



Iford and Kingston
Church of England Primary School

**“Learn together, Play together,
Live together.”**

The Skylark Federation

Therapeutic Behaviour Policy

(Adapted to reflect on development in practice, incorporating the Therapeutic Approach)

Approved by FGB: 26.09.24

Next review: Autumn 2025

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Related documents
Anti-Bullying Policy
Inclusion Policy – Local Offer
Pastoral Care Policy
Use of Reasonable Force Guidelines
Teaching and Learning Policy
Equality Policy

Purpose of the policy

Our overarching ambition at Iford and Kingston CE School is to create an inclusive school where children’s behaviour is not managed but is changed so that they become citizens that contribute positively to the communities they live in. We adopt a therapeutic approach to understand the barriers children may have and empower them to take responsibility and find solutions with everyone’s support. Some children may require a Therapeutic Plan to formalise strategies that differentiate from policy. Others may need a more flexible approach at times of anxiety and change or in specific circumstances. At the heart of our policy lies our vision:

“Learn together, Play together, Live together.”

Our policy is underpinned by the principles of **Therapeutic Thinking**

What is Therapeutic Thinking?

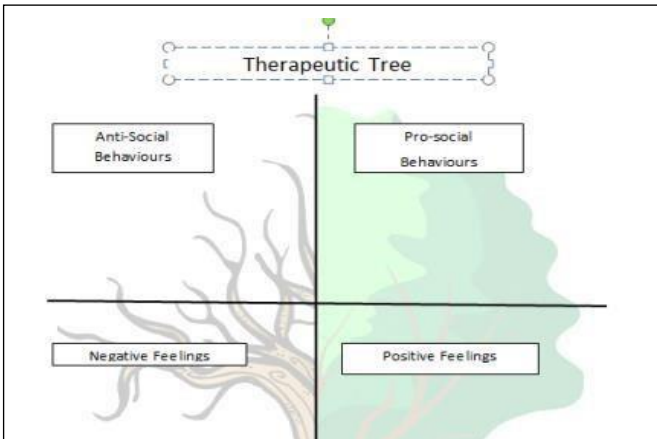
An approach to behavior that prioritises the prosocial experiences and feelings of everyone within the **dynamic**.

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

At Iford and Kingston CE School we firmly believe:

Positive experiences create positive feelings.



Positive feelings create positive behaviour.

Dynamic Definition - *The dynamic is everyone affected by the school or establishment supporting the child. At the centre of a school dynamic are those people who are there all the time, including staff and children. The centre of the dynamic ripples out to include parents, extended families, carers, governors, the local community, occasional visitors etc.*

Every child has a dynamic, every member of staff, every class, every school, simply it means those affected by.

- The relationships people have with each other and the study of how these relationships can change. The way in which people react to each other in a particular situation.
- The interactions of people when they are grouped with others through either choice or circumstance.

Policy Principles

Planning and managing children’s behaviour creates a link between children’s mental health and behaviour. (See DFE White Paper: Mental Health and Behaviour in Schools November 2018).

This policy is based on the rights, responsibilities and needs of individual and groups of pupils;

- ✓ We all have the right to feel safe
- ✓ We all have the right to work and learn
- ✓ We all have the right to be respected
- ✓ We all are responsible members of our school community

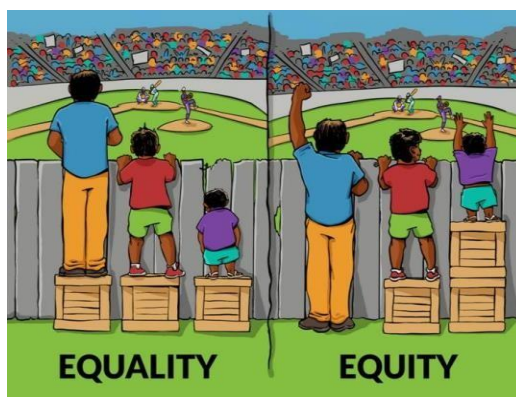
Aims of this Policy and the Therapeutic Approach at Iford and Kingston CE School

