

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

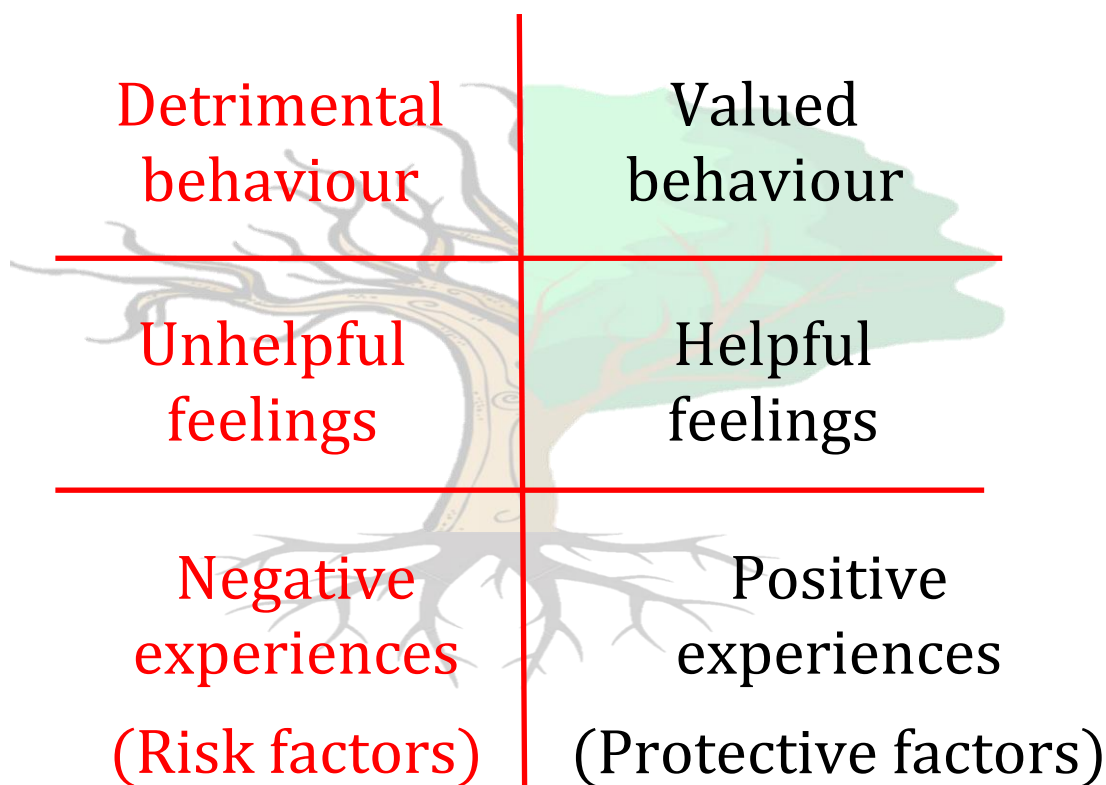
- ❖ our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive

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:

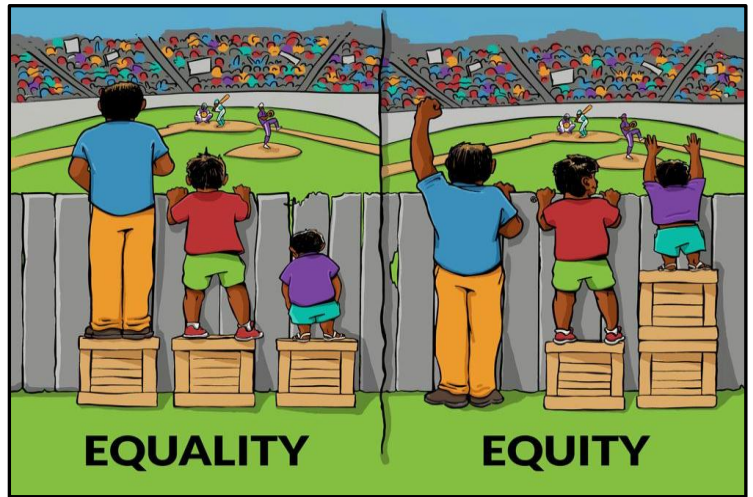
- take into account the age, understanding, and competence of the individual learner
- consider approaches appropriate to each learner’s circumstance and will focus on the three stages of before a crisis, during a crisis and after a crisis
- be based on the basic premise that positive experiences create 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. |

