



Lodge Farm Primary School

Behaviour Policy

This is a statutory policy.

This policy is based on Therapeutic Thinking Hertfordshire.

Policy Background	
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1. Vision and Values

Lodge Farm Vision has three clear rules:

Be safe,
be kind,
be the best
you can be!

INTRODUCTION

Our therapeutic approach to behaviour management has been inspired by Therapeutic Thinking. This policy outlines the procedures in place in line with Therapeutic Thinking Hertfordshire. Every school relies on its members behaving in certain ways to achieve its purpose.

- *'All children and young people have the right to be healthy, happy and safe; to be cared for, valued and respected; and to have high aspirations for their future'*
- *Every child deserves the best possible start in life and the support that enables them to fulfil their potential.*
EYFS September 2014

Aims:

- Lodge Farm Primary School is committed to providing an education of the highest quality for all children
- Improve educational outcomes for all children by promoting/supporting their engagement with education whilst maintaining positive relationships

We believe:

- Everyone in school has the right to feel safe both physically and emotionally
- Everyone in school has the right to be treated with respect
- Everyone in school has the right to learn without distraction
- That we can teach behaviour and not control it
- Positive experiences create positive feelings. Positive feelings create positive behaviour
- Every child is different and unique

We encourage our children to take responsibility for their own behaviour and support them by giving the resources and time to practice good behaviours as and when necessary. We enable children to put mistakes right and support them to make good behaviour choices. Some children may need additional support, guidance, care and love to meet these high expectations.

LODGE FARM THERAPEUTIC THINKING APPROACH

Therapeutic approach:

An approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic.

Inclusive:

We adopt an inclusive approach and adapt our behaviour management strategies to meet the needs of the child.

- **'Providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised**

EYFS 2012

We have the power to change our own behaviour and not that of others.

- To create change we need to understand, not simply suppress the behaviour
- Working with student's experiences and feelings creates an internal discipline, which results in long term change
- Internal discipline teaches behaviour (external discipline controls it)

**Negative experiences create negative feelings
Negative feelings create negative behaviour**

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**Positive experiences create positive feelings
Positive feelings create positive behaviour**

2. Governors' statement of behaviour principles

1. Written statement of behaviour principles

- Every pupil understands that they have the right to feel safe, valued and respected, and to be able to learn, free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Pro-social behaviour is promoted, recognised and encouraged consistently by staff, in line with the behaviour policy
- Staff understand that all behaviour is communication. Behaviour is investigated using the 'reflect, repair and restore' process
- Behaviour feedback is used where children are not demonstrating valued behaviour choices
- Age appropriate educational or protective consequences are implemented following behaviour incidents
- Reasonable force is only used as a last resort if a pupil is at risk of harm. This must be proportionate to the risk
- The behaviour policy is understood by children and staff
- The exclusions and suspension policy explains that exclusions and suspensions are not undertaken lightly and outlines the processes involved in suspensions and exclusions
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and children' home life
- Behaviour will be taught from Nursery to Year 6

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

3. Roles and responsibilities

Staff commitment

We believe the adults in school should lead by example and be good models for the children in their relationships and the way that they speak to others. This approach will establish a culture of understanding, respect and good manners and will help to foster good relationships between everyone in school, leading to better collaboration, attitudes and learning.

A staff commitment

School staff will investigate and address all unsocial, detrimental, difficult, dangerous and crisis behaviour.

Actions by staff are based on important principles.

1. It is the inappropriate behaviour that is rejected, not the child
2. Staff should always speak to children respectfully and calmly – reducing conflict and leading by example
3. Adults will keep the situation calm
4. Staff will help children and always try to reduce conflict, not do anything that may escalate it
5. Adults will use the de-escalation script and a calm stance to reduce conflict
6. A child's success at reducing inappropriate behaviour should be acknowledged
7. Children must be guided to accept responsibility for their actions and their consequences, both intended and unintended
8. Staff will follow any mini-plans, and therapeutic plans
9. Adults will not deal with incidents in a personal way
10. Adults will use their understanding of child development to make judgements on valued and detrimental age-appropriate behaviours

Everyone is responsible for:

- Being positive role models
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it. Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded
- Creating an atmosphere whereby children and adults are treated as individuals whose rights, values, beliefs and cultures are respected
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy)
- Consistently promoting valued behaviour: our school values - PRIDE; and our school rules - "be, safe, be kind, be the best that you can be"
- Facilitating learning about relationships and behaviour
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children

The SLT are responsible for:

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all
- Ensuring regular and clear communication takes place with parents about their child's behaviour at school
- Effective monitoring and review of therapeutic behaviours throughout the school
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs

The staff are responsible for:

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour

- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through pre-empting, where possible, when situations may arise and taking reasonable actions to support and act pro-actively in reducing situations which raise anxieties
- Recognising and valuing the needs of individual children according to social and academic ability and aptitude to enable them to achieve their full potential
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground
- Enabling children to take an increasing responsibility for their own learning and conduct
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe
- Ensuring there is effective supervision of all children at all times (i.e. 'walking' the playground and ensuring children are not left without supervision)
- Providing opportunities for children to share their beliefs of what is acceptable and unacceptable behaviour and establishing clear school expectations
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested
- Planning a programme of Religious Education and PSHE to promote valued behaviour
- Ensuring a range of activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours
- Ensuring that new children understand the procedures and guidelines that are in place
- Using CPOMs to record and communicate effectively
- Communicating to parents/carers when things have gone well and not so well

Parents are responsible for:

- Accepting, contributing to and supporting the school's codes of behaviour and therapeutic approach for staff and children
- Accepting responsibility for the conduct of their children and offering encouragement and further support when appropriate
- Agreeing to and signing the Home School Agreement when their child joins the school
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested
- Modelling valued behaviour when on site

Children are responsible for:

- Following school rules and guidelines
- Becoming increasingly responsible for the school environment and for their own learning and behaviour
- Taking responsibility for their own actions and knowing the consequences they will have
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance
- Valuing each other's opinions and differences
- Accepting support from others

4. Statutory guidance and key policies

- Parents will have access to the policy via the school website
- At least annually, a staff meeting will be held to discuss the working of the policy and the needs of individual or groups of children. This will be presented to the Governors
- All staff will receive training in Therapeutic Thinking and tutors will have a yearly refresher
- The Policy will be informed by
 - Mental Health and Behaviour in Schools (March 2016) (Revised November 2018)
 - Transforming Children and Young Mental Health Provision Green Paper (December 2017)
 - Hertfordshire Therapeutic Thinking updates and training
 - Behaviour in schools Sept 2024
 - Individual Curriculum policies
 - PHSE policy & relationships
 - Exclusion Policy