- To promote the inseparable link between teaching, learning and behaviour.
- To improve staff confidence and safety in applying a therapeutic approach within their class dynamic
- To support the inclusion of those pupils with difficult or dangerous behaviours
- To ensure the positive environment for safe learners

- To reduce and eliminate exclusions

We provide pupils with what they need to succeed in their learning. We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self- discipline and respect for others. This is reflected in our School's values:

Respect Cooperation Aspiration Resilience Responsibility



Equality is treating everybody the same.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success. At Iford and Kingston CE School we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.

Equity = Equality.

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

How Can We Teach Behaviour?

- **Relationships** (*invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be*)
- **Role modelling** (*this is essential – for e.g. we have to show them how to ‘play nicely’ by playing with them*)
 - **Consistency** (*not equality*)
 - **Routines**
 - **Prioritising prosocial behaviour** (*really valued in every child*)
 - **Planning alternatives to antisocial behaviour**
 - **Reward and positive reinforcement** (*should be given freely and unexpectedly, not as a form of bribery*)
 - **Feedback and recognition** (*give feedback when something has not been asked for – don’t just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)*)
 - **Comfort and forgiveness** (*understanding and know that we will do it differently tomorrow*)
 - **Ignoring** (*unsocial and low- level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours*)

- **Positive language** (*tell children what you would like to see, not what you don't e.g. Please walk rather than don't run*)
- **Restorative Practice** (follow up the behaviour, its impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control

We have no public methods of tracking behaviour that risk creating negative feelings – We have adopted private levels of praise and reminders where necessary. Predominantly children expect feedback and verbal recognition or support (visual reminders such as stickers/certificates are private and not given publicly to compare).

We clearly identify what good learning behaviour look like and what indicates unacceptable behaviour. This is within a chart showing outstanding, good, requires improvement and unsatisfactory so that pupils are fully aware of expectations but not used to publicly judge pupils.

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in the schools.
- 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 pupils 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.
- Consistently promoting pro-social behaviour: “treat others as we would like to be treated”.
- Facilitating learning about relationships and behaviour.

What do we expect from Governors and the Senior Leadership Team?

- Monitoring and evaluating the impact of the Policy.

What do we expect from the executive head teacher/head of school?

- 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.

- Regular and clear communication with parents about the role they are expected to play in the development of 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.

What do we expect from staff?

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability 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 pupils 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 pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct which will permeate to whole school practice in the shape of "Rights and Responsibilities" (this needs to be re-enforced each half term or whenever appropriate).
- 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 prosocial behaviour and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording serious incidents electronically on CPOMS, where a child's behaviour is deemed to have a serious effect on themselves and others.

What do we expect from parents/ carers?

- Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- 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.

What do we expect from pupils?

- 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.

Strategies and provision used to support positive behaviour at Iford and Kingston School

Positive Play

The nurture lead is able to offer positive play experiences.

Zones of Regulation (Emotional/Sensory Regulation)

We use the Zones of Regulation approach on a whole class, targets and individual level. This is a simple coloured scaling system (red/yellow/green/blue) which encourages children to regularly consider their emotional/sensory wellbeing. In this system, the 'Just Right' colour is green (calm, content, ready to learn); the blue colour represents feeling tired/lethargic/low; the yellow colour represents feeling anxious/fizzy/stressed/over-stimulated and the red colour represents anger/meltdown/shutdown.

Children learn to know what helps them feel better (e.g. move from the yellow zone back to the green or stimulate themselves out of the blue zone into the green). Some children need an adult to notice their emotional/sensory state to help them regulate.

Sensory Plans/ Therapeutic plan

Lots of children with poor attention/ impulse control/ concentration/ other behavioural challenges can respond positively to additional planning to meet their sensory needs – even if these needs are not obvious. This is well researched but not widely implemented yet in schools. We are committed to growing our practice in this area and have trained all staff in the Zones of Regulation approach.