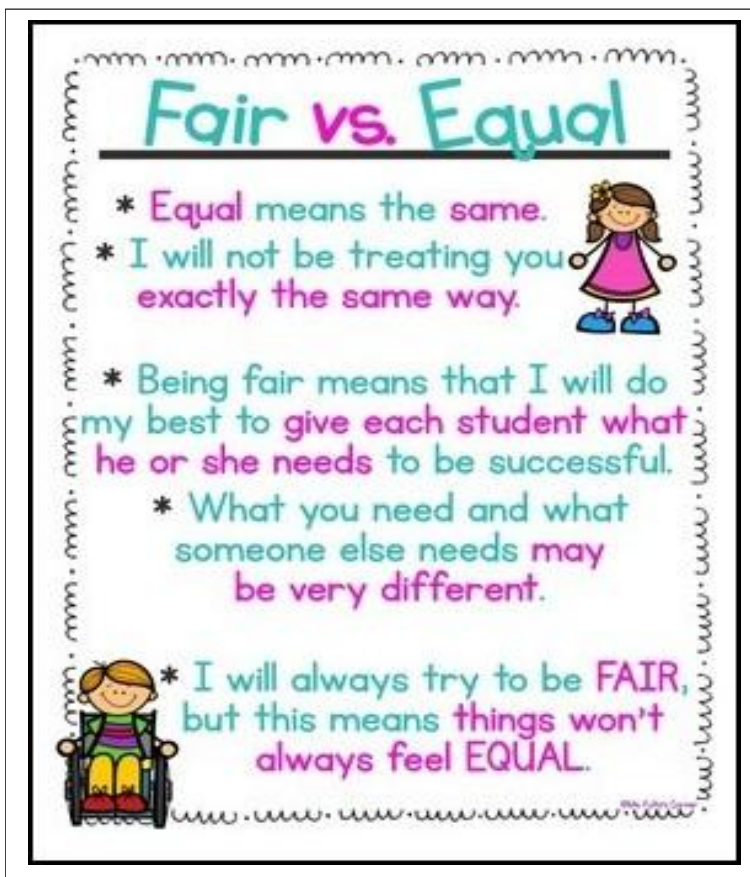
Equity Vs Equality

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

Appendices:

Appendix 1 – Detrimental behaviours and consequences

Appendix 2 – Quick reference guide for behaviour at playtime and lunchtime

Appendix 3 – Reflect and Repair Sheet

Appendix 4 – Alternative reflection sheet – visual prompt

Appendix 5 – Report Card and Commentary

Appendix 6 – Verbal De-escalation Techniques

Appendix 1 – Detrimental behaviours and consequences

For all behaviours, it is important to consider the context of that behaviour before deciding on the severity of the behaviour and the consequence. **CONNECTION BEFORE CORRECTION**

