POSITIVE BEHAVIOUR POLICY THROUGH A THERAPEAUTIC APPROACH

SEPTEMBER 2024

Approved by Governing Body:

To be reviewed annually

Next review: September 2025

1. **Statement of Intent**

At Gamlingay Village Primary we believe that, in order to facilitate teaching and learning, valued behaviour must be demonstrated in all aspects of school life. Our therapeutic approach to managing behaviour comes from our belief that children learn best when they feel safe, calm, happy and are able to self-regulate their emotions. This has been inspired by 'Cambridgeshire Therapeutic Thinking'. By adhering to this policy, we can:

- Deliver a therapeutic approach to support children's valued and detrimental behaviours
- Allow all children to achieve and access the school's curriculum
- Support the inclusion of those with inconvenient, difficult or dangerous behaviours
- Support, encourage and create helpful feelings and understand and intervene with unhelpful feelings
- Encourage children to understand experiences as positive and negative
- Increase children's self-esteem and confidence
- Help staff understand the underlying reasons for the behaviours displayed
- To improve staff confidence
- Develop positive relationships with pupils to enable early intervention
- To promote the use of Educational and Protective Consequences in the place of punishments
- Encourage positive relationships with parents
- Reduce exclusions
- Encourage a positive, calm, inclusive and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught behaviour curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Wraparound Care, we aim to:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- teach strategies for children to solve conflicts peacefully;
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- agree boundaries of valued behaviour with all pupils and regularly remind children of these using the Pupil Handbook and the Gamlingay Guide to being Golden;
- enable children to recognise, understand and respond to a range of feelings;
- develop vocabulary to enable children to express feelings verbally rather than physically;
- promote equal opportunities and instil a positive attitude towards differences;
- promote an ethos of peer support;
- ensure the atmosphere in the classroom environment is conducive to learning;
- ensure children are aware of the consequences of their words and actions towards themselves and others.

It is critical that all adults in school are kind, caring, calm and consistent. All staff <u>will</u> utilise this policy and will be supported through regular professional development.

What is Therapeutic Thinking?

'An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic.'

The underlying Principles: Equality - Affording people equal status, rights and opportunities (giving everybody the same regardless of need).

Equity - Differentiated measures to provide equal opportunities (giving everyone what they need to achieve success).

'Equality is leaving the door open for anyone who has the means to approach it; equity is ensuring there is a pathway to that door for those who need it.' Caroline Belden

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

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

2. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:
Education Act 1996
Education Act 2002
Education and Inspections Act 2006
Health Act 2006
The School Information (England) Regulations 2008
Equality Act 2010
DfE (2013) 'Use of reasonable force'
DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
DfE (2018) 'Mental health and behaviour in schools'
DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
DfE (2024) 'Keeping children safe in education 2024'
DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:
Pupil Code of Conduct
Social, Emotional and Mental Health (SEMH) Policy
Complaints Procedures Policy
Special Educational Needs and Disabilities (SEND) Policy
Suspension and Exclusion Policy
Physical Intervention Policy
Child-on-child Abuse Policy
Child Protection and Safeguarding Policy
Anti-bullying Policy
Behaviour Action Plan

3. Roles and responsibilities

The governing body will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of detrimental behaviour.
- Establishing high expectations of pupils' conduct and valued behaviour and implementing measures to achieve this.
- Determining the school's Golden Guide and having an overview of the graduated response to support
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving detrimental behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing body, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling valued behaviour and positive relationships, demonstrating good habits.

- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour in line with our therapeutic approach.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of valued behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
- As authorised by the headteacher, taking proportionate action to restore acceptable standards of behaviour in line with our therapeutic approach.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any detrimental behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school Golden Guide and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

4. Types of Behaviours

An integral part of GVP's therapeutic approach to behaviour is to ensure that the school community has a clear understanding of the preferred language that we use to describe all behaviour and the broad definitions.

Behaviour definitions

- Anything a person says or does, everything we see or hear
- Everything from the most valued to the most detrimental.
- Behaviour takes on additional relevance when we consider how it impact on self and others.