- Keeping children safe in education (September 2023)
- Working together to safeguard children (September 2003)
- Anti-bullying
- Governing body statement of behaviour principles
- Positive regard training
- HCC TAB training

5. Supporting all children

Children may require reasonable adjustments to be made to reduce anxieties and promote valued behaviour. These strategies are adapted and personalised to meet the needs of the child;

Support in class:

- Class visual timetable
- Workstations, ear defenders, now and next boards, calm quiet space, personalised sticker recognition charts, social stories, personalised timetables/seating plan, journals, connection boxes, personalised learning, teacher check ins, Calm Corners/Zen Dens

Lunch time support: clubs and activities

- Friendship bench in KS2 (KS1 and EYFS pending) gives children the opportunity to show others that they would like to play and others the opportunity to help them
- Craze of the Week: activities are designed to encourage group play, social interactions and develop physical skills
- Playground zones to ensure children feel safe and understand how to keep others safe during their play
- KS2 lunch time club, this club gives children the opportunity to play in a closely supervised environment during lunch times
- A range of activities to suit different children's interest

Lunch time support: Reflection

- Runs for the whole lunch time
- Reflection is a place to immediately investigate behaviour incidents
- Reflection gives children the opportunity to have 'cooling off' time, reflect and discuss behaviour with a member of the senior leadership team. Then complete the repair and restore process guided by an adult

Radio support

- SLT and the pastoral team are available to support children throughout the day by request of the class teacher/support staff via radios

Support plans

Individual support plans will be used to outline any support / strategies in place to reduce anxieties and promote pro-social behaviour where it has been identified that the child would benefit from strategies beyond those whole school strategies outlined section 7 – Pro-social behaviour, which promote, recognise and encourage Pro-social behaviour.

- Stage 1 – Early support plans
- Stage 2 – Mini plan
- Stage 3 – Therapeutic plan

Pastoral support

- A full time Family Support Worker offers additional support to children and families within the school
- A trainee ELSA (Emotional Literacy Support Assistant) offers interventions and on call support as required.
- Pastoral Support Team on hand to support as required (see 'Radio support')

Calm Corners/Zen Dens and quiet rooms

- Variety of calming activities
- Nurture and wellbeing activities

6. Definitions of behaviour categories

Valued behaviour	Positive, helpful, and values social acceptance.
Un-social	Quiet non-compliance that does not negatively impact on other children' learning. Behaviour that demonstrates negative feelings – which does not negatively impact other children' learning. <ul style="list-style-type: none"> • Refusing to join in • refusal to engage in learning
Detri-mental	Behaviour which negatively impacts to an individual, a group, the community or to the environment. <ul style="list-style-type: none"> • Calling out • swinging on chairs • wandering around the classroom • talking when this is not appropriate • distracting others
Difficult	Behaviour that causes harm/disruption to an individual, a group, to the community or to the environment. Anti-social, but not dangerous. <ul style="list-style-type: none"> • Swearing • Poor language • Refusal to comply with rules and instructions • Rough play • Name calling • Disrespectfulness • Controlled tipping of chairs/ objects • Exiting class / not in designated learning space • Not wearing shoes / coat
Dangerous	Behaviour which is anti-social and will predictably result in imminent injury or harm. This includes harm 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. <ul style="list-style-type: none"> • Bullying, inappropriate/not age-appropriate sexualised behaviour or language and threatening behaviour due to the impact / seriousness / safeguarding implications • Behaviour which could cause significant damage to property • Physicality which results in harm requiring first aid • Directed / targeted throwing of objects • Climbing unsafely • Biting / scratching / spitting and other physical harm • Headbutting • Self-harm • Slamming doors • Flooding classroom
Crisis <i>(this is different to a meltdown)</i>	Behaviour which will predictably result in significant injury or harm <ul style="list-style-type: none"> • Leaving school site • Behaviour which results in significant harm requiring medical intervention from a medical professional

7. Valued behaviour

Relating to behaviour which is positive, helpful, and values social acceptance.

Enabling good learning for self and others
Taking responsibility for what you say and do
Being kind to others as well as yourself

Looking after property
 Saying please and thank you and having good manners
 Showing respect towards others
 Making sensible, safe choices
 Listening to others
 Holding the door open for others
 Thinking about how others may feel

All staff are responsible for promoting prosocial behaviours using the following school strategies:

Mindsets – Process praise

As a staff we communicate messages about what we value. All staff should promote growth mindsets by using process praise (“Wow, that’s a really good score. You must’ve tried really hard.) rather than intelligence praise. (“Wow, that’s a really good score. You must be smart at this.”)

- We will focus praise on the improvement / persistence / hard work

X - Change this praise	To this praise
<ul style="list-style-type: none"> • Look you got 10 out of 10 without really working. You are really good at Maths • You did that so quickly and easily. That’s impressive! 	<ul style="list-style-type: none"> • You got 10 out of 10 without working. That is nice, but you must not be learning much • You did that so quickly and easily. I’m sorry I wasted your time. Let’s do something you can learn from

A Positive Teaching Culture

School staff to teach children our school rules: Be safe, be kind, be the best that you can be. Staff to teach children our school values: PRIDE. A Values Assembly takes place every Monday morning. Our Values Ambassadors support other children through modelling these values, praising other children who uphold our values and letting staff know and helping in Values Assembly where possible.

- Passion
- Respect
- Integrity
- Determination
- Empathy

Staff will praise effort, achievement, kindness, respect for others and school procedures in lessons and other parts of the school day using a variety of different strategies. All staff will model this towards one another. Praise will be in relation to our school values.

HT / AHT visits

Academic work, effort or behaviour of exceptional quality will be recognised by the Headteacher/AHTs, who will award a special sticker for achievement.

Values Tree

Values tags are sent home with the children. Parents are encouraged to write their child’s name and which value they showed and return the tag to school. In Friday’s Celebration Assembly, the tags are shared and put onto our Values Tree.

House Points

All children are allocated a ‘house’ which they can collect house points for. There are 4 houses within the school (Earth, Air, Fire and Water). Siblings will be allocated the same house. These points will be awarded for good behaviour as well as other achievements, including academic. The weekly winning house will be announced by House Captains in our weekly Celebration Assembly. Staff have also an allocated house and can model sportsmanship. There will be a treat afternoon for the winning house each term.

EYFS 'PRIDE award' certificate

In EYFS children may be awarded the PRIDE award' certificate. Teachers will be looking out for children who are showing our values of passion, respect, integrity, determination, empathy or pride, and issuing certificates to pupils each week to celebrate this.

Lunchtime Awards

MSAs can give out lunchtime stickers to reward particularly good behaviour that reflect our values. These include helping others and setting a good example. They can also nominate a child for the 'Lunchtime Luxury' award. This is presented in Friday's Celebration Assembly and the child will be first up for lunch with a friend of their choosing.