Detrimental behaviours

| Detrimental behaviours – Level 1 | De-escalation strategies used by class teacher/duty staff | Consequences <i>(only if point 4 has been reached)</i> |
|--|---|--|
| <p>General non-compliance with school rules, including:</p> <ul style="list-style-type: none"> • Not following adult instructions; • Low-level class disruption (e.g. creating distraction); • Accidental damage of school or others' property; • Work of inadequate quantity/quality for child's ability); • Unsafe movement around the school; • Disagreements; • Rough or unsafe play; • Uniform compliance during the day; • Any other incidents of a similar level relating to non-compliance with school rules (including online behaviour). | <ol style="list-style-type: none"> 1. Reminder of the school rules - delivered quietly, privately where possible. Examples of verbal de-escalation techniques in Appendix 6. 2. Second reminder - give a clear and quiet/private caution, making the child aware of their choices and the consequences if the behaviour continues 3. Final chance – following a short conversation, a final opportunity is given to comply, outlining the consequences 4. Time out to reflect – in partner class, or with year leader to continue their learning (consequence applied and recorded on CPOMS); 5. Repair and restore – child given opportunity at break/lunchtime to reflect on the impact of their actions, including the opportunity to reflect & repair <p><i>Level 1 behaviours are not recorded on CPOMS unless a child has been sent to another classroom following 3 reminders or a pattern of behaviour is observed</i></p> | <p>Protective:</p> <ul style="list-style-type: none"> • Completion (or re completion) of missed work at break or lunchtime if work has been missed. • Time Out for point 4 (in an adjoining classroom for the remainder of that lesson); <p>Educational:</p> <ul style="list-style-type: none"> • Discussion with member of staff at break/lunchtime around the detrimental behaviour displayed, including the completion of the Reflect and Repair Sheet - Appendix 3 • Support provided to make an apology |
| Detrimental behaviours – Level 2 | Actions used by Class teacher & must have Year Leader involvement | Consequences <i>(Educational consequence– may not need protective)</i> |
| <ul style="list-style-type: none"> • Persistent and repeated Level 1 behaviours • Leaving a learning area/ classroom without permission; • Persistent interruption & calling out; • Deliberate ignoring of adult instructions; • Lying; • Swearing; • Being in possession of, or using personal smart devices on school property; • Racist/ homophobic/ transphobic language (without understanding and intent); • Displaying any detrimental behaviour when representing the school (on or off site) at SLT discretion as may be level 3; • Physical fighting; • Disrespectful interactions with others; | <ul style="list-style-type: none"> • Full investigation (by class teacher) to gather factual evidence from all parties (children involved and staff, using active listening skills) – information used to categorise behaviour; • Time invested to ensure investigation is thorough, and all efforts made to eliminate any unconscious bias; • Incident recorded on CPOMS (by class teacher) with relevant actions; • Educational consequence given by class teacher (Year Group Leader informed) • Protective consequence given (if physical harm was caused) by class teacher • Contact with parents/carers made by class teacher – also recorded on CPOMS | <p>Protective (applied if physical harm was caused):</p> <ul style="list-style-type: none"> • Loss of break or lunch time • Parents contacted by class teacher. <p>Educational:</p> <ul style="list-style-type: none"> • Discussion with member of staff at break/lunchtime around the detrimental behaviour displayed, including the completion of the Reflect and Repair Sheet - Appendix 3 • Support provided to make an apology |