Valued behaviour definitions

- Creates helpful feelings in self and others.
- Behaviour which is positive, helpful, and intended to promote social acceptance
- Behaviour characterised by a concern for the rights, feelings and welfare of others
- Behaviour which benefits other people or society

Detrimental behaviour definitions

- Creates unhelpful feelings in self and others.
- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.

Reasons for detrimental behaviour

1. Lack of emotional vocabulary and literacy (dysregulated)
2. Established values or beliefs

We encourage all children and staff to display valued behaviours in school, but also whilst they are in the wider community.

Behavioural difficulties may signal a need for support, and it is essential to understand what the underlying causes are. For example, a child may exhibit such behaviours due to a medical condition or sensory impairment, previous trauma or neglect, or be exacerbated by an unmet need or undiagnosed medical condition. Behavioural difficulties may also reflect the challenges of communication, or the frustrations faced by a child with learning disabilities, autistic spectrum disorders and mental health difficulties, who may have little choice and control over their lives. Children with behavioural difficulties need to be regarded as **vulnerable** rather than troublesome and we have a duty to explore this vulnerability and provide appropriate support.

Behaviour that escalates beyond inconvenient and then becomes difficult or dangerous, may result from the impact of a number of external factors. These may include being exposed to challenging or overwhelming environments, which they do not understand, where positive social interactions are lacking, and personal choices are limited. Children exhibiting difficult or dangerous behaviours need support and adapted teaching to have their needs met.

5. The Behaviour Curriculum (See Appendix A)

In order to build character, we define the behaviours and habits that we expect pupils to demonstrate and explicitly teach them. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. In order for our Behaviour Curriculum to be successful it:

- Identifies the behaviour skills we expect each child to have mastered at each age and stage.

- It defines each skill and how we are going to teach those skills.

- It contains a methodology to identify individuals unable to achieve the expected outcomes and a methodology to close the gap.

By the end of Year 6 they will have learnt behaviours that enable learning; developed social skills and self-worth, and a growing empathy and understanding of children who find school difficult.

Our Behaviour Curriculum has been developed around our School Values and includes explicit teaching around the Golden Guide, STAR behaviours for learning and Wonderful Walking,

We pride ourselves in being **Respectful**, **Reflective**, **Caring** and **Creative**.
We are an **Inclusive Learning Community** with high **Aspirations**.
We strive to develop our **Resilience** and **Responsibilities.**

Principles for our behaviour curriculum (Gamlingay Guide to being Golden) are displayed in every classroom and highlighted throughout the school:

Gamlingay Guide to being golden: We persevere; We are safe; We are empathetic; We are honest; We are active listeners; We are responsible.

STAR Behaviours for Learning: S - Show you are ready, **T -** Track the speaker
A - Attention at all times, **R** - Respect towards others

Wonderful Walking: Walking with a purpose, Walking quietly, Walking without disrupting others, Walking carefully.

6. Agreed school response to valued behaviours

At Gamlingay Village Primary we aim to create internal discipline. We do this through building strong, trusting relationships, role-modelling, having a consistent approach, prioritising valued behaviours and praising them, planning alternatives to detrimental behaviour and exploring the impact of this. We will give feedback and recognition and we will give comfort and show forgiveness. For this reason, we do not give external motivators, such as stickers, certificates, whole class rewards, golden time. Instead, we believe 'thank you', 'well done', 'I'm proud of you for…' 'this is a brilliant piece of work because…' are reward enough. We do not want children to behave well in order to please an adult; we want them to behave well because it's the right thing to do.

Examples of Valued Behaviours that should be acknowledged are acts of:
* kindness, helping others, co-operating, sharing, respect, and manners.

Examples of Learner Engagement that should be acknowledged are acts of:
* meeting learning objectives; engaging in activities that provide suitable challenge; reflecting on progress; enjoying learning; persevering with new concepts; embracing opportunities to stretch knowledge; movement from dependent to independent learning; development of metacognition; and peer support.