Social Skills/ Nurture Groups

Social skills/Nurture groups are set up within the school on a needs-basis. Children who have mild behavioural challenges may be invited to join such a group, especially where that problem is linked to social skills. We would not call these groups 'social skills' groups but the children would be clear about their reason for attending and the group goals – and we will ask the children to name their own group!

Flexible support for more vulnerable pupils

There are a small number of children who will need a far greater amount of support in managing their own impulses / behaviour. Some children can fail to respond to the Zones of Regulation as they feel less securely attached to our school community and our priority is to develop these children's sense of belonging. Some children have other emotional vulnerabilities which may mean they act defensively; lack resilience or empathy. Some children have special educational needs or disabilities (such as autism; ADHD; attachment disorder) or underlying mental health conditions and specific, individual plans/additional support need to be planned to ensure these children are supported to reach the same positive behaviour goals.

We have a clear Equalities Policy (based upon our duties under the Equality Act 2010) and believe that all children have the same rights although they may have very different needs. This does not mean that

we create differing expectations of behaviour for different children – rather than we use bespoke strategies and support to enable children to meet same high expectations as everyone else. We occasionally draw up an individual support plan for a child’s positive behaviour development. Where a child needs particular understanding, or where a particular response to situations is effective, we share that information in an individual response plan with the whole staff group. This ensures that children receive the same response from all adults and that all adults understand the appropriate and effective measures in supporting a child’s behaviour.

Children with severe social, emotional and mental health challenges:

External Support

In cases of children who present long-standing and persistent behavioural difficulties which we cannot understand and which do not respond to intervention, we may refer the child to ESBAS; CAMHS (Child and Adolescent Mental Health Service) or an Educational Psychologist with parental/carer consent. This is something we rarely consider, preferring to use our community resources and peer and adult relationships to make a positive change.

On rare occasions, the following strategies may also be used:

Adults have the right to remove/confiscate property from a child. Children may also be physically managed to prevent them hurting themselves or others; damaging property or compromising the order of the class/school. Parents would be informed of this and support for the child put in place.

Types of Behaviour

Prosocial

Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society.

Prosocial behaviour can be defined as the ‘absence’ of antisocial behaviour. Examples below-

Learning Charters: Each class has developed its own learning charter which states how the children will show prosocial behaviours and treat each other and also describes positive learning behaviours.

The Learning Charter is displayed in all classrooms and around the school and frequently referred to. All behaviour systems link back to the Learning Charter and are re-visited at regular intervals and used in assemblies.

In addition to our Learning Charter we have also set out a clear list of expectations ‘Learning Behaviours’, which should guide all stakeholders as to the behaviour we do and don’t expect to

see. These are referenced to regularly in assembly and whole class discussion and are displayed within each class.

Unsocial Behaviour (referred to as ‘difficult’)

Not making an effort to behave sociably in the company of others, but not to the detriment of others.

- Leaving their table without permission
- Leaving the carpet during input/ story without permission
- Refusing to complete the work set
- Refusing to take part in activities (PE, Forest School, etc.)
- Choosing to do another activity than the one the class are doing (reading/ drawing on whiteboard etc.)
- Rocking on their chair.
- Calling out/ talking to a friend
- Not listening to instructions
- Playing/ fiddling with equipment
- Not doing as instructed, but not to the detriment of others.

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 SLT support unless it is persistent and disruptive and therefore becomes Antisocial.

Antisocial Behaviour (some are referred to as ‘dangerous’)

Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour that is likely to cause injury, harassment, alarm or distress.

Behaviour that violates the rights of another person.