| <ul style="list-style-type: none"> • Any other incidents of a similar level relating to non-compliance with school rules (including online behaviour). | | |
|---|---|--|
| Detrimental behaviours – Level 3 | Actions used by Senior Leader | Consequences <i>(protective & educational consequences)</i> |
| <ul style="list-style-type: none"> • Persistent and repeated Level 2 behaviours; • Deliberate damage to and/or defacing of school property; • Sharing inappropriate online content; • Aggressive language and/or swearing (with intent); • Racist/ homophobic/ transphobic language (with understanding and intent); • Aggression, physical violence and fighting (with intent and malice) and/or deliberately causing injury; • Stealing; <ul style="list-style-type: none"> • Refusal to engage with a consequence; • Inappropriate sexual references (with understanding and intent); • Any other incidents of a similar level relating to non-compliance with school rules (including online behaviour). | <ul style="list-style-type: none"> • Full investigation (by Senior Leader or delegated to Year Leader) to gather factual evidence from all parties (children involved and staff, using active listening skills) – information used to categorise behaviour; • Written record of accounts if necessary; • Time invested to ensure investigation is thorough, and all efforts made to eliminate any unconscious bias; • Implement protective <u>and</u> educational consequences • Speak to all parents of children involved (this could be face-to-face, phone call or email communication) • Incident recorded on CPOMS with relevant actions. • Contact with parents/carers – also recorded on CPOMS | <p>Protective:</p> <ul style="list-style-type: none"> • Loss of lunch time, or internal seclusion; • Use of Report Card – see Appendix 5 (at SLT discretion) to monitor behaviour. <p>Educational:</p> <ul style="list-style-type: none"> • Discussion with Year Group Leader at lunchtime around the detrimental behaviour displayed, including the completion of the Reflect and Repair Sheet - Appendix 3 • Support provided to make an apology |
| Detrimental behaviours – Level 4 | Actions by Senior Leader | Consequences <i>(protective & educational consequences)</i> |
| <ul style="list-style-type: none"> • Persistent and repeated Level 3 behaviours; • Significant (and intentional) damage to school and/or personal property; • Persistent refusal to follow instructions that compromises safety (of self and/or others); • Repeated or persistent bullying (or ‘repeated, targeted behaviour where an imbalance of power is apparent’); • Discriminatory language - repeated/persistent racist/ homophobic/ transphobic language (with understanding and intent); • Any other incidents of a similar level relating to non-compliance with school rules (including online behaviour). | <ul style="list-style-type: none"> • Full investigation (by Senior Leader) to gather factual evidence from all parties (children involved and staff, using active listening skills) – information used to categorise behaviour; • Written record of accounts if necessary; • Time invested to ensure investigation is thorough, and all efforts made to eliminate any unconscious bias; • Implement protective <u>and</u> educational consequences • Speak to all parents of children involved (this could be face-to-face, phone call or email communication) • Incident recorded on CPOMS with relevant actions. • Contact with parents/carers (phone call or face-to-face meeting) – also recorded on CPOMS | <p>Protective:</p> <ul style="list-style-type: none"> • Internal seclusion and missed break and lunch time; • Therapeutic Support Plan (at the discretion of SLT) • Child not allowed off-site or to represent the school; • Use of Report Card – Appendix 5 to monitor behaviour. <p>Educational:</p> <ul style="list-style-type: none"> • Discussion with Senior Leader at lunchtime around the detrimental behaviour displayed, including the completion of the Reflect and Repair Sheet - Appendix 3 • Support provided to make an apology |

| Detrimental behaviours – Level 5 | Actions by Headteacher (Deputy Headteacher in Headteacher’s absence) | Consequences <i>(protective & educational consequences to be given as harm has been caused)</i> |
|---|--|---|
| <ul style="list-style-type: none"> • Persistent and repeated Level 4 behaviours; • Extreme and/or persistent incidents of violence, bullying or intimidation towards pupils or members of staff; • Carrying/use of a weapon; • Sharing explicit (sexual or violent) online material/images; • Any other incidents of a similar level relating to non-compliance with school rules (including online behaviour) <ul style="list-style-type: none"> • Extreme behaviour that compromises the safety of themselves, staff and children • Significant damage to school property | <ul style="list-style-type: none"> • Full investigation (by Senior Leader) to gather factual evidence from all parties (children involved and staff, using active listening skills) – information used to categorise behaviour; • Written record of accounts if necessary; • Time invested to ensure investigation is thorough, and all efforts made to eliminate any unconscious bias; • Implement protective and educational consequences • Speak to all parents or email communication • Incident recorded on CPOMS with relevant actions. • Parents contacted for a face-to-face meeting – also recorded on CPOMS | <p>Protective:</p> <ul style="list-style-type: none"> • Child not allowed off-site/attend residential journeys or to represent the school; <p>Use of Report Card – Appendix 5 to monitor behaviour.</p> <ul style="list-style-type: none"> • Fixed-term suspension • Permanent exclusion <p>Educational</p> <ul style="list-style-type: none"> • Re-integration meeting with child, parent/carer, Headteacher • Therapeutic Support Plan (educational) |

Appendix 2 – Quick reference guide for behaviour at playtime and lunchtime

1) Investigate

Find out what has happened by speaking to all children involved individually to get a full picture – gets the facts/not emotive