We acknowledge the importance of explicitly teaching children what expected valued behaviour looks like. At Gamlingay Village Primary this is achieved through:

Building trust and rapport	By being consistent, interested, and present for all our interactions. Speaking with respect and never using sarcasm, humiliation or derogatory language in any context within school.
Actively listening	By being attentive, paraphrasing, attuned to feelings, and asking reflective questions

Role-modelling valued behaviours	By showing, not telling, what it is to be demonstrating valued behaviour – for example, being considerate, patient, and polite. Also, seeking opportunities to role-model in the community.
Establishing and Maintaining Routines	By providing routine throughout the school day. For example: greetings; and classroom expectations.
Communicating with kindness, calmness, consistency, and compassion	By managing your own reactions and responses to valued and detrimental behaviour – and remembering that *all behaviour is a language.*
Showing unconditional positive regard	By communicating your belief in their ability to feel and be valued; and reassure that you will always support them (even when their behaviour can be inconvenient, difficult and/or dangerous)
Use of Physical Intervention	Providing comfort/reassurance/co-regulation using touch.
Support Beyond the Classroom	By proactively supporting children to return to learning. For example, joining them in a lesson and providing extra support.
Being trauma informed and attachment aware	By understanding and asking colleagues to develop working knowledge of how trauma and attachment can impact feelings, behaviours, and relationships.
Signposting to and collaborating with internal and external therapeutic services	By working with external agencies around our children to ensure there is consistency, appropriate support, and targeted provision.

All staff must use the following approaches to acknowledge and encourage valued behaviours and learner engagement:

*Please note that whilst we are consistent to our principles, we are also flexible in our approach – thus some responses may vary dependent on individual needs. These variations will be written into their **Predict and Prevent Plan** and shared as necessary.*

Expression	Smiling and nodding at a child, positive gestures, using a warm tone of voice.
Showing gratitude	Saying 'thank-you', showing manners and respect when children demonstrate valued behaviours naturally (without being asked) e.g. holding a door open, picking up litter from the floor.

Effective verbal praise	Pitched at a level that they can receive, and always linked to process, action, event, that gives context.
Healthy classroom environment	Allow freedom to take risks without fear of 'being told off'. Opportunities to talk and engage with peers, not working in silence excessively. Movement breaks when needed, active learning throughout the day.
Unconditional access to the whole curriculum	All children have access to the whole curriculum regardless of inconvenient or difficult behaviours. (Missing another curriculum lesson as a consequence for inconvenient or difficult behaviour must never happen). The only limitations include protective consequences to ensure safety. For example, accessing an activity onsite rather than offsite.
Increased Responsibility	Earning increased responsibility in school. For example, school council, library monitors, sports leaders, watering the plants and classroom jobs.
Celebrating Success	Via sharing and displaying progress within the school. For example, showing work to another adult, placing work on the wow walls, postcard home.

7. **Agreed response to detrimental behaviours (See Appendix B)**

We will not use external discipline to control behaviour. Controlling behaviour does not change behaviour.

We do not believe in:
- Dominating and imposing (creating a culture of fear and oppression)
- Demanding obedience (making children comply through fear)
- Punishing (not logical consequences)
- Bribery (making children comply through reward)
- Taking opportunities and resources away (unless it's unsafe)
- Shouting, shaming, belittling, embarrassing, humiliating
- Exclusive or seclusive practice (sitting children outside of the classroom or an office alone)

When a child demonstrates detrimental behaviour, there will obviously be a consequence, which is logical and natural. A consequence is something we do for children, not to children. A consequence should always be a learning opportunity. We can test consequences by using the word 'obviously'. If it makes sense, then you have a consequence. If it lacks sense, it is probably a punishment. There are only two types of consequence; educational and protective.

Educational Consequence (the essential learning, rehearsing or teaching to enable behaviour change) (Appendix C)

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)

Protective Consequence (removal of a freedom to manage harm) (Appendix C)

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 support
- Temporary increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restricted off site activities
- Differentiated teaching space
- Differentiated curriculum or resources

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

Definitions of Detrimental Behaviour

Whilst we endeavour to promote helpful feelings, we are aware that children can often have unhelpful feelings, leading to inconvenient, difficult and dangerous behaviours – Definitions below.

