focus on the three stages of before a crisis, during a crisis and after a crisis
- be based on the basic premise that positive experiences create helpful feelings and helpful feelings create valued behaviour
- be devised on an individual basis
- be based on analysis using the ‘Therapeutic Tree’ and ‘Anxiety Mapping’ of a child.
- involve parents/carers and learners to ensure all parties clearly understand clearly the actions and expectations of the school and what specific action(s) the school may take
- include a risk assessment to ensure staff act reasonably, consider the risks, and learn from what happens

<p style="text-align: center;">Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check existing knowledge, skills and understanding. <input type="checkbox"/> Complete pupil induction (routines and valued behaviours). <input type="checkbox"/> Establish a realistic starting point. <input type="checkbox"/> Establish realistic next steps. <input type="checkbox"/> Identify opportunities for teaching and learning linked to real-world experiences. <input type="checkbox"/> Provide guided and supported practice of skills. <input type="checkbox"/> Review progress. <input type="checkbox"/> Refer to Behaviour Policy.
<p style="text-align: center;">Universal Plus Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Support the pupil in line with policy. <input type="checkbox"/> Monitor and record the impact of policy on progress. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p style="text-align: center;">Targeted Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from parents/carers and staff. <input type="checkbox"/> Gather information from multi-agency colleagues. <input type="checkbox"/> Ensure collated information informs planning. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p style="text-align: center;">Targeted Plus Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update and review all information within Targeted. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify protective consequences. <input type="checkbox"/> Identify educational consequences. <input type="checkbox"/> Analyse dysregulation and values and beliefs (subconscious and conscious). <input type="checkbox"/> Complete Anxiety Analysis for relevant variables. <input type="checkbox"/> Create a Predict, Prevent & Progress plan. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p style="text-align: center;">Specialist Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update and review all information within Targeted and Targeted Plus. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil <input type="checkbox"/> Complete a detailed Therapeutic Plan. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Consider group dynamic options. <input type="checkbox"/> Review progress. <input type="checkbox"/> Involve multi-agency colleagues in review and identifying next steps.

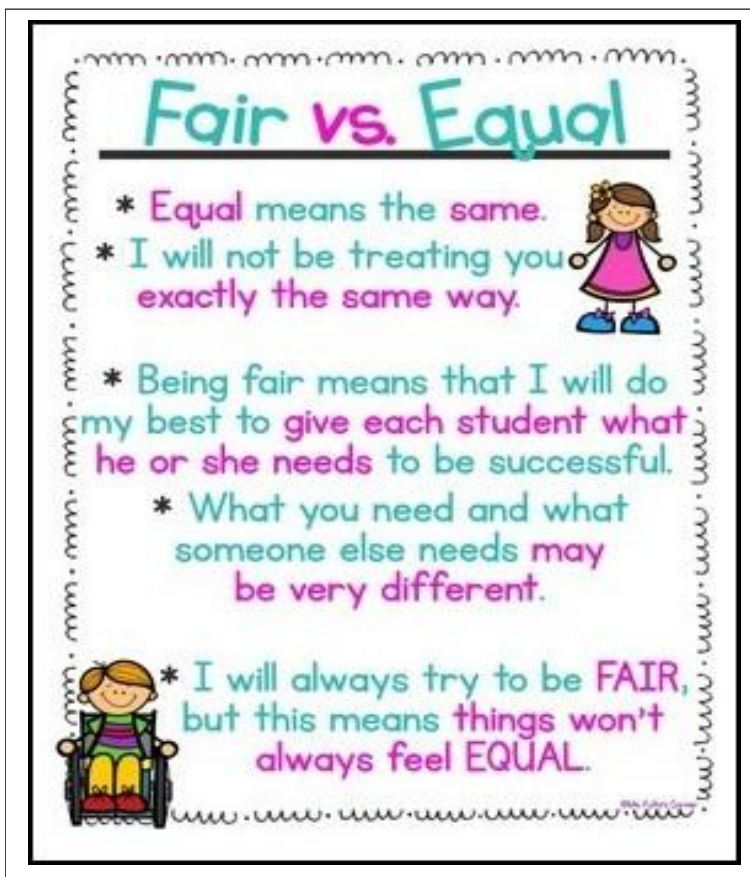
Equity Vs Equality

A 'Therapeutic Thinking' approach is not about treating everybody the same, it's about giving equity to achieve equality. Equality is about treating everybody the same regardless of need. Equity is about giving everyone what they need to be successful.