Antisocial Behaviours	Dangerous Antisocial Behaviours
Aggressive shouting/calling out disruptively	Leaving the school building
Continued interruptions	Leaving the premises
Swearing	Spitting (directly at another)
Answering back, mimicking	Pushing aggressively
Name calling	Scratching
Lying	Pinching
Refusal to carry out an adult’s request	Hair pulling
Distracting and/or disrupting others’ learning by shouting, banging, making noises	Hitting
Throwing small equipment	Kicking
Leaving the classroom without permission	Fighting
Damage to property/pushing over furniture	Biting
Stealing	Punching
	Throwing furniture
	Physical or verbal bullying (see Bullying Policy for definition)

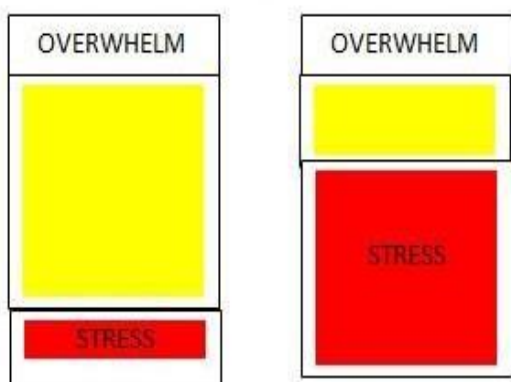
It is important not to group unsocial behaviour with antisocial behaviour.

The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial.

It is often staff responding to unsocial behaviour that drives the behaviour to become antisocial. Please be aware, all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help.

In all cases of Difficult and Dangerous where SLT support is necessary, ensure below model is followed by staff previously;

Adults as Stress Regulators...Not Behaviour Managers



The Window of Stress Tolerance;

- A small amount of stress is a positive thing; helps with motivation, adrenaline
- If you are carrying large amounts of toxic stress then the slightest trigger or upset, confusion, flashback and you have no room to hold it before overwhelm
- The healthy body has lots of space to hold small amounts of stress throughout the day

CALM

ALERT

ALARM

FEAR

TERROR

Social Engagement	Fight or Flight System	Freeze System
Just the right state for learning – ventral vagul nerve is active Can tap into exploratory/risk taking Feel safe	Hyper arousal system Body language – fidgety/restless Middle ear -tuned into high pitch Breathing – fast Speech-changes Temperature - changes	Final port of call – linked to a sense of powerlessness Shut-down or go into a shock (animal play dead) May take on another role, stop breathing or hysteria Middle ear muscles tune out – no sound Shallow breathing, can't speak, rocking, zone out

Antisocial behaviour should not need SLT support unless it is persistent and disruptive. Dangerous Anti-social behaviour is likely to need SLT support/intervention.

Conscious and sub-conscious behavior	
REGULATE <i>(teaches pupil how to shift states)</i>	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 calm box/SOS bag or yoga/music Consult the Anchor plan – personal strategies for calm
RELATE <i>(teaches pupil relationship building)</i>	Warm, friendly, expressive face Positive body language Be attentive and in tune Acknowledge feelings and meet body language Let them know you are on their team, fellow traveller Overcompensate for their past experiences
REASON <i>(teaches pupil)</i>	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
REPAIR <i>(teaches pupil how to shift states)</i>	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

Subconscious behaviour - unable to moderate or self-regulate

Conscious behaviour - unwilling to moderate or self-regulate

We believe that behaviour can be a mixture of both conscious and subconscious.

Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any known potential consequence or punishment associated with the behaviour.

Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration or overwhelmed with anxiety (arousal) or overwhelmed with depression.

If we punish conscious behaviours we often create conflict. If we punish subconscious behaviours

we can often generate more of the negative feelings associated with injustice and the difficult or dangerous behaviours.

SLT assistance procedure for Anti-social behaviour

Blue Card – asking for support from another member of staff

Red Card – Signifies dangerous anti-social behaviour - support from SLT needed Use this policy and staff scripted language and strategies

If a child leaves the classroom, notify a member of SLT immediately If class team is not able to follow, or if behaviour is persistent.