Inconvenient behaviour: Low level disruption which can escalate. For example, Keith continually shouting out is inconvenient within a group teaching activity.

Difficult behaviour: That which is detrimental, but not dangerous. Difficult behaviour should be acknowledged in terms of context: e.g. Keith running around the room shouting 'loser' at his peers.

Dangerous behaviour: That which is persistently detrimental and will predictably result in significant injury or harm. This includes harm to self or others, including bullying, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence. E.g. Jane has thrown a chair and broken a window as well as kicking two children, resulting in first aid. This is the fourth of seven incidents in the last two weeks.

Learning opportunities enable behaviour change

We use meaningful conversations and logical consequences to teach children about the impact of their behaviour and to develop their internal discipline. Discussing detrimental behaviours in a meaningful way, through restorative conversation, encourages them to become more self-aware. It informs children on how to make the correct decision, regarding their own detrimental behaviour.

Please note that staff **must never** force a child to spend time alone, unsupervised, against their will.

Appendix B shows a table of planned responses to children who are demonstrating detrimental behaviour. All staff are responsible for this. SLT should only be called if the policy or plan has been followed but is no longer working and the dangerous behaviours continue.

Reflective Opportunities

Everyone within our school should have the opportunity to reflect on both valued and detrimental situations.

We strongly believe that joint opportunities to reflect, supports our children to move from **external** to **internal** discipline. There are three possible relational outcomes when tackling antisocial feelings and behaviour:
1. Relationships stay the same;
2. Relationships are damaged;
3. Relationship improve.

The following opportunities exist to support the latter:

Restorative Approach: An approach used to reflect upon and overcome conflict. Questions are designed to link experiences, feelings, and behaviours; and to encourage a child to develop empathy and compassion towards others.

Meaningful guided conversation: Linked to a specific event or situation. A child is given time to explore what happened and why. This is guided by a member of staff.

Meetings with Parents: A collaborative approach between school and home ensures consistent opportunities to reflect. These meetings acknowledge the whole child and draw from the experiences and expertise of those within the home.

8. **Using Early Prognosis**

To support pupils that demonstrate detrimental behaviours, Gamlingay Village Primary uses the Cambridgeshire Therapeutic graduated response, which guides the school from a universal behaviour curriculum to specialist therapeutic planning. **(See Appendix D)**

In circumstances where a child repeatedly displays inconvenient, detrimental behaviour, small adaptations to their provision will be appropriate. For example, a child who refuses to come in from playtime to do their handwriting persistently, may need either a transition task or task rehearsal. e.g. come in 5 minutes earlier with an adult and sharpen the pencils or give out the books, to combat this or going outside at different times of the day and practise coming in when the whistle blows.

If difficult or dangerous detrimental behaviour increases in frequency and/or severity, then a planning meeting will take place with class teacher, SENDCo and SLT. During this meeting

key staff supporting a child will need to consider the background, context, and factors relevant to the identified behaviour in the terms of:
- **Function** (sensory, escape/avoidance, attention, tangible)
- **Cultural expectations** (school and staff expectations and norms versus child's expectations and norms)
- **Diagnosis** (is this behaviour the norm for a particular diagnosis?)
- **Home** (parent/carer and other family dynamics, historical and more recent)

Analysis and Planning Toolkit

If we can predict it, we can seek to prevent it

When a child shows significant difficult and/or dangerous behaviours, further analysis is needed to support the child. We use the '*Analysis and Planning' Toolkit*. It is a holistic and therapeutic approach to overcoming persistent difficult and dangerous behaviours.

Risk calculator

If Early Prognosis has failed to support the child in demonstrating more valued behaviours then a Risk Calculator will be used. All key staff associated with that child must attend and contribute.

The Risk Calculator helps classify behaviours as difficult or dangerous. If the risk calculator identifies the behaviour as dangerous then SLT will consider implementing immediate protective consequences.