Celebration Assembly and blue rosettes

Our Lodge Farm Values will be celebrated and embedded in a weekly awards assembly on a Friday. The class teachers present a blue rosette to a child who has demonstrated a particular value. The child is able to take their rosette home.

PSHE and positions of responsibility

Social and Emotional Aspects of Learning is part of our school curriculum which aims to develop children's emotional literacy. This in turn, will improve their relationships and learning. The school uses the Jigsaw scheme (see Curriculum map and PSHE policy).

We also know that the children's personal development is key to ensuring they

High expectations – THANK YOU

When giving instructions and directions staff will use positive reinforcement and by ending their direction with "thank you" this will imply that the expectation is that this will be followed by the children, for example: "Remember to walk down the corridor, thank you!"

Valued behaviour	
Confirmed application of school values	<ul style="list-style-type: none">● Recognised by all staff● Given responsibility● Public praise in school newsletter and during Celebration Assembly (blue rosette)● Used to role model others

8. Unsocial behaviour

Unsocial behaviour

Quiet non-compliance that does not negatively impact on other children' learning.
Behaviour that demonstrates negative feelings – which does not negatively impact other children' learning.

<u>Behaviour</u>	<u>Follow up by adults</u>
<ul style="list-style-type: none">● Refusing to join in● Refusal to engage in learning	<ul style="list-style-type: none">● Making reasonable adaptations to support the pupil to positively engage● Flood positive behaviours observed using prosocial whole school strategies listed in section 6● Positive phrasing● Limited choice● Personalised adaptations● Pastoral support● Class teacher to explore the behaviour with parents / pupil● Personalised sticker chart● Journaling● Calm corner

- Positive encouragement

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

9. Detrimental behaviour

Detrimental behaviour

Behaviour which negatively impacts to an individual, a group, the community or to the environment.

<u>Behaviour</u>	<u>Follow up by adults</u>
<ul style="list-style-type: none"> • Calling out, • Swinging on chairs • Wandering around the classroom • Talking when this is not appropriate • Distracting others • Low level disruption 	<ul style="list-style-type: none"> • Disempower the behaviour • Limited choice • Positive phrasing • Non-verbal reminder • Verbal reminder • Change of seat / location to reset • Positive reset – in or out of class • De-escalation script <p>Educational consequences:</p> <ul style="list-style-type: none"> • Making up for missed learning • Reflection • Restorative conversation <p>Protective consequences:</p> <ul style="list-style-type: none"> • Teacher to inform parents • If behaviour persists – mini plan to be put in place

10. Detrimental behaviour

Detrimental behaviour

Behaviour that causes harm/disruption to an individual, a group, to the community or to the environment. Anti-social, but not dangerous.

<u>Behaviour</u>	<u>Follow up by adults</u>
<ul style="list-style-type: none"> • Swearing • Poor language • Refusal to comply with rules and instructions • Rough play • Name calling • Disrespectfulness • Controlled tipping of chairs/ objects • Exiting class / not in designated learning space 	<ul style="list-style-type: none"> • Disempower the behaviour • Limited choice • Positive phrasing • Non-verbal reminder • Verbal reminder • Change of seat / location to reset • Positive reset – in or out of class • De-escalation script <p>Educational consequences:</p> <ul style="list-style-type: none"> • Making up for missed learning

<ul style="list-style-type: none"> • Flooding classroom 	<ul style="list-style-type: none"> • Reflection • Assisting with repairs, as appropriate • Educational opportunities to understand the impact of behaviour and ways forward • Rehearsing desired behaviour • Restorative conversation <p>Protective consequences:</p> <ul style="list-style-type: none"> • Teacher to inform parents • If behaviour persists – mini plan to be put in place • Limited access to specific activities for a specific period of time – either inside the classroom or outside at break time – this should be directly linked to the incident e.g., loss of football if incident happened during football. • 20/20/20 may be appropriate if longer periods of free play (such as lunchtime) are proving difficult for the pupil to self-regulate <p>Where behaviour is regularly persistent and disruptive:</p> <ul style="list-style-type: none"> • Complete relevant sections of the Therapeutic Thinking Toolkit to help plan a way forward e.g., roots & fruits/anxiety mapping • Early intervention may be put in place, either within school or with the support of an outside agency
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De-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict. The script is:

1. Child's name
2. I can see something has happened
3. I'm here to help
4. Talk and I'll listen
5. Come with me and...

Staff members with an established relationship with the child may vary this slightly according to the child's behaviour plan or knowledge of 'what works best' with this child'. The De-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and calm down.

11. Dangerous detrimental behaviour

<u>Dangerous detrimental behaviour</u>	
Behaviour which is anti-social and will predictably result in imminent injury or harm. This includes harm 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.	
<u>Behaviour</u>	<u>Follow up by adults</u>
Behaviour which is anti-social and will predictably result in imminent injury or harm. This includes harm 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. <ul style="list-style-type: none"> • Bullying, inappropriate/not age-appropriate sexualised behaviour or language and 	Radio call for behaviour support / SLT to be informed of incident as soon as possible. De-escalation script to be used If required other children removed from the area for their safety Staff to de-escalate from a safe distance Follow up: <ul style="list-style-type: none"> • SLT to inform parents of children involved via meeting or phone call

<p>threatening behaviour due to the impact / seriousness / safeguarding implications.</p> <ul style="list-style-type: none"> ● Behaviour which could cause significant damage to property, ● Physicality which results in harm requiring first aid ● Directed / targeted throwing of objects ● Climbing unsafely ● Biting / scratching / spitting and other physical harm ● Headbutting ● Self-harm ● Slamming doors 	<p>Educational consequences:</p> <ul style="list-style-type: none"> ● Practising desired behaviour/completing missed work at break/lunch time. ● Assisting with repairs, as appropriate ● Educational opportunities to understand the impact of behaviour and ways forward ● Nurture sessions focused on self-regulation and emotional coaching <p>Protective consequences:</p> <ul style="list-style-type: none"> ● Increased staff ratio 2:1 during the incident ● Limited access to outside space or specific activities, including 20/20/20 ● Escorted in social situations ● Differentiated teaching space ● A Therapeutic Plan to be completed ● Interventions will be considered and put in place to support the pupil ● SLT will consider contacting outside support agencies ● Suspension or exclusion may be appropriate <p>Where behaviour is regularly dangerous</p> <ul style="list-style-type: none"> ● Complete relevant sections of the Therapeutic Thinking Toolkit to help plan a way forward e.g., roots & fruits/anxiety mapping. ● Therapeutic plan to be put in place <ul style="list-style-type: none"> ● Early intervention may be put in place, either within school or with the support of an outside agency
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12. Crisis behaviour

