

Skylark Federation Therapeutic Behaviour Approach

Behaviour	Examples	Staff Responses
<i>Unsocial</i>	• Calling out repeatedly • Talking over others • Talking back • Leaving seat without permission • Not completing a task • Pushing in	1. Strategic ignoring of low-level behaviour at first. 2. If behaviour persists, non-verbal cue given. 3. If behaviour persists, teacher addresses the whole class in a generalised way, regarding specific behaviour. 4. If behaviour persists verbal reminder given directly to the child. 5. If the behaviour occurs again: - 5 minutes regulation time in a different area of the classroom or 5 minutes out of break or lunchtime. 6. A short restorative conversation about what happened, why the pupil was behaving in an unsocial way and what they should do next time. This is the relate and reason part of the conversation. If there is any repair to do this is part of this process. For example: - Finishing off work - Check if the person they pushed in on is ok 7. Parents/carers are informed if behaviour is repeated.
<i>Detrimental</i>	• Swearing • Spitting • Vandalism • Threatening behaviour	1. Verbal warning given. 2. 5 minutes regulation time in a different area of the classroom, 5 minutes out of break or lunchtime or 5 minutes with a member of SLT. 3. This is followed up with a restorative conversation with the pupil to relate and reason about what happened, why the pupil was behaving in a detrimental way, what they should do next time and a way of repair is agreed upon. Examples could include: - Checking if anyone else involved is ok - Tidying up whatever has been vandalised - Coming up with better choices of words to use 4. Parents/carers are invited in to meet with a member of SLT and the class teacher if appropriate.
<i>Dangerous</i>	• Throwing objects • Deliberate disruption • Leaving class • Physical harm • Hitting or kicking • Leaving school site	1. Immediate SLT assistance is given to the member of staff. 2. SLT/support staff de-escalate the child's behaviour using a de-escalation script. 3. This is followed by a period of regulation in a calm space. 4. Once the pupil is completely regulated the member of staff has a restorative conversation with the pupil to relate and reason about what happened and why the pupil was behaving in a dangerous way. What they should do next time, and a way to repair is agreed upon. Examples could include: - Checking if anyone else involved is ok - Tidying up whatever has been vandalised or broken - clear it up, mend it, give time back - Coming up with better choices of words to use instead of swear words - Deciding on a random act of kindness by thinking of something that may make that person feel better Parent/carer is invited in to meet with a member of SLT and the class teacher on the same day. - The incident must be logged on CPOMS the same day. - Repeated dangerous behaviour may lead to suspension or exclusion procedures.