2) Categorise

Categorise behaviour (see table) and action or speak to other staff accordingly

3) Action

- a. Level 1 – verbal reminder from duty staff & rough play report to class teacher
- b. Level 2 – refer to Class Teacher who will then inform Year Group Leader
- c. Levels 3 – 5 – refer to a member of Senior Leadership Team

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|--------------------------------------|---|
| Low level disruption; Rough play; Disagreements; Inappropriate use of equipment; Disruption of games. | Persistent level 1 behaviour; Disrespect; Inappropriate language; Hurting others and fighting. | Damaging property with intent; Highly inappropriate language; Stealing. | Very unsafe and dangerous behaviours | Extremely unsafe and dangerous behaviours |

**Refer to Therapeutic Behaviour Policy for further information*

Appendix 3 – Reflect Sheet and Repair Sheet



Reflect and Repair Sheet

Name: _____ Class: _____

Date: _____ Completed with (adult): _____

| | | |
|---------|----------------------|--|
| Context | Where were you? | |
| | Who were you with? | |
| | What were you doing? | |



| | | |
|----------------|------------------------|--|
| What happened? | What did you do? | |
| | To who? | |
| | What were you feeling? | |



| | | |
|--------|--------------------------|--|
| Effect | Who has been affected? | |
| | How do they feel? | |
| | How do you feel? | |



| | | |
|---------------|-------------------------------|---|
| Make a change | Next time I could... (circle) | <i>talk to a teacher count to 10</i> <i>ask for time out walk away</i> <i>play with someone else</i> <i>sit next to someone else</i> <i>talk to someone</i> |
| | Or something different... | |



| | | |
|-------------|---|--|
| Consequence | What has the consequence been for your behaviour? | |
|-------------|---|--|



| | | |
|--------|---|--|
| Repair | What needs to happen to put this right? How/when? | |
|--------|---|--|



| | | |
|----------------|---|--|
| Moving forward | If you do the same behaviours again, what do you think the consequence should be? | |
|----------------|---|--|

Repairing the Situation

This is the most important part of the reflection process. You could:

write a letter of apology say sorry to someone
draw them a picture make them a card
tidy up an area fix something you have broken









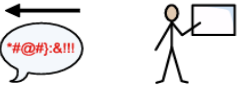
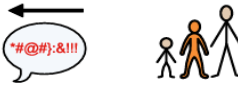


to make things right with people you have affected.














If writing a letter or apologising in person, you could use these sentence starters to support you:

- ◆ I am sorry for...
- ◆ This was wrong because...
- ◆ This probably made you feel...
- ◆ In the future, I will...
- ◆ Will you forgive me?

Adult to sign when repair has taken place (and this has been verified): _____

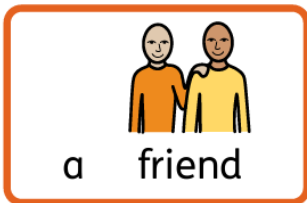
Appendix 4 – Alternative reflection sheet – visual prompt

| | | | |
|--|---|---|--|
|  made silly noises |  shouted at someone |  rude to someone |  walked away |
|  scribbled on work | <h1>?</h1> <h2>What happened?</h2> | |  tore my work |
|  threw something | | |  broke something |
|  swore at teacher |  swore at student |  hurt someone |  something else |

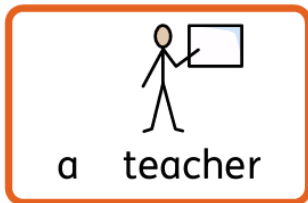
| | | | |
|--|--|--|---|
|  sad |  worried |  annoyed |  angry |
|  bored |  <h2>What were you feeling?</h2> | |  jealous |
|  pain | | |  terrified |
|  tired |  silly |  frustrated |  something else |