We aim to provide equality by providing the same positive experiences for all children and equity by differentiating support and resourcing to remove any barriers.



Fair Vs Equal



A child's behaviour is always trying to tell us something

The Therapeutic Thinking approach is underpinned by the understanding that all behaviour is a form of communication – it is our responsibility to be curious about a child's behaviour.

When a child shows an emotion, such as being worried, happy, calm or upset there is always a factor behind this, as there are for us as adults! If we were to unpack the reasons behind the behaviour we would understand, and be able to support the child to find a better way to deal with their feelings e.g., rather than a child becoming aggressive or withdrawn, they will be able to express their emotions in a more appropriate way.

Types of behaviour and behaviour management

Valued behaviours

Valued behaviours are defined as behaviour held in high regard by an individual, the community or the environment. They are behaviours which:

- create helpful feelings in self or others.
- are characterised by a concern for the rights, feelings and welfare of others
- benefits other people or society

Valued behaviours are based on our 4 respects:

- Respect for learning
- Respect for myself
- Respect for others
- Respect for the school

I will do my best to show 'respect for learning' <ul style="list-style-type: none">• Get to school on time• Always bring the right equipment• Listen carefully and know what to do• Do my very best in all my work	I will do my best to show 'respect for myself' <ul style="list-style-type: none">• Be honest• Know that I can talk about my feelings• Use my time well• Eat healthily, be active
I will do my best to show 'respect for others' <ul style="list-style-type: none">• Always be kind, friendly and thoughtful• Listen to other people's views and suggestions• Make it easy for others to do well• Keep yourself and others safe	I will do my best to show 'respect for the school' <ul style="list-style-type: none">• Take pride in your school uniform• Look after the school and its grounds• Be a role model for the school• Let people know that Whiteheath Junior School is the best

How we recognise valued behaviours

Recognising valued behaviour is essential to creating a positive learning environment and a consistent approach enables everyone to feel part of the school community working towards a shared set of goals. Pupils should develop the understanding that their valued behaviour can be rewarding in itself and can also bring about positive experiences and helpful feelings in others.

We use a range of methods to encourage valued behaviours, which are listed below:

- Praise and informal rewards - the most common reward is praise, informal and formal, public and private, to individuals and groups. There are informal reward systems such as verbal praise, stickers, star of the day and table points for classes.
- House points – this is our more formal reward system which includes house points that are issued for a range of achievements, good work and behaviour and are collected each week and celebrated during Merit assemblies. House points add up to earn bronze (30hp), silver (60hp) and gold (100hp) awards.

- Year 6 mini credits & credits – by the time children reach Year 6, house points tend to become less effective. Children are less motivated to collect and record them. So, to this end and to help prepare the children for secondary school, we have a special ‘credit system’ just for this year group and the children will have a Year 6 lanyard where they will record their credits. Credits are for exceptional behaviour/work/effort. Credits will be totalled and rewarded with a special Year 6 reward.
- Weekly Merit assemblies – take place on Fridays and a child from each class is nominated (mostly awarded by their teacher) for keeping our school values and are awarded with a special award sticker and Merit Certificate by the Headteacher and they earn 10 house points for their House. Bronze, silver and gold Merit awards are also given out during this assembly. On occasions awards are given by the Headteacher for exceptional behaviour. A class of the week is also rewarded with 20 minutes on the fitness area. Out of school accomplishments are celebrated during this assembly too.
- Special privileges and activities – sometimes children are rewarded with special activities, e.g. the winning house for the ‘pennies for the PTA’ were awarded with an extra playtime.
- Sent to see the Headteacher/Deputy Headteacher – sometimes children are sent by the class teacher to the Headteacher/Deputy Headteacher for praise and are rewarded with a special sticker.
- Phone call/email from teacher/praise note - teachers may also communicate to a parents/carer directly about exceptional behaviour.
- Special Award – At the end of term assembly, a special award is given when a child is nominated by their peers and is usually for being a good friend and role model.
- Year 6 – end of year awards. We have cups for excellence in different areas for Year 6. We have a number of awards, including drama award, maths award, leadership award and the progress award. We also have the Lindley and Cox Cup for the school’s honours board every year.
- End of the year class prizes – at the end of the year, the class teacher awards a class prize to two children for displaying valued behaviours throughout the school year.