If the risk calculator demonstrates that the behaviour is difficult, move onto the conscious and subconscious behaviours checklist.

Conscience and Subconscious Behaviour Checklist

Identifying whether a behaviour has a conscious or subconscious root is critical to understanding it. There is a checklist for each in the '*Analysis and Planning Toolkit.'* Subconscious behaviours are those that choose us. Conscious behaviours are those that we choose.

Anxiety Mapping

By tracking time of day, days of the week, supporting staff, location, activity, learning style, peers etc. against the child's anxiety we can manage the anxiety that creates difficult and dangerous behaviours.

Anxiety mapping is a tool used over time to collect information. The aim is to plan to avoid escalation through adaptation or support. Input from a number of sources, including the child's view where possible, will allow us to look for inconsistency in perception.

Predict and Prevent Plan

A Predict and Prevent Plan uses information gathered during anxiety mapping to create a practical net of support, which encourages the development of resilience and independence. All staff must follow strategies within the plan. The desired outcome is that child feel supported and are empowered to take ownership of their relationships and behaviour.

Therapeutic tree

The therapeutic tree is used in circumstances where the Predict and Prevent plan has failed to solve the root of antisocial feelings and behaviours. The therapeutic tree examines the link between experiences, feelings, and behaviours. helpful and unhelpful feelings and behaviours are examined which incisively informs the Risk Reduction Plan.

Risk Reduction Plan

A Risk Reduction Plan uses information from all previous reflections/documents and creates a 'job description' for working with a child outside of the whole-school policy. It examines measures that respond to dangerous behaviours; and supports the individual and the whole school community. All staff must follow the Risk Reduction Plan.

The plan focuses on a core question:

- What are the differentiated experiences that we can give this child to help lower anxiety and create pro-social feelings and behaviours?
- Other key questions revolve around protective consequences and safety:
- What limits to freedom are necessary for safety or wellbeing of all?
- How is harm removed?
- How long will these protective consequences need to be in place?
- What learning consequences can we put in place to help the child learn?
- What do we need to teach them?
- How are we going to teach them?
- Is it possible to teach them with our experience and resources?

Physical Intervention

At Gamlingay Village Primary, we believe that appropriate touch is fundamental in supporting our children.

The term physical intervention is used to describe contact between staff and a child, where no force is involved. For example: for comfort, affirmation, and facilitation. Touch supports the development of social, behavioural, and attentional skills.

There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention with children; however, it is crucial that this is appropriate to their professional role and in relation to the child's individual needs.

Occasions where staff may have cause to have physical intervention with a child may include:
- To comfort a child in distress (so long as this is appropriate to their age).
- For affirmation/praise.
- To gently direct a child.
- For curricular reasons (for example in PE, Drama, etc).
- First aid and medical treatment.
- In an emergency to avert danger to the child.

Unsafe Touch

Staff <u>must never</u> do any of the following:
- Restrict breathing. This could occur where adult arms, the child's arms or their clothing is held in a way that could restrict the free movement of the abdomen, diaphragm and chest. Factors such as height, weight, obesity, breathing difficulties and heart conditions could increase the risk.

- Pulling or dragging a child.

Guides and Escorts

Some children may need escorting and/or guiding to protect and redirect them from situations that could cause themselves or others harm. Guides and Escorts are not Restrictive Physical Interventions; and all staff with Cambridgeshire Therapeutic Thinking training are able to use Guides and Escorts to support children. **(See Appendix E)**

Guides and Escorts	These are not restrictive. They encourage a CHILDREN to move away from a situation, and do not hold a CHILDREN to a staff member. They enable.	Guides and Escorts Training Covered within the policy. All staff responsible.
Emergency Intervention	These are restrictive. They prevent a child or others from unforeseen harm. It should be reasonable, proportionate, and necessary.	No Training Required All staff are responsible to act in an emergency.

Restrictive Physical Intervention

If a child needed restricted physical intervention this would be reflected in the risk reduction plan for that child.

Recording, Reporting and Communication

Recording and communicating behaviour is key to monitoring and supporting the children.