me



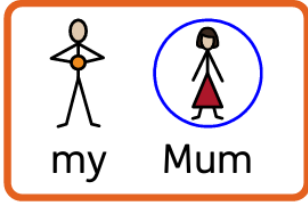
a friend



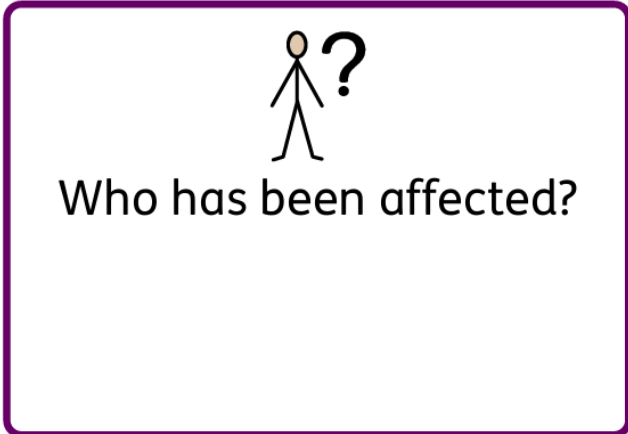
a teacher



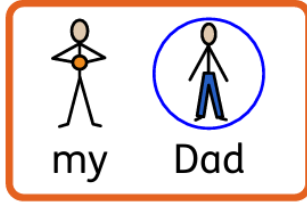
a teaching assistant



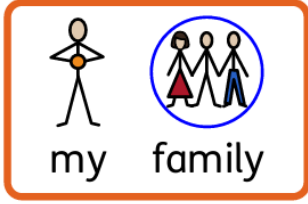
my Mum



Who has been affected?



my Dad



my family



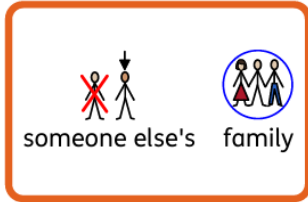
group



someone else's mum



someone else's dad



someone else's family



someone else



sad



sorry



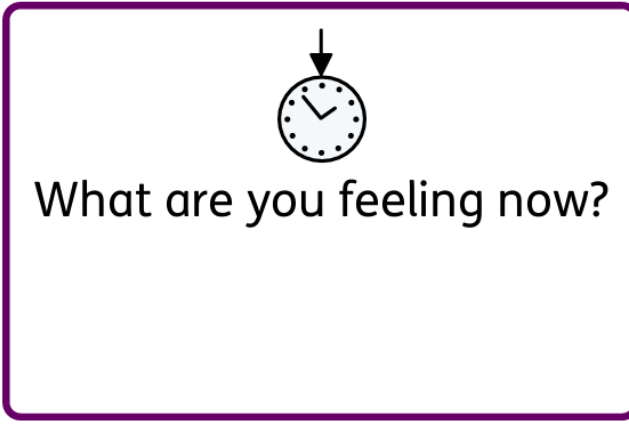
guilty



ashamed



annoyed



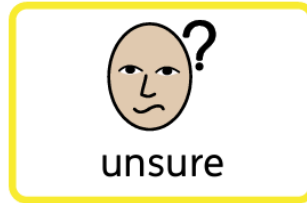
What are you feeling now?



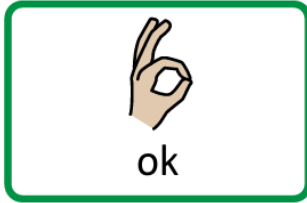
scared



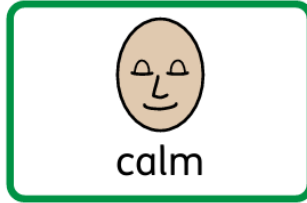
worried



unsure



ok












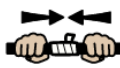




calm








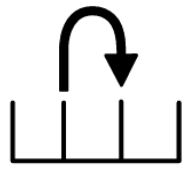










better



something else

| | | | |
|--|---|---|---|
|  write it down |  write a letter |  talk with someone |  say sorry to someone |
|  no reward point |  What needs to happen | |  minutes |
|  draw |  to put it right? | |  fix something |
|  make a |  make a change |  think about Zones |  something else |

| | | | | | |
|--|---|---|---|--|--|
|  talk to |  a teacher |  ask for time out |  fiddle with something |  talk to |  someone |
|  count to 10 |  Next time I could... | | |  take deep breaths | |
|  play with |  someone else |  sit next to someone else | | | |
|  walk away |  make a change |  think about Zones |  Something else | | |