<u>Crisis behaviour</u>	
Behaviour which will predictably result in significant injury or harm	
<u>Behaviour</u>	<u>Follow up by adults</u>
<ul style="list-style-type: none"> ● Leaving school site ● Behaviour which results in significant harm requiring medical intervention from a medical professional ● Unprovoked and/or sustained violence towards another child ● Intentional physical violence towards a member of staff. 	<ul style="list-style-type: none"> ● Urgent SLT call to be made on radio, using 'Code Purple'. ● If a child attempts to leave site radio calls will be made within school to secure the front gates / office doors to prevent children exiting. ● If a child leaves the school site the police, followed by the parents will be called. ● SLT / pastoral staff will follow at a safe distance, being careful not to initiate a flight response which could cause the child to run in to the road. (Staff will wear a high-vis jacket and have a radio on their person to communicate with school and other supporting staff) <p>Follow up actions:</p> <ul style="list-style-type: none"> ● meeting – SLT & parent

13. EYFS – developmentally appropriate behaviour

We acknowledge that children within the Early Years may display behaviour that, despite being recorded within this policy as detrimental and anti-social, is still developmentally appropriate. All of these behaviours will be recorded on CPOMs and monitored by the EYFS Phase Lead and Pastoral Lead. Children whose behaviour escalates or persists will be supported through the TAB (Therapeutic Approach to Behaviour).

An EYFS Therapeutic Plan will be completed to support children and the SENDCo will be involved in discussing further steps, following the SEND Graduated Response. Support through external agencies will be sought where appropriate.

14. Communication and recording

Communication expectations

Behaviour type	Behaviour support contacted via radio	SLT immediately contacted via radio	SLT informed of incident	Recorded on CPOMS (SLT automatically alerted)	Parent informed by class teacher	Parent informed by SLT	Serious incident form completed by SLT
Pro-social					Where possible		
Unsocial				Yes	Yes		
Detrimental	If required			Yes	Yes		
Difficult	Yes			Yes	Yes		
Dangerous		Yes	Yes	Yes		Yes	
Crisis		Yes	Yes	Yes		Yes	Yes

All incidents where a staff member has been hurt by a child must be reported to the HT

All staff injured by a child, and whom received first aid, must immediately complete an incident log – available via the Office

Radios/telephones

- All 1:1 adults have a radio available on their person at all times
- Adults on playground duty have a radio available on their person at all times at break time and lunch time
- Teachers will take a radio when teaching in other areas of the school such as doing PE on the playground
- Each year group will have a pair of radios
- Pastoral team, AHT, HT, SENDCO & Office have access to a radio at all times to be 'on call'

Radio support calls

Radio calls	
Behaviour support	For when support is needed for behaviour in the classroom. Use staff members in your classroom / year group to support first
Pastoral support	For when a child needs nurture/pastoral support more than what can be offered at the time in the classroom
Code Purple	For any immediate incidents that require any available staff to support. SLT to respond immediately. Please state where you are e.g. "Code Purple on the KS2 playground".

CPOMS – Child Protection Online Management System

- CPOMS is used by all staff to record, communicate and monitor behaviour, child protection, safeguarding and student attendance information
- This online system allows instant communication between staff
- Incidents logged and recorded in a factual way
- Paperwork, emails and behaviour plans should be uploaded to CPOMS
- CPOMS logged are shared with new schools if the pupil leaves Lodge Farm (if CPOMS transfer is not available these logs will be sent via PDF to the DSP of the new school)
- When a child joins from another school which uses CPOMS, the logs are transferred from the previous school in line with KCSiE guidance

Whole school behaviour overview:

Stage		Number	%
Stage 5	TP, 1:1 support & allocated breakout small garden provision		
Stage 4	TP & access to 1:1 in place to support		
Stage 3	TP in place		
Stage 2	Mini plan		
Stage 1	Early prognosis		
Stage 0	Children not on whole school behaviour plan		

- The whole school behaviour plan is updated and reviewed by class teachers termly, or when a child has had a change in circumstance. Reasonable and proportionate adjustments will be made to plans to ensure that individual and whole school risk assessment actions are adhered to.
- It is shared with all teaching and support staff so that all of the adults in the school are aware of personalised behaviour strategies and use these for children at break/lunch times, at breakfast club, clubs and when moving around the school
- It is available to all staff in the shared folder: Staff-->Behaviour

15. Regulate, relate, reason, repair & reset

A restorative approach: We aim to put the repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. The purpose of reflect, repair, and restore is to re-visit the experience with a student that is calm, relaxed and reflective, they will be able to retell and explore the story / event with a changed set of feelings. During the incident a student's behaviour may be influenced by feelings of anger/ frustration / disappointment etc. Calm down time must be given before reflecting, repair and restore (time varies child to child and can be anywhere between 1 minute and 5 days).

REGULATE (teaches pupil how to shift states)	Consider that the child may be in a Negative stress system such as; Fight or Flight system or Freeze system DO NOT ASK THEM TO RUN OR CARRY OUT HIGH IMPACT ACTIVITIES – This could heighten stress state further Offer regulation activities; distraction, fidget toys, job or errand, heavy lifting, crunchy snack Mindfulness or safe zone and sensory activities Play a game of thought, puzzle or other thought-provoking distraction Use a strong hands activity/game or yoga/music Consult the mini plan / TP – personal strategies for calm
RELATE/REFLECT (teaches pupil relationship building)	Warm, friendly, expressive face, positive body language Be attentive and in tune. Acknowledge feelings and meet body language Let them know you are committed to getting their version of events Overcompensate for their past experiences What happened? Investigate, why did they behave that way? How were they feeling? Why? Be curious, not furious.

REASON (teaches pupil)	Reduce your words, chunk information Use multi-sensory techniques to describe or relay facts – drawing Drop the subject into a play situation or relate to own feelings/experience Avoid lecturing How can we make things right?
REPAIR (teaches pupil how to shift states)	Fix it together – clear it up, mend it, give time back Random acts of kindness – think of something that may make that person feel better Avoid asking to say 'sorry', could ask them to check someone is okay Do something together to reduce the shame
RESET	When the child is ready reset the child with or without reasonable adjustments How can we positively move forward? (Support or adaptations may be required) Acknowledge a fresh start Finish support on a positive note / projecting positive way forward

16. Suspensions and Exclusions

The school follows all DFE and HCC guidance on Exclusions and Suspensions. These are always issued as a last resort and to enable the school to put a different plan for provision, support or resource around the child to enable them to be successful.

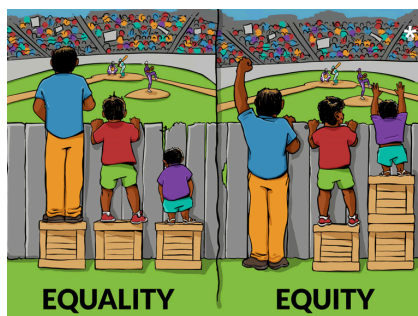
An intervention meeting is held with the parent, and where appropriate the child, to enable a smooth transition back into the setting, to remind them of strategies in place to support them and to reset expectations.