If a child leaves the site, notify SLT immediately. Parents/carers to be notified immediately, and police, if appropriate.

Please see appendix – Actions/Language for Behaviours for specific strategies to support behaviours

Reporting Behaviour incidents

Incidents of serious or dangerous behaviour – to be reported on CPOMS and SLT informed the same day.

Other incidents of behaviour – recorded on CPOMS. Class teacher to speak to children, and if appropriate, parent/carer.

Serious incidents, even if dealt with, should be reported to SLT the same day and parents informed.

Exclusion

The head teacher should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof. The head should accept something happened if it is more likely to have happened than it did not happen.

Internal Inclusion

Will be considered where behaviour systems are not helping to change the pattern of behaviour. This will follow a conversation with parents.

External

Will be considered for incidents of serious violence or continued disruption/all of the above have failed to change the behaviour.

In these cases, the national guidelines will be followed, particularly with regards to recording and reporting.

Exclusions:

We would hope to never resort to excluding a child from our community. We maintain this process as part of the school’s ‘behaviour’ policy as, although we cannot imagine using it, exclusion of children remains a legal right all schools are given.

There are 3 types of exclusion: 1) an internal exclusion; 2) a fixed term exclusion; 3) permanent exclusion.

1) Internal Exclusion means that a child is excluded from his or her class but stays at school. The child would spend the day with a designated member of staff and would be given curriculum work to complete as well as spending time thinking about how to build bridges and put right their particular situation.

2) A Fixed-Term Exclusion involves a child being excluded from school for a short period of time. During a fixed-term exclusion, a child should be supervised at home and should not be out in the community. When a child returns from a fixed-term exclusion, we ask the parents/carers to accompany the child for a meeting with the head teacher and SENCo. In this meeting, we will set targets for the child and decide ways we can help the child meet the targets. The targets will be monitored by a senior member of staff and a review meeting will be held. We will ask that parents / carers attend this review meeting.

3) Permanent Exclusion is a measure Iford and Kingston School has never needed to take but remains a measure we need to retain in our policy. If, despite a considerable level of support, a child persistently disrupts the good order of the school or regularly puts him/herself, others or property in danger – or – performs a uniquely dangerous act – the school can decide to permanently exclude a child.

If parents / carers do not agree with the school’s decision to exclude their child (fixed-term or permanently) then they have a right to appeal. The letter informing parents / carers of the exclusion also informs them of how they can appeal against the decision.

Bullying: please refer to the Anti-Bullying policy.

Use of Reasonable Force

At Iford and Kingston CE School we do not advocate the use of reasonable force (restraint) but we are guided by DfE Guidance 2013 and only use when absolutely necessary. For the vast majority of situations, even of dangerously anti- social behaviours, reasonable force (according to the ‘Guidelines of Reasonable Force’) will be a last resort. However, it may be necessary to enforce restraining techniques if a child/adult is in immediate danger or if there is significant damage to property. If reasonable force has had to be used, this will be documented factually and parents and SLT notified.

Who can use reasonable force?

All members of staff have a legal power to use reasonable force.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or for causing disorder.

Partnership with Parents

We work closely with our parents to ensure the consistent approach of the Therapeutic behaviour policy. All individual plans and approaches are shared with parents and where appropriate parents are involved in the planning process of therapeutic strategies for individual pupils. Parents will be informed, where appropriate, and invited to meetings with outside professionals.

Parents will be informed of all incidents of dangerous anti-social behaviour and their protective consequences.