Appendix 5 – Report Card and Commentary



Behaviour Report Card

Name: _____

Class: _____

Week beginning: _____

My targets

Target 1: _____

Target 2: _____

Target 3: _____

| | Morning 1 | Morning 2 | Break | Morning 3 | Lunch | Afternoon 1 | Afternoon 2 | Afternoon 3 | SLT signature | Parent/carer signature |
|-----------|-----------|-----------|-------|-----------|-------|-------------|-------------|-------------|---------------|------------------------|
| Monday | | | | | | | | | | |
| Tuesday | | | | | | | | | | |
| Wednesday | | | | | | | | | | |
| Thursday | | | | | | | | | | |
| Friday | | | | | | | | | | |

(& copy taken)

Teacher guidance for completion of the chart

The chart needs to be completed at breaktime, lunchtime and at the end of the day so children can keep track of their day.

Option 1 is a smiley face coded system



Option 2 is a number system

1 indicates targets not met



5 indicates all targets met



Additional Commentary (if needed)

| Date/ session: | Comments | Discussed with SLT during daily check-in | Discussed with parent/ carer at home (please sign) |
|----------------|----------|--|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Appendix 6 – Verbal De-escalation Techniques

| Example Scenario | Scripts to try | Why they work |
|---|--|---|
| Early triggers – spot it early, keep it 'low-key' | | |
| A child is reluctant to join the class after break or lunch time | <i>(name), I know it can be difficult to come back in from break/ lunch, take a minute to get a drink, then we will get started together</i> | Acknowledges the challenge (coming in from break/ lunch) and provides a solution without having a power struggle (by using 'we') |
| | <i>(name), I've been waiting for you to come back as I have a special job for you.</i> | Gives you time to settle the rest of the class after a transition whilst also making a child feel valued/ wanted. |
| A child is upset/ angry, but you do not know why. | <i>(name), I can see something has happened. I am here to help. Talk and I will listen. Come with me and...</i> | Addresses the child without telling them how they are feeling. It is non-judgemental, non-emotional and shows you are curious and that you care. |
| Child has called out 4 times. | <i>(name), remember we listen when someone else is talking because it shows respect, thank you - (best done in private/ quietly)</i> | Reminds the child of the rule they are breaking and reminds them of why the rule is in place. |
| | <i>If you then notice them demonstrate valued behaviour, remember to praise for this.</i> | Important to notice the valued behaviours and not just the detrimental behaviours. |
| Not followed classroom instruction eg. been asked to get reading book out and has not. | <i>(name), reading book out, thank you.</i> | Including the child's name gets their attention, repeating the instruction ensures they have heard, thanking them before they have done it encourages compliance. |
| Child is not standing in the right place in line order and they appear to be arguing with someone about it. | <i>(name), walk with me to the library.</i> | This is a clear instruction. |
| Child is running in the corridor. | <i>(name), walk, thank you.</i> | Positive, clear phrasing. |
| Initial Escalation – drop the volume, avoid the power struggle | | |
| A child says 'I'm not doing this work.' | <i>(name), I can see you might need some help. Go and get a drink, then we'll do the first one together.</i> | Gives children a movement break whilst they collect water; gives them the reassurance you will be there to help them when they come back. |