Behaviour which is significantly difficult or dangerous must be recorded on 'MyConcern' and communicated to parents privately.

Events should be recorded in a timely manner and always within 24 hours. They should contain key information and recounts of the events and responses to them. All must be written in factual non-judgemental language.

Celebrating valued behaviours is an integral part of changing behaviour. This should be shared with parents where appropriate, through a variety of means such as: a phone call, email, postcard home. This should be private not public.

Exclusions

Exclusions are only used as a protective consequence: where reflection, time and conversation are needed to ensure that a child is able be reintegrated safely into the school community. Exclusions are not an automatic response to a detrimental behaviour or event, neither should they be a response to a culmination of these. All staff must discuss behaviours and events with the best interest of the children in mind. Where children are excluded from school a discussion and plan for return should take place so that a positive return can be successful.

Accountability

All staff are expected to act in accordance with this policy. Any member of staff not following the policy, will be challenged by any member of staff in school, as to why. We have a collective responsibility to ensure our therapeutic approach is delivered by all and translates into everyday school life.

This will be communicated with all supply staff, new staff and volunteers as part of the introduction to Gamlingay Village Primary.

APPENDIX A – THE BEHAVIOUR CURRICULUM – HIGH LEVEL OVERVIEW

Gamlingay Guide to being golden: We persevere; We are safe; We are empathetic; We are honest; We are active listeners; We are responsible.

Assembly Behaviours	Corridor Behaviours	Playground Behaviours	Lunch Hall Behaviours	Learning Behaviours
School Value driven Behaviours	Perseverant/ Safe/ Empathetic/Honesty/ Active Listening/Responsible Behaviours	Routine Behaviours	Curriculum Led Behaviours (PSHE)	Behaviour Interventions & Graduated Response

 All Behaviours to be taught in a graduated age-appropriate way.

The Behaviour Curriculum can be accessed here:

Appendix B - Agreed response to detrimental behaviours EXAMPLES

INCONVENIENT BEHAVIOUR (CONSCIOUS OR UNCONSCIOUS) *Low level disruption which can escalate*	STAFF'S APPROPRIATE RESPONSE *No further action required if one off. If a pattern of behaviours emerge, please log on MyConcern for the attention of your Phase Lead and the Inclusion Team*
Swearing	**EDUCATIONAL CONSEQUENCE:** A meaningful conversation to be had about appropriate language use. Reminders to be used as necessary. Pass no judgement.
Using unkind words and name calling	**EDUCATIONAL CONSEQUENCE:** Privately address the comments and their impact. Have a meaningful conversation and consider how they could put it right.
Task refusal	Set your expectations and withdraw to give processing time. Have a meaningful conversation and offer help. Clarify the task and adapt if needed. Sit the child with an adult and guide the task during the lesson time. **EDUCATIONAL CONSEQUENCE:** Sit with the child and discuss the behaviour during part of play time or lunch time. *Children should NEVER be left alone to complete the work without this input.* *Work will not be sent home.*
DIFFICULT BEHAVIOUR (CONSCIOUS OR UNCONSCIOUS) *That which is detrimental, but not dangerous.*	**STAFF'S APPROPRIATE RESPONSE** *Please log on MyConcern for the attention of your Phase Lead and the Inclusion Team* *Teachers to ensure parents are notified*
Running off/leaving the classroom	Watch to check the child is safe (from a distance, if dysregulated) Limit language while the child is visibly dysregulated. Try saying: 'I can see something has happened. I am here to help when you are ready'. Wait quietly until the child is ready to engage. DO NOT CHASE, restrain or shout.