Monitoring, Assessment and Evaluation

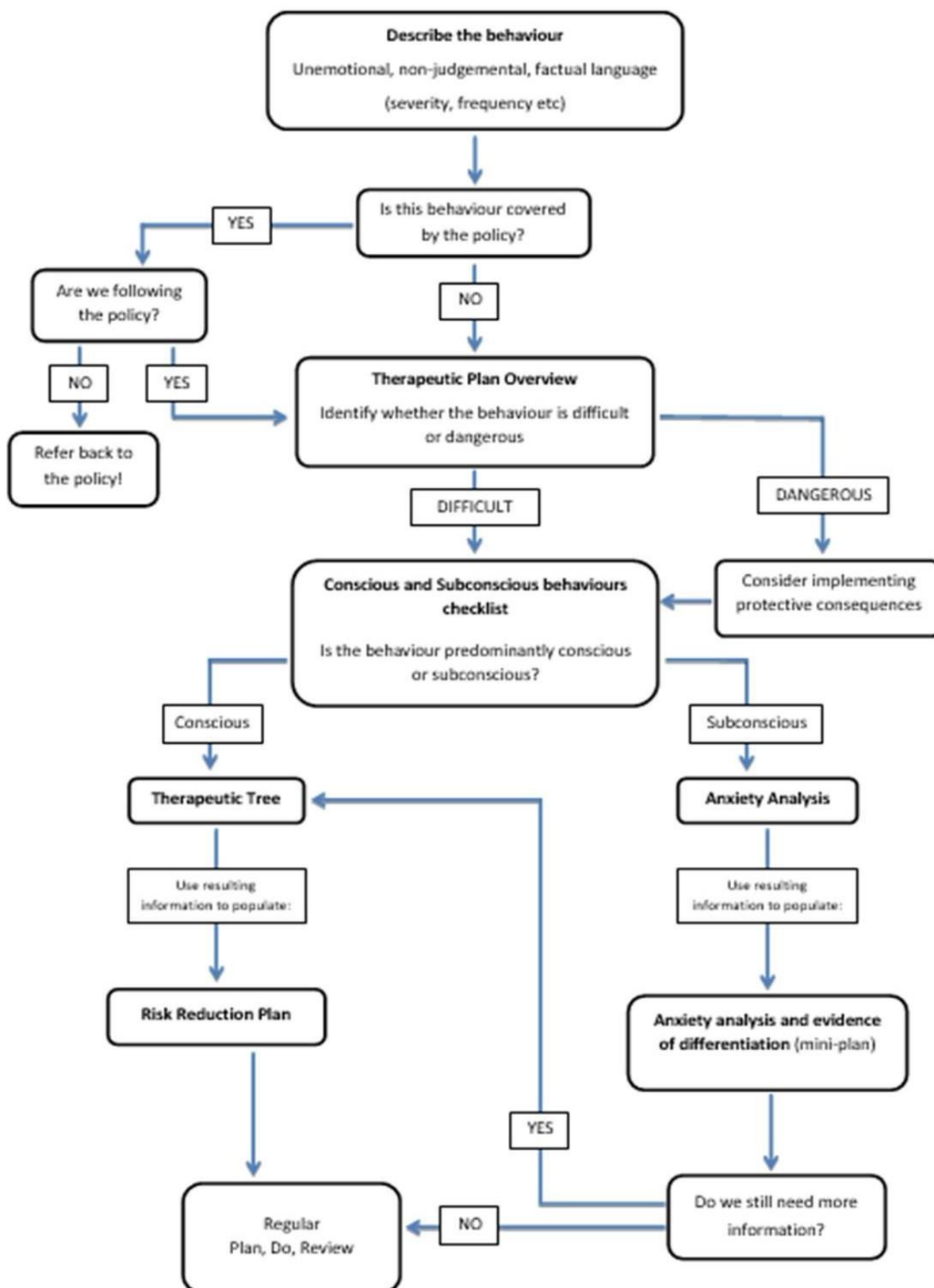
- Individual therapeutic plans will be evaluated by each teacher.
- plans and evaluations will help measure progress of the therapeutic approach.
- The school's therapeutic lead will report to governors of the impact of the approach.