| | | |
|---|--|---|
| | <i>(name), I know you can do this; would you like to start on question 1 or question 2?</i> | Limited choices work well to help children feel like they are in control. |
| | <i>(name), you impressed me so much with your ____ work yesterday, let's carry on today.</i> | 'Adds' to a child's therapeutic balance and reminds them of the positive experience they had yesterday. |
| | <i>(name), do you want to do the first one by yourself, or shall we do it together?</i> | Gives limited choice. If they are feeling stuck (but may be too embarrassed to ask for help) this is a good option. |
| | <i>(name), we are going to do this work, would you like to complete it here or there?</i> | Again, limited choices, but is clear on the outcome. |
| | <i>(name), are you starting your work with the words or with a picture?</i> | Works well for children who may find reading/ writing difficult, but have ideas they want to share. |
| You have tried to help a child but they are repeatedly telling go to 'go away' | <i>(name), OK, I will give you some space, I am here to help when you need me.</i> | This is non-reactionary and gives the child time without escalating the situation. |
| Increased Escalation – fewer words, calmer voice | | |
| A child stands up and shoves the chair and walks across the classroom | <i>(name), take 5 minutes here or there to calm.</i> | Gives a child 5 minutes to calm, gives options of places for this to happen (only 2) and suggests a purpose. Short, calm verbal directions reduce power struggles. |
| A child gets up out of their seat, knocks their equipment off their desk and goes to sit in the corner. | <i>(name), you can listen from there.</i> | Disempowers the child, allows the lesson to continue without escalating the situation. Needs to be followed up with child in private when they are calm. |
| A child storms out of the classroom and stands outside the classroom. | <i>(name), come back into the room when you are ready.</i> | Shows that you are still in control of the situation and that they are welcome back into class when they are calm. Does not give energy to the situation which is likely to escalate it. |
| Unsafe behaviour – safety first, keep language minimal | | |
| A child storms out of the classroom and you can no longer see them (so you don't know if they are safe) | <i>You need to call for support in this instance, either to support your class or to find the child.</i> <i>If you are the one to leave the class and support the child: - ensure you can see the child and that they are safe</i> | Ensuring safety is key during times of peak escalation. Use your knowledge of the child to gauge how they might respond to you if you approach them. When talking to a child during escalation, |

| | | |
|---|--|--|
| | <p>- <i>remain a safe distance</i></p> <p><i>Use a de-escalation script:</i></p> <ul style="list-style-type: none"> - <i>(name), I can see something has happened.</i> - <i>I am here to help.</i> - <i>Talk and I will listen.</i> - <i>Come with me and...</i> | keep words to a minimal, phrases short, avoid judgement. |
| | <p><i>If you stay with your class, and then the child returns</i></p> | Use your knowledge of the child. For some children, not highlighting the fact they have re-joined you is best. Smile and carry on as normal. |
| You have just seen a child kick another child in the corridor | <p><i>Guide/ direct children away from each other – you need to prioritise safety.</i></p> <p><i>Use a de-escalation script:</i></p> <ul style="list-style-type: none"> - <i>(name), I can see something has happened.</i> - <i>I am here to help.</i> - <i>Talk and I will listen.</i> - <i>Come with me and...</i> | <p>Ensuring safety is key during times of peak escalation.</p> <p>Investigations/ conversations as to what has happened can take place after (at a point when the children are calm).</p> <p>The priority is maintaining safety of all.</p> |
| A child has hit a member of staff. | <p><i>Guide/ direct child away from situation to prevent further harm.</i></p> <p><i>Call for support.</i></p> | Ensuring safety is key during times of peak escalation. |
| Recovery – gentle words to re-engage, not re-trigger | | |
| A child has re-joined the class after an incident. | <p><i>(name), would you like to start your writing in pencil or pen?</i></p> | Limited choices work well for when children are settling back into class. |
| | <p><i>(name), we are just (explain the task)</i></p> | Does not highlight the fact a child has been missing from class which is likely to re-trigger them. This lets the child know they are welcome back into the classroom and tells them what they need to do. |
| | <p><i>Catch them being good – positive praise.</i></p> <p><i>e.g. Well done (name) for...</i> <i>(name), thank you for...</i> <i>I like the way you are...</i> <i>Wow, I'm so impressed with...</i></p> | Child will feel welcomed back into the class – you have added to their therapeutic balance. It shows them that you have moved on (do not hold a grudge) and that they are still 'liked.' It is important that praise is specific because it supports teaching of valued behaviour. |