Unsocial behaviour

Behaviour that is defined as where children are unwilling or unable to behave socially in the company of others, but not to the detriment of themselves or others.

- Not seeking to associate with others but not to the detriment of self or others
- Not choosing to behave sociably in the company of others, but not to the detriment of self or others

We must listen to quiet unsocial behaviour with as much understanding as we do loud demanding behaviour. Children may choose to communicate with quiet non-compliance. It’s a natural communication style of intuitively quiet people. Introverts communicate their feelings through quiet non-compliance (not doing as instructed).

Staff will be curious about unsocial behaviours. Unsocial behaviour is usually a communication of unhelpful feelings, therefore differentiating or supporting to meet the needs of pupils should be the appropriate course of action. All staff are responsible for addressing unsocial behaviour.

Possible actions for unsocial behaviour could be: talk to the child to investigate reasons for unsocial behaviour/model prosocial behaviour/set up a social skills group/explain the benefits of social behaviour/set up buddy system/support them with joining in.

Detrimental behaviour

When valued behaviour is not being demonstrated, we believe it is key to begin to understand the underlying causes of the behaviour that have led up to that behaviour choice. Behaviour management and responses need to be personalised and designed to meet the very specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour, not just suppress the behaviour.

Detrimental behaviours are defined as behaviour that hurts or hinders an individual, the community or the environment. They are behaviours which:

- create unhelpful feelings in self and others.
- are likely to cause injury, harassment, alarm or distress.
- violates the rights of others.

How we manage detrimental behaviours – types of consequence

Educational consequence

At Whiteheath Junior School we believe that punishment does not teach better behaviour, restorative conversations do. A restorative conversation is a process involving a set of questions whereby the adult and child explore the behaviour, who has been impacted and agree on the best way to move forward. Every time a child has shown detrimental behaviour, a restorative conversation will be had afterwards, when the child is calm and emotionally ready to do so.

Educational consequences progress the child's understanding and engagement. An educational consequence is where learning about their behaviour and its impact will support change. This includes:

- Learning the relevance of and completing tasks
- Rehearsing and practising behaviour
- Understanding and assisting with repairs
- Educational opportunities (chance to learn)
- Researching implications of behaviour
- Conversation and exploration (developing empathy, tolerance and understanding)

We will always implement an educational consequence and sometimes a protective consequence for detrimental behaviours.

Protective consequence

Sometimes a protective consequence is needed until we have been successful with our restorative practices. Protective consequences are solely actions to ensure no further harm occurs in the short term.

A protective consequence is a necessary measure that manages the risk of harm to self or others. Protective consequences limit freedoms. This includes:

- Supervised social times at a different place or time to others
- Adult supervision in social situations

- Working outside of the classroom with adult supervision
- Temporary increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restricted off-site activities
- Different teaching space
- Adapted/personalised curriculum or resources

When we use protective consequences, we need evidence of the educational consequences that are also in place, to progress the child to a point where we can return any freedoms that have been temporarily limited. Educational consequences return freedoms.

When a child is not demonstrating valued behaviour, staff will firstly praise the valued behaviour from other pupils and if necessary, issue an instruction or warning.

For detrimental behaviours, staff will follow a 5-level system (Appendix 1). Each level comes with its own consequences, including moving spaces within the classroom, loss of play/lunch time, restorative conversations, completion of work, parents being contacted or speaking to the Class Teacher, Year Leader or a member of the Senior Leadership Team.