Appendix 1

Consequences Protective and/or Educational

It is essential that there is always an element of restorative practice. We must be able to show how we have helped the student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

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



Appendix 2: Prosocial Behaviours

Children expect feedback on their prosocial behaviour and are used to having prosocial behaviour recognised. Such acts as picking up litter, holding a door open, being polite etc are not taken for granted but also not overly celebrated/rewarded – a thank you and appreciation but not a sticker/certificate.

When children feel safe, liked, replete, praised, rewarded, included, involved, consulted, motivated, heard, rested, successful, accepted, needed, appreciated and nurtured they are more likely to behave pro-socially.

Create a calm and well-ordered environment for teaching and learning and fostering a pride in it.

Lessons are well-planned and children are motivated and keen to learn – no learning time is wasted.

We value the prosocial behaviours described as The Golden Rules;

- Being gentle
- Being kind and helpful
 - Working hard
- Looking after property
 - Listening
- Being honest

Positive Reinforcement Ideas;

- Non-verbal examples are good for not interrupting the learning eg Thumbs up, point to your own smile
- Words of encouragement – be specific and tell them what you are praising them for! (Praise for specific, small prosocial behaviours increases the chance of others following)
- 'I have noticed
- Stickers – can be given for particular encouragement
- Peers encouraging each other
- House Points
- Certificates (all given 'privately' in class)
- Inform parents – verbally at pick up time, phone call, post-cards and notes home
- Send to another teacher in the team or their previous teacher
- Send to head teacher to show good work

	Behaviours	Actions
Pro-social	<ul style="list-style-type: none"> ✓ We are kind and respectful ✓ We celebrate our school community and the world around us ✓ We value our and others learning ✓ We feel safe to be who we are ✓ Our pro-social choices create a safe space for everyone ✓ Our learning behaviours are: <p>Respect Co-operation Resilience Aspiration Responsibility</p>	<ul style="list-style-type: none"> ➤ Positive reinforcement ➤ Celebration Assemblies ➤ Certificates ➤ Whole-class rewards ➤ “Thank you for...” ➤ “Well done for showing pro-social behaviours” ➤ “Thank you for making a pro-social choice” ➤ Send to HoS for positive acknowledgement ➤ Message home
Un-social	<ul style="list-style-type: none"> ✓ Leaving your place without permission ✓ Calling out or talking over others ✓ Not listening to instructions ✓ Playing or fiddling with equipment ✓ Not doing as instructed ✓ Lunch hall: shouting, leaving seat without permission, untidiness. 	<ul style="list-style-type: none"> ➤ Use de-escalation script ➤ Refer to Zones of Regulation ➤ Verbal warning given ➤ Reminder of pro-social choices ➤ Personalised discussion ➤ Agreed therapeutic response
Anti-social	<ul style="list-style-type: none"> ✓ Continued un-social behaviours ✓ Swearing, answering back or name calling ✓ Lying or stealing ✓ Refusal to carry out an adult’s request ✓ Deliberately disrupting learning ✓ Throwing equipment ✓ Leaving the classroom without permission ✓ Damage to property or pushing over furniture 	<ul style="list-style-type: none"> ➤ Repeat de-escalation script ➤ Refer to Zones of Regulation ➤ Miss 5 minutes of play/use assembly time to make reparation ➤ Discuss behaviour with class teacher ➤ If behaviour continues: <ul style="list-style-type: none"> ❖ Miss 15 minutes of play ❖ Discuss behaviour with class teacher ❖ Teacher to discuss with parents or carers ➤ Record on CPOMS (adult with initial contact with child)
Dangerous Anti-social	<ul style="list-style-type: none"> • Leaving the premises • Deliberately hurting others • Pushing aggressively • Physical fighting • Spitting • Bullying • Throwing furniture 	<ul style="list-style-type: none"> ➤ SLT to support or intervene ➤ SLT to phone parents or carers ➤ If a child leaves the classroom or site, notify a member of SLT immediately ➤ Record on CPOMS (adult with initial contact with child)

SLT to support if it is persistent or disruptive

Likely to need SLT support or intervention