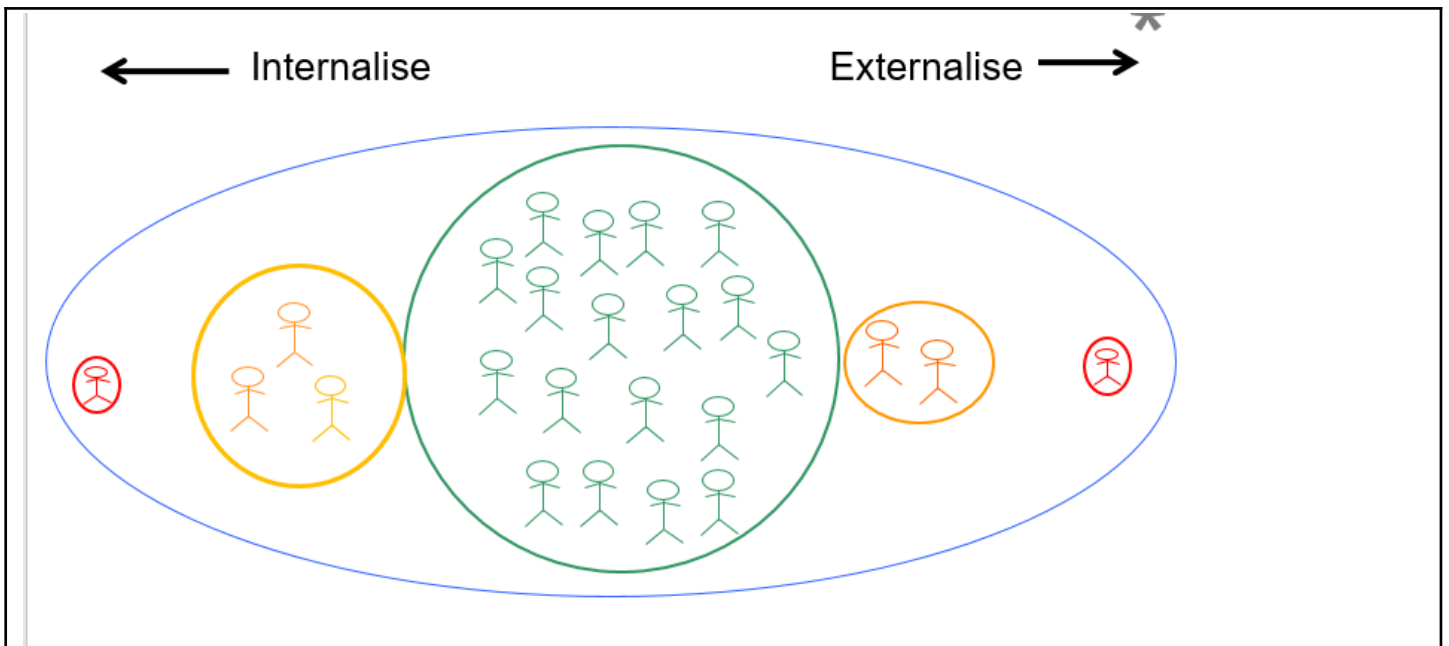
<https://www.gov.uk/government/publications/school-exclusion>

17. Underpinning theory key information

HERTFORDSHIRE'S THERAPEUTIC THINKING EQUITY

- Our therapeutic approach as a school requires all staff to accept equity of support
- Equity is giving everyone what they need to be successful





INCLUSION

**Successful inclusion relies on the phrase DIFFERENT FOR DIFFERENT...
INCLUSION IS EVIDENT WHERE THERE IS MAXIMUM DIFFERENTIATION**

LEVELS OF DIFFERENTIATED NEED

Young people may be within any of the circles.

The green circle represents an average class of young people. Although all students may at times behave contrary to the will of the adults, the majority (the green circle) represents students who present very little risk of harm to themselves others or property. This group are often called the **SAFE LEARNERS**. Most students within the green will never need to be subject to any consequences for anti-social behaviour or any bribes in order to behave pro-socially or achieve academically, they will simply need a dynamic and engaging education experience.

The orange circle on the left represents the one or two students who may be a risk of harming themselves either physically or by withdrawing, hiding etc. These are often the very quiet or withdrawn students who can be missed from our planning as their behaviours do not trouble us. However, this group represents the students who are internalising their behaviour, they may have mental health issues and may be self-harming in some way. Some children's internalising behaviour is masked by high academic output.

The one or two young people in the orange circle on the right are much more noticeable these students display behaviours that harm other people they externalise their behaviour and can become a risk of harm to themselves, others, and property. These students are often labelled as dangerous when the reality is more often that they are difficult for staff within the structure of the classroom. Externalises are often kinaesthetic learners who become bored with the classroom environment.

With a small amount of differentiation these students can often have their needs met in a similar way to the students within the green circle.

Occasionally we have a young person within a group who presents a risk of harm which is far beyond that of any other student. This student, or these students (represented in red), cannot be kept safe by simply following policy and need a differentiated plan in order to be safely included. The behaviour of this student may be linked with a condition such as autism, social, emotional or attachment issues or the reason for the difference may be unidentified.

Preventative behaviour management approach

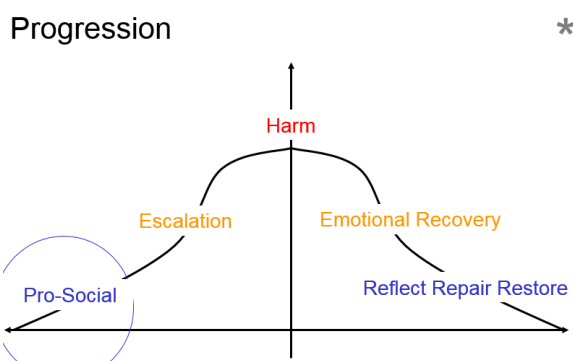
Objectives:

1. All staff will promote pro-social behaviour and will respond to antisocial, difficult or dangerous behaviour consistently, and to have an understanding of what behaviour might be communicating

Maslow's Hierarchy of Need:



2. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies



Staff will take opportunities to build positive relationships with children in order to recognise triggers and know that child well to personalise support.

18. Positive handling and touch

As a member of staff, you are able to physically guide, touch or prompt children in appropriate ways at the appropriate times.

Why Do We Use Touch?

We may choose to hold children for a variety of reasons, but in general terms we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

How Do We Use Touch?

Hugging – At this school, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.



Handholding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'school handhold'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the children for a little extra security if it is required.