Roles and responsibilities

The Governing Body

- The Governing body is responsible for reviewing and approving the written statement of behaviour principles.
- The Governing body will also review this Therapeutic Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

Headteacher and Senior Leadership Team

- Ensure the Therapeutic Behaviour Policy is being implemented consistently by being visible and engaging with all stakeholders.
- Review and distribute the school Therapeutic Behaviour Policy annually to all stakeholders and publish on school website.
- Ensure all new staff are inducted clearly into schools' behaviour culture.
- Support colleagues to reflect on and develop their practice.
- Consider appropriate training for staff to meet their duties and functions within the Therapeutic Behaviour Policy, including supporting children with SEND.
- To support staff in responding to behaviour incidents
- Reviewing data relating to pupils' behaviour
- Provide updates, reminders and training for colleagues about pupils' behaviour and this policy

All Staff

All school staff are responsible for:

- Having high expectations of appropriate behaviour.
- Implementing the behaviour curriculum and Therapeutic Behaviour Policy consistently, listening to all involved parties and following issues through.
- Modelling positive behaviour, using voices appropriately, and being careful with the choice of vocabulary.
- Creating positive experiences for pupils.
- Analysing and interpreting pupils' behaviour as a form of communication
- Ensuring that the learning environment is well organised, calm and safe, establishing clear boundaries of acceptable behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Support pupils to reduce detrimental behaviour.
- Work in partnership with pupils' parents/ carers.
- Recording detrimental behaviour incidents in a timely fashion.

Parent/Carers

Parents are expected to:

- Support their child in understanding and following the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Engage in the life of the school and its cultures.
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

Pupils

We expect all pupils to conduct themselves in a manner which upholds our school values (respect for learning, respect for myself, respect for others, respect for the school) and follow our behaviour curriculum. We will support children who are not meeting these expectations because of their specific needs.

Training

Our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint (Team Teach for Senior Leaders)
- The needs of the pupils at the school
- How SEND, mental health needs, ACEs, trauma and other factors (such as a bereavement) can impact behaviour

Annual training on a therapeutic approach to behaviour management will also form part of continuing professional development. Therapeutic Thinking tutors have annual refresher training. New staff are given training on the Therapeutic Behaviour Policy and Behaviour Curriculum as part of their staff induction.

Reporting and Recording

Incidents of detrimental behaviour (Levels 1 – 3) are recorded on CPOMS and a Reflect & Repair sheet is completed - a copy of the sheet is kept by the class teacher, HT and a copy is sent to the parent/carer.

Incidents of dangerous detrimental behaviour (Level 4/5) is to be reported to SLT on the same day.

If a child is exhibiting dangerous detrimental behaviours, teaching staff should undertake the steps detailed in the graduated response to devise a Therapeutic Support plan to support the child.

Suspension/Exclusion

For most behaviours verbal reprimand and/or loss of personal time is appropriate. However, for the most serious of dangerous detrimental behaviour(s) a fixed term suspension, totalling up to a maximum of 45 days in any one academic year, may be necessary.

A child returning from a temporary fixed term suspension and therefore facing the possibility of permanent exclusion would usually be involved in a formal plan of support, which would involve the child, parents/carers, class teacher and a senior leader. This plan would be monitored on a daily basis and a multi-agency approach may be used to support any child in managing their behaviour.

In exceptional circumstances the Headteacher might consider it appropriate to permanently exclude a child for a first or one-off offence. The decision to exclude a child, rests solely with the Headteacher or, in their absence, the Deputy Headteacher. If this action were to occur the school would follow the procedures laid down in the DfE document 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (August 2024).

Use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Off-site detrimental behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Online detrimental behaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Partnership with Parents/carers

We work closely with our parents/carers to ensure the consistent approach of the Therapeutic Behaviour Policy.

All individual plans and approaches are shared with parents/carers and where appropriate parents/carers are involved in the planning process of therapeutic strategies for individual pupils.

Parents/carers will be informed, where appropriate, and invited to meetings with outside professionals. They will be informed of all incidents of dangerous detrimental behaviour and their protective/educational consequences.

Policy review

This policy will be reviewed by staff and reviewed and approved by the Governing Body annually.

Links to other Policies

- Anti-Bullying Policy
- Behaviour Curriculum
- Online Safety Policy
- Safeguarding and Child Protection
- Teaching and Learning Policy