	Attempt to reconnect with the child when the child is visibly calm e.g. talk about what you had for lunch, your favourite TV show, the weather.
	Repeat above steps until reconnection has happened.
	EDUCATIONAL CONSEQUENCE:
	Have a restorative debrief.
Persistent refusal to follow Instructions	Set your expectations in a calm voice using the child's name.
	Allow processing time
	Repeat expectations and say 'thank you.' E.g. 'Lisa, come and sit on the carpet, thank you.'
	EDUCATIONAL CONSEQUENCE: Conversation and exploration (developing empathy, tolerance and understanding)
Low level disruption to others and own learning	Set your expectations in a calm voice, using the child's name.
	Allow processing time
	Repeat expectations using positive phrasing and say, 'thank you.' E.g. 'Stanley, put the pen down on the table, thank you.'
	EDUCATIONAL CONSEQUENCE: Learning and understanding the relevance of a task
	'You've thrown the pencils on the floor so obviously you will need to tidy them up.'**(EDUCATIONAL CONSEQUENCE:** Rehearsing and practising behaviour**)**
	Instead of;
	'Simone, at swimming this morning you were hiding other people's clothes and running around the changing room, so obviously you need to miss art this afternoon'.
	Try this;
	'Simone, at swimming this morning you were hiding other people's clothes and running around the changing room, so obviously you will need to get changed in your own cubicle until I can trust you.' **(EDUCATIONAL CONSEQUENCE:** Educational opportunities (chance to learn)**)**
Hurting peers in the playground (not persistent)	Set your expectations in a calm voice using the child's name, telling the pupil that they will have to come off of the playground.
	Allow processing time. **EDUCATIONAL CONSEQUENCE:**

	Guided conversation to discover the underlying reasons and establish how to put it right.
Prejudice discrimination	**EDUCATIONAL CONSEQUENCE:** Guided conversation to discover the underlying reasons and establish how to put it right.
Screaming	Set your expectations in a calm voice, using the child's name. Allow processing time. Repeat expectations using positive phrasing and say, 'Well done.' E.g. 'Stanley, I'm here to talk when you're ready. Well done.' **EDUCATIONAL CONSEQUENCE:** Guided conversation to discover the underlying reasons and establish how to put it right.
DANGEROUS BEHAVIOURS **(CONSCIOUS OR UNCONSCIOUS)** **That which is persistently detrimental and will predictably result in significant injury or harm.**	**STAFF'S APPROPRIATE RESPONSE** *Walkie Talkie Call for support.* *Please log on MyConcern for the attention of your Phase Lead, the Inclusion Team & SLT* *Phase Lead, Inclusion Team or SLT to ensure parents are notified*
Persistent hurting of peers **Throwing with intent to hurt others** **Knocking over chairs** **Standing on Furniture** **Destroying School Property** **Physical violence towards staff** **Running from the school grounds**	**PROTECTIVE CONSEQUENCE:** Choose from: • Temporary increased staff ratio • Limited access to outside space • Escorted in social situations • Restricted off site activities • Differentiated teaching space • Differentiated curriculum or resources **EDUCATIONAL CONSEQUENCES CAN THEN BE PUT IN PLACE**

APPENDIX C – EXAMPLES OF CONSEQUENCES FOR ALL STAFF AND PARENTS

Educational Consequence (the essential learning, rehearsing or teaching to enable behaviour change)

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)

Protective Consequence (removal of a freedom to manage harm)

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 support
- Temporary increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restricted off site activities
- Differentiated teaching space
- Differentiated curriculum or resources

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

APPENDIX D – THERAPEATIC THINKING GRADUATED RESPONSE

Universal
Behaviour Curriculum

- [ ] Establish routines and identify valued behaviours.
- [ ] Include the above within pupil induction.
- [ ] Create and monitor staff code of conduct.
- [ ] Identify content of behaviour curriculum.
- [ ] Identify opportunities for learning and create supporting plans.
- [ ] Identify children not making expected progress and refer to Behaviour Policy.

Targeted
Behaviour Policy

- [ ] Policy reflects DfE guidance.
- [ ] Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority.
- [ ] Check if the identified behaviour is covered in policy.
- [ ] Follow the policy.
- [ ] Record the impact of policy on pupil's behaviour.
- [ ] Where policy is not progressing the behaviour of most children, review the policy.
- [ ] Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Prognosis.