In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

Lap-Sitting

At our school we discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the school hand hold or hug. If a child attempts to sit on your lap, explain to them that this is not what we do here, and ask them to sit next to you if it is appropriate.

At times, children may in such crisis or distress that they hold you in a way which is not described as above (e.g., 'front on' hug/lap sitting). If this should happen, please ensure that you have informed a senior member of staff to protect yourself. You may be asked to make a note of this, this will be in order to record and monitor the number of times the student is doing this to staff to see whether this is a 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly.

Please note that although we believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should also be realised that some children will not want to be touched. Please respect this.

Staff have a 'Duty of Care' towards the students in their care. Therefore, if a student is likely to be at risk from harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time. Parents/carers will be made aware of this policy when their child is admitted to this school.

If you have any questions or would like a further discussion, please speak to your line manager at the earliest available opportunity.

POSITIVE HANDLING

Guiding and escorting should usually be used in conjunction with the de-escalation script, in order to remove a child calmly and assertively from a conflict situation where there is no safe option for them to be given take up time/ remain where they are to de-escalate.

Staff have agreed to follow the principles of Hertfordshire Therapeutic Thinking regarding handling children in school. These are as follows:

'Calm Stance'

When a child is in a state where conflict is inevitable or already happening, adults must adopt an open body stance – 'side on' to the pupil and encourage the pupil to move by motioning with the hand which way to go. This may also involve sitting or crouching down to the child's level.

'Guiding and Escorting'

Sometimes it may be necessary to guide children. All staff who have completed the Step On training have been trained how to do this in a way that does not harm the child or put anyone else at risk.

The most risk-free way is to form a 'mitten' shape with the fingers and thumb and place just above the child's elbow. The elbow should NOT be held, so that the child is free to move away; any force exerted can only be by the child pushing back.

This can be extended to a more assertive 'escorting' position by standing side by side with the child and placing the 'mittens' on both of the child's elbows. The adult's shoulder should be behind the child to guide them. This position will lessen the risk of the child turning and lashing out. Both guides and escorts should be performed only if necessary and should be recorded on the appropriate form, along with an explanation of the reasons for it and what other strategies had been tried first.



Open Mitten

- Fingers together
- Thumb away from fingers
- Palms parallel to the floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising.

Open Mitten

ISI

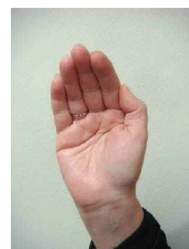


Closed Mitten

- Flat hand
- Fingers and thumb together
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising.

Closed Mitten

ISI



RESTRICTIVE PHYSICAL INTERVENTION (RPI):

PARENTS MUST ALWAYS BE INFORMED WHEN RPI IS USED & INCIDENTS RECORDED ON CPOMs.

Very occasionally incidents may occur where a child needs to be positively handled to prevent themselves or others from serious harm. This is only ever justified in cases of actual harm (as opposed to potential harm). Staff are trained in these interventions on a need only basis, and it is only these staff - as long as they have been authorised by the Headteacher – who can perform such actions. If a child presents a foreseeable risk, school should prepare a risk assessment for them and seek advice from the Hertfordshire Therapeutic Thinking Team. For staff who have not received this training, there may be occasions where they need to use restraint e.g., to stop a child running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgement and ensure that all actions are reasonable, proportionate, and necessary. Following an incident such as this, a risk assessment needs to be carried out and further training given.

19. Appendices

- A. Therapeutic plan
- B. Therapeutic tree
- C. Risk assessment calculator
- D. Subconscious & conscious analysis
- E. Mini plan
- F. Early support plan
- G. Graduated approach
- H. EYFS Therapeutic plan



Therapeutic Plan

Name:	Class:	Date plan put in place:	Photo:
DOB:	SEN:	Date of Review (minimum termly):	
Plan Coordinator (class teacher):	External agencies:	Plan reviewed by (SLT member):	
Adults working with the child:	Trusted adults:		
<u>AIMS:</u>			
<u>Reduction Measures and differentiated measures (Preventative strategies) which are in place at all times:</u>			
Potential triggers / factors which raise anxieties		Reduction measures / differentiated experiences / support	
<u>Daily Support/Communication:</u>			
<u>Educational / protective consequences:</u>			

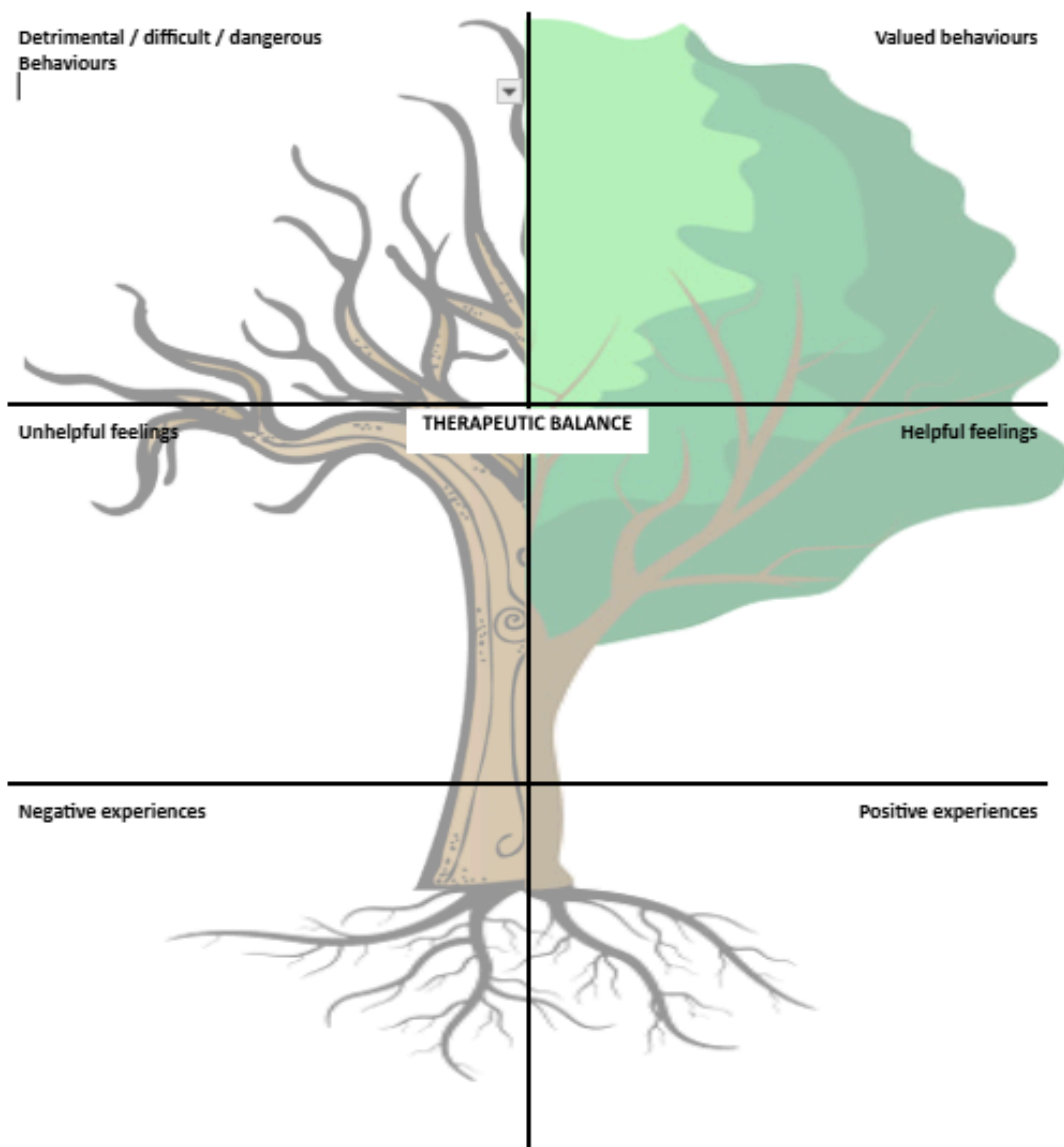
Valued behaviour	Strategies to maintain at all times
Unsocial behaviour	Strategies to support to avoid escalation
Difficult detrimental behaviour	Strategies needed when this behaviour is demonstrated
Dangerous detrimental Behaviours	Strategies needed when this behaviour is demonstrated
Crisis behaviours	Strategies needed when this behaviour is demonstrated
Post-incident recovery and de-brief measures: -	

Updated (date):	
Shared with parent (date):	

<i>Communication of plan</i>	
<i>Uploaded to CPOMS and shared with staff working with the child (Class teacher)</i>	
<i>Shared with parents (class teacher)</i>	
<i>Paper copy added to MSA folders (CJ)</i>	
<i>Paper copy added to cohort communication clipboard (CJ)</i>	
<i>Whole school overview updated with dates and updates (CJ)</i>	

Therapeutic Tree

Name	
Supporting Staff	
Date	
Review Date	





Appendix C

Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

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

Seriousnes s	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The risk of harm is persistent and constant

3	The risk of harm is more likely than not to occur again
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behavior has been dormant for over 12 months and no identified triggers remain

Therapeutic Thinking

Subconscious and Conscious Behaviours

Subconscious behaviours

Behaviours that choose us

- Behaviours that are evident without any thought or planning.
- Predominantly subconscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement.
- Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity. (Reference anxiety analysis.)
- Responses to pro-social subconscious behaviours may include recognition and celebration to raise the behaviour to a conscious level, emotional feedback such as smiles, clapping, laughing etc.
- Responses to anti-social subconscious behaviour may include managing the feelings through support, discussions, restorative work, counselling, recovery time or managing the experience with time out, differentiated curriculum, family support, managing the stimulus etc.

Below is a checklist to explore whether the behaviour of an individual child or young person is **subconscious**.

Please use this checklist to analyse the behaviour and identify anxieties through *anxiety analysis* for overwhelming experiences and feelings, or over reliance on unavailable support through the *therapeutic tree*.

Subconscious behaviour analysis checklist

Question	Detail
Medical factors?	
Habitual factors?	
What is causing the sadness? <i>What are the associated feelings? E.g. rejected, lonely, despondent</i>	
What is causing the anger? <i>What are the associated feelings? E.g. frustrated, embattled, undermined</i>	
What is causing the fear? <i>What are the associated feelings? E.g. worried, petrified, reluctant</i>	
What is causing the disgust? <i>What are the associated feelings? E.g. reluctant, avoidant, cautious</i>	
What is causing the surprise? <i>What are the associated feelings? E.g. confused, shocked, panicked</i>	
What is causing the happiness? <i>What are the associated feelings? E.g. excited, enthusiastic, engaged</i>	

Conscious behaviours

Behaviours that we choose because they are successful or effective at meeting our needs and/or behaviours that are the result of thought or planning

- Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour.
- Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.
- Responses to pro-social conscious behaviours may include positive feedback, recognition, consequential rewards, such as 'you have finished your work so you can leave early,' or logical additional freedoms.
- Responses to anti-social conscious behaviour will be supported by clear expectations and an understanding and certainty of the logical protective and educational consequences.

Below is a checklist to explore whether the behaviour of an individual child or young person is **conscious**.

Please use this checklist to explore the behaviour of an individual to acknowledge the relevant motivations for its continued use.

Conscious behaviour checklist

Question	Detail
What are the perceived gains of the anti-social behaviour?	
Why do they believe their anti-social behaviour will be successful?	
Why do they believe pro-social behaviour will not be successful?	
Is the expected adult response preferable to their current experience?	
Is the expected adult response motivating the behaviour?	



Plan, Predict and Prevent - Mini plan

Name:		<u>Photo:</u>
DOB:		
Class:		
SEND:		
Date of Plan:		
Plan reviewed by SLT member:		
Trusted adults:		

<u>Why is support needed? (triggers/ causes of dysregulation)</u> <u>Predict</u>	<u>Behaviours you might see:</u>	<u>What strategies /adaptations are in place to prevent dysregulation? (prevent)</u>	<u>What support / adaptations are required when the child becomes dysregulated?</u>	<u>Planned response to difficult behaviours:</u>

Date shared with parent:	
Planned review date:	

<i>Communication of plan</i>	
<i>Uploaded to CPOMS and shared with staff working with the child (Class teacher)</i>	
<i>Shared with parents (class teacher)</i>	
<i>Paper copy added to MSA folders (CJ)</i>	
<i>Paper copy added to cohort communication clipboard (CJ)</i>	
<i>Whole school overview updated with dates and updates (CJ)</i>	

Date:

Staff member:



Early Prognosis

The behaviour

Unemotional, non-judgemental, factual description, including severity and frequency.