Targeted Plus
Early Prognosis

- [ ] Describe the behaviour factually and unemotionally.
- [ ] Gather appropriate and authentic pupil voice.
- [ ] Gather information from all relevant parties, including multi-agency colleagues.
- [ ] Use the collated information to Assess, Plan, Do, Review.
- [ ] Consider involvement of multi-agency colleagues.
- [ ] Where further intervention is needed, move to the analysis and planning within Predict, Prevent & Progress.

Specialist
Predict, Prevent & Progress

- [ ] Review all information within Early Prognosis document.
- [ ] Complete Risk Calculator.
- [ ] Identify protective and educational consequences.
- [ ] Complete Subconscious and Conscious checklists.
- [ ] Complete Anxiety Analysis for relevant variables.
- [ ] Use all analysis to create a Predict, Prevent & Progress plan.
- [ ] Use the collated information to Assess, Plan, Do, Review.
- [ ] Consider involvement of multi-agency colleagues.
- [ ] Where further intervention is needed move to the analysis and planning within Therapeutic Plan.

Specialist Plus
Therapeutic Plan

- [ ] Ensure all preceding analysis documents are reviewed.
- [ ] Complete the Therapeutic Tree for the individual pupil, including information from all the preceding analysis.
- [ ] Complete a detailed Therapeutic Plan to micromanage staff responses to identified behaviours.
- [ ] Use the collated information to Assess, Plan, Do, Review.
- [ ] Consider involvement of multi-agency colleagues.
- [ ] Consider group dynamic options.
- [ ] Involve multi-agency colleagues in a review of the effectiveness of meeting need.

APPENDIX E – GUIDES AND ESCORTS

<u>Guide and Escort Techniques</u>

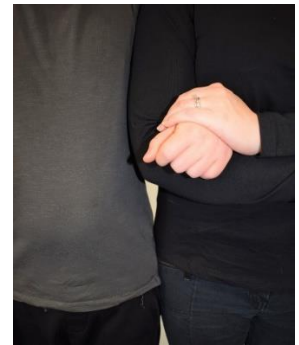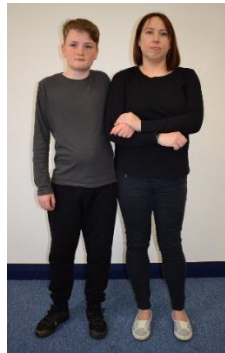| **Closed Mitten –** used to draw close		
Fingers and thumb together The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.		

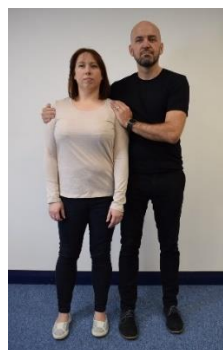| **Offering a hand** – to support, guide, or escort		
CLOSED MITTEN • Hip in • Head away • Sideways stance • Arm is offered • Student accepts the invite • Draw elbow in for extra security		

Supportive Hug – to support, guide, or escort		
CLOSED MITTEN • Hip in • Head away • Sideways stance • Closed mittens contain each shoulder • Communicate intention • Use 'de-escalation script' if needed		

Supportive Arm – to support, guide, or escort

CLOSED MITTEN • Hip in • Head away • Sideways stance • Positioned behind the elbow • Closed mittens used above the elbows to maintain safe shape (penguin shape) • Communicate intention		

Open Mitten – used to move away

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

Open Mitten Guide – to protect, turn and/or communicate

OPEN MITTEN • Open mitten hand, placed on the arm above the elbow • Safe shape (penguin shape) • Palm parallel to the floor • Staff positioned behind with extended arm • Communicate intention • Use 'de-escalation script' if needed			

Open Mitten Escort – to support, guide, or escort	
OPEN MITTEN • Hip in • Head away • Open mitten hands above the elbows • Safe shape (penguin shape) • Arm resting across the shoulders • Communicate intention • Move assertively (prevent kicking / dropping) The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.	
	CHILDREN who are allowed to plant their feet may choose to drop or kick or spit at staff. Keeping the feet occupied with movement occupies the brain and reduces the disruptive options Remember the desired outcome is: SAFETY NOT DESTINATION