Pupil voice

Function

Escape or Avoidance

Attention

Tangible gain

Health & wellbeing

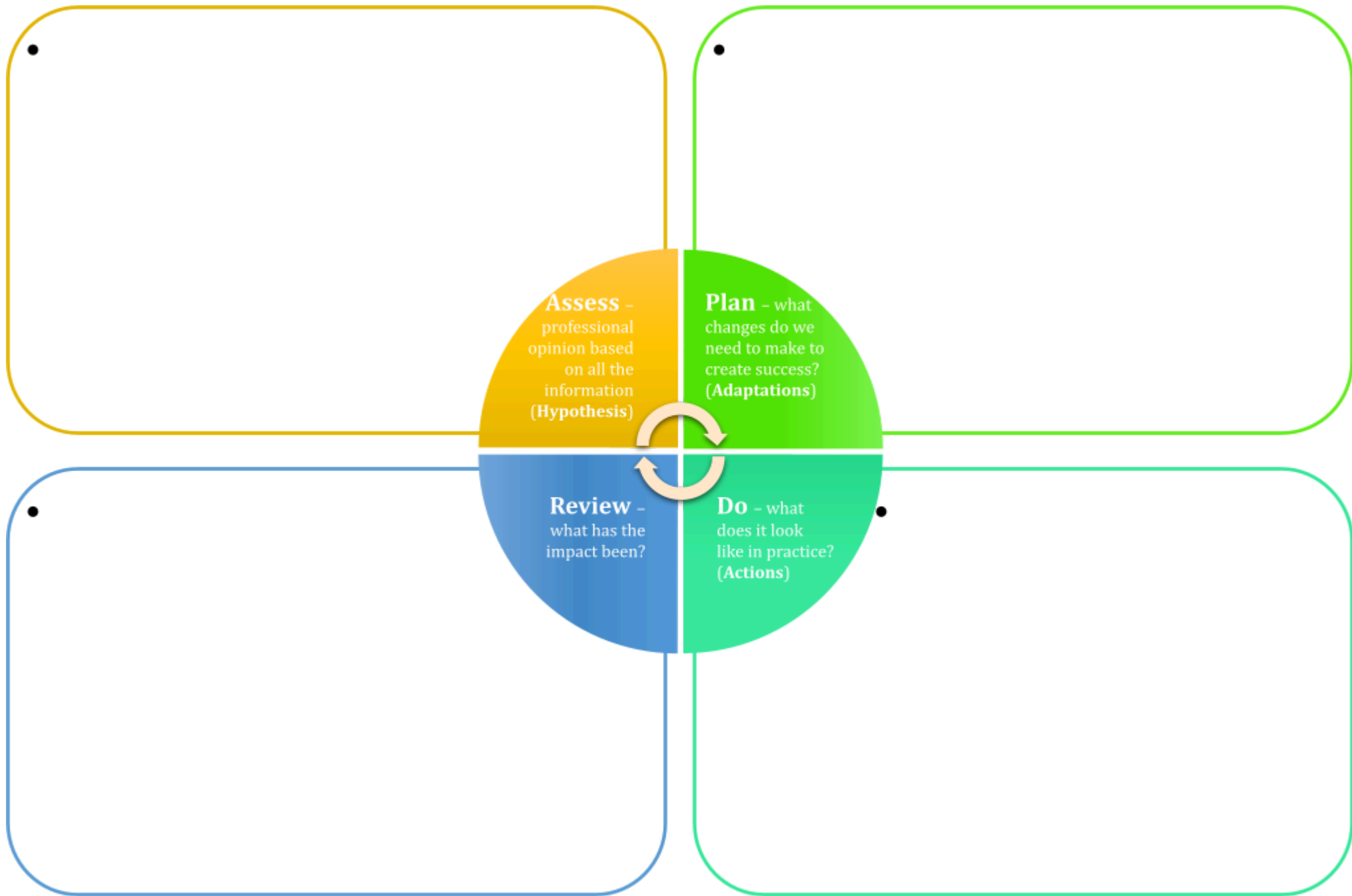
Including diagnoses, diagnostic pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.

Context

Do we still need more information? ↓

Cultural relevance

Do we still need more information? ↓



Date plan put in place	
Date of review	
Plan reviewed by (SLT member)	

Communication of plan	
<i>Uploaded to CPOMS and shared with staff working with the child (Class teacher)</i>	
<i>Shared with parents (class teacher)</i>	
<i>Paper copy added to MSA folders (CJ)</i>	
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<i>Whole school overview updated with dates and updates (CJ)</i>	



Lodge Farm - Therapeutic Thinking Graduated Approach

Stage	Actions for class teachers	Documents to be completed
<u>Universal Behavior curriculum</u>	<ul style="list-style-type: none"> • Check existing knowledge, skills and understanding. • Complete pupil induction (routines and valued behaviours). • Establish a realistic starting point. • Establish realistic next steps. • Identify opportunities for teaching and learning linked to real-world experiences. • Provide guided and supported practice of skills. • Review progress – record on CPOMs • Refer to Behaviour Policy. • Record behaviour, adaptations and actions taken on CPOMs 	<ul style="list-style-type: none"> ▪ All adaptations recorded on CPOMs
<u>Universal Plus Behaviour policy</u>	<ul style="list-style-type: none"> • Check if the identified behaviour is covered in policy. • Support the pupil in line with policy. • Monitor and record the impact of policy on progress. • Review progress – record on CPOMs • Record behaviour, adaptations and actions taken on CPOMs 	<ul style="list-style-type: none"> ▪ All adaptations recorded on CPOMs
<u>Stage 1 Targeted Early Prognosis – early support</u>	<ul style="list-style-type: none"> • Gather information from parents/carers and staff. • Gather information from multi-agency colleagues. • Ensure collated information informs planning – early support document completed • Set a review date. • Review progress – record on CPOMs • Implement further analysis and planning. 	<ul style="list-style-type: none"> ▪ Early support plan
<u>Stage 2 Targeted Plus Predict, Prevent & Progress – mini plan</u>	<ul style="list-style-type: none"> • Update and review all information within Targeted. • Consider involvement of multi-agency colleagues. • Complete Risk Calculator. • Identify protective consequences. • Identify educational consequences. • Analyse dysregulation and values and beliefs (subconscious and conscious). • Complete Anxiety Analysis (behaviour log) for relevant variables. • Create a Predict, Prevent & Progress plan – mini plan. • Review progress – record on CPOMs • Implement further analysis and planning. 	<ul style="list-style-type: none"> ▪ As above plus the below ▪ Mini plan ▪ Behaviour log ▪ Risk calculator ▪ Subconscious and conscious analysis

**Stage 3
Specialist
Therapeutic Plan**

- Update and review all information within Targeted and Targeted Plus.
- Consider involvement of multi-agency colleagues.
- Complete the Therapeutic Tree for the individual pupil
- Complete a detailed Therapeutic Plan.
- Set a review date.
- Consider group dynamic options.
- Review progress – record on CPOMs
- Involve multi-agency colleagues in review and identifying next steps.

- As above plus the below
- Therapeutic tree
- Therapeutic plan
- Behaviour log

Therapeutic Approaches to Behaviour Plan

Name:

D.O.B:

Likes:

Date completed:

Setting:

Dislikes:

Resources to support

Desirable behaviours:	Therapeutic responses:
Difficult/tricky behaviours:	Therapeutic responses:
Challenging behaviours:	Therapeutic responses:
Regulation/reflection:	Therapeutic responses: