Therapeutic Approach to Behaviour Support

Templewood Primary School

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Headteacher

Behaviour Therapeutic Approach Policy

May 2025 – May 2026

C O N T E N T S

1. INTRODUCTION

Our therapeutic approach to behaviour support has been inspired by the Step On training we received from Hertfordshire Steps in the academic year 2021-2022. This policy outlines the purpose, nature and support we provide for behaviour at Templewood Primary and Nursery School in line with Hertfordshire Steps. Every school relies on its members of staff behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's overall well-being and their learning.

Our vision is that everyone at Templewood is valued, treated with respect, fulfils their potential and learns without limits, through an ambitious and inclusive curriculum.

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

Taking a **non-judgemental, curious and empathic attitude** towards behaviour is vital. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children displaying anti-social behaviours need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

All behaviour is communication or a form of information. Children aren't deliberately choosing to annoy, irritate or disrupt. Their feelings are driving everything they are doing. They are unable to rationalise that without being taught and supported to do so. It is our role to recognise that they're trying to tell us something and we need to help them regulate.

Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer. At Templewood, Katherine Martindill (Head Teacher), Will Desborough (Deputy Headteacher) and Natalie Moore (INCO) have been trained to deliver the Hertfordshire 'Step On' training and train staff. There is annual refresher training, and all new staff are provided with this policy and training as part of their induction.

2. PROSOCIAL BEHAVIOUR

At Templewood we have three school rules and six values which are taught explicitly to the children and are referred to daily.

Templewood's Rules		
Be kind	Be respectful	Be safe

Templewood's Values					
Appreciation	Aspirations	Challenge	Empathy	Honesty	Perseverance
To recognise the good qualities of others and themselves.	For each individual to be inspired to have their own hopes and dreams to live the life they want to live.	To take risks and be confident to have a go.	The ability to understand and share the feelings of others.	The importance of telling the truth and being responsible for your actions.	Continue trying when faced with a challenge and not giving up when mistakes are made.

When children display the school rules or our values they are noticed for doing so and staff respond in the following ways:

- **Thank you for**… showing kindness to Tom and helping when he needed a friend.
- **I noticed**… Sally showing respect by looking this way with her lips closed when I asked children to stop and listen.
- **Fantastic effort for**…persevering with that tricky part of your learning when it would have been easier to give up.
- **I'm proud of you**…for being honest about hurting Phil and then apologising for making the wrong choice.
- **I liked the way**…you put up your hand when you were ready to speak.

Language:

The language used is vital to get right. At Templewood, we only use these terms:

- Difficult/dangerous/unsocial or anti-social behaviour
- A child is in crisis, dysregulated or distressed
- A child is attention needing not attention seeking
- A child has additional needs

At Templewood, we know long term behavioural change comes from developing internal discipline. Using a therapeutic approach, we teach positive behaviour in the following way.

Developing trusting relationships with staff, children and parents/carers

'Kids don't learn from people they don't like' Rita Pierson (2013)

'I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.' Often attributed to Maya Angelou.

- We have clear expectations that at the beginning of each school year the main focus is **building positive relationships with all children** as these relationships are essential to support positive behaviour.
- This is started through a transition program that gives children the opportunity to visit their new class and teacher before the summer holiday enabling children and staff to begin to get to know each other.
- For our new nursery and reception children this will involve transition visits prior to their start date.
- The promotion of positive relationships continues every day at Templewood. Children at Templewood should feel safe, valued, respected and liked by all adults. Adults show kindness, make connections, listen to children and greet them when they see them.

'Call it a clan, call it a network, call it a tribe, call it a family. Whatever you call it, whoever you are, you need one. You need one because you are human.' (Jane Howard, 1998, as cited in Murthy, 2020)

Praise and positive reinforcement – 'catching children getting it right'

- Positive praise - flooding the positive behaviour in every classroom, 'catching the children getting it right,' for following our rules and showing our values. Praise may be given publicly and privately.
- Positive facial expressions
- Thumbs up
- Displays recognising the effort children have put into learning
- Personalised strategies to prevent predictable behaviour
- Phone call home/at the classroom door
- See another member of staff/class

- Personalised compliments
- If an adult at school needs to talk to a child about behaviours that are not prosocial this will be done privately to avoid humiliation or giving too much 'air time' to anti-social behaviours

Responding as role models and using positive phrasing

'Instead of demanding that children respect their elders, we can demonstrate what that looks like and treat children respectfully' Lelia Schott.

- Children learn best from being surrounded by good role models. Adults in school **will always** demonstrate **consistent, calm adult behaviour.**
- We know that 'children can't be what they can't see,' therefore, all adults at school speak respectfully to each other, to children and about children.
- We walk in the school building, listen to children when they talk to us and take time to teach children pro-social ways to behave, always linking this to our rules e.g. Thank you for holding the door open and showing respect.
- We model to the children, often through talk, how we are feeling, how it is ok to have a wide range of feelings, and we show by example how being honest and talking through our experiences is a positive strategy.

Consistency and consistent use of scripts.

- By consistency we mean creating a culture and environment where children know that whichever adult they are talking to the **same expectations for behaviour are present and the way their behaviour is managed is the same.** This provides children with emotional safety.
- We achieve consistency by ensuring all staff are Steps trained every two years and in the interim a refresher is given.
- Staff may have reminders of this policy through email, briefings or staff meetings.
- New staff are given this policy as part of their induction and this policy is reviewed by staff and governors annually.
- We know that by having some agreed scripts that are positively phrased and used by all staff across school, children are more likely to feel secure that the expectations for their behaviour are the same.

Routines, repetition and structure with established clear and agreed boundaries/expectations

- Having clear, predictable routines that all children are aware of will create a sense of feeling safe and prepared.
- We use visual timetables for whole classes to share what the day is going to include.
- Changes to a typical routine will be explained clearly to children. Social stories, communication with parents/carers, clear explanations, and now and next boards may be used with children.
- In order to help children to feel safe, their educational environment needs to be high in both nurture and structure.

Transitions are seen as important and managed carefully for all children

- A nurturing approach encourages us to think about transitions in the widest context. Following holiday periods, between school years, moving class to class and even small transitions between activities in a classroom and from the playground to the classroom are all examples of transitions for young people.
- When a young person has experienced adversity, changes (even between task and space) can trigger feelings of threat and hypervigilance.

- We are mindful that changes in routine can be difficult for children and need to be carefully managed with preparation and support

Comfort, forgiveness and restorative processes.

- If children feel safe, happy and respected they are more likely to display pro-social behaviours. They don't always get this right and it is vital that when they do get it wrong they are given a fresh start. Every day is a new day. Adults need to forgive and model this forgiveness.
- During difficult and dangerous behaviours, they need to encounter **adults who are calm and consistent who respond in a predictable, consistent, empathetic way. As adults we are always modelling to children through every interaction we have and ensure that we are demonstrating pro-social responses to behaviour ourselves.**
- Children need to learn to forgive themselves and others and we are role models for this. When a child is displaying difficult or dangerous behaviours we remember this means they are ultimately not feeling safe or happy. We need to work out what the trigger is for this behaviour and try to de-escalate. Staff are expected to use Steps behaviour analysis tools to identify triggers and plan differentiation measures to reduces the likelihood of escalation.
- A child who has spent time in 'crisis' may need time to calm down before any educational consequence or conversation takes place, this may be the following day
- Change of face, where one adult replaces another as the person leading de-escalation or distracting a child to de-escalate behaviours are two strategies used at Templewood.

Emotional intelligence

The term Emotional Intelligence refers to a person's overall ability to manage their emotions. It's the ultimate goal we want for our children. It is something we can grow for our children but we are mindful that children will have different starting points and challenges.

Emotional vocabulary

We prioritise the teaching of emotional language so children can describe their own feelings and can understand the feelings of others.

Emotional literacy

If a child cannot communicate how they are feeling and what their needs are, they're unlikely to reach their full potential. We work towards children having the ability to read or recognise their own emotions and feelings and to read or recognise the emotions and feelings of others. The aim is for all children to understand and predict the impact of these feelings on actions and behaviours.

Emotional agency

With the teaching of emotional vocabulary and emotional literacy, children will develop the ability to predict how they will feel as a result of experiences in the future and plan to protect themselves from either the Unhelpful experience or to manage the resulting Unhelpful feelings. In time, children will develop the ability to predict how they will feel as a result of experiences in the future and plan to ensure a prosocial experience or to create the desired prosocial feelings.

Preventing Escalation

To prevent escalation an adult must show consistent, calm behaviour while using the following strategies:

Limited choice:
- *[Name of child]*...put the pencil in the pot or on the table
- *[Name of child]*...sit on the chair or on the floor
- *[Name of child]*...work at that table or that table

Disempowering the behaviour:
- You can listen from there
- Come and find me when you come back
- Come back into the room when you are ready

The de-escalation script
- *[Name of child]…* I can see you might be / are feeling annoyed/angry/upset.
- I'm wondering if it was because you/or because of
- Link to the anti-social behaviour displayed
- I am here to help.
- Talk and I will listen.
- Come with me and we (emphasise the conncection)
  Name the emotion, link behaviour, reinforce boundary with self or co-regulation.

- Ross, I can see you might be feeling angry. I'm wondering if it it because Robert took the ball and that's why you hit…

Emotional Recovery:
- Different children need varying lengths of "cool down" times
- Cool down can be offered in a variety of locations within the school and will be personalised depending on need
- Script to be used to demonstrate a joint effort in regulation e.g. Lets go for a walk together, Let's go to xxxxx.
- Children need to be taught regulation strategies in the moment they need them. Types of things to support regulation could be:
  - Going for a walk
  - Drawing
  - Running
  - Reading
  - Lego
  - Listening to music
  - Getting a drink
  - Breathing
  - Going to a calm area

The boundary crossed needs to be reinforced when the child is regulated.

Children who have struggled with their behaviour are not being rewarded with these activities, they have struggled with an emotion and so are being supported to feel calm. When children are calm, they can take on board feedback, be open to educational consequences and understand their behaviours better. When children are calm, they are more likely to learn.

Examples of scripts to use:
'Let's have 10 minutes in the calm corner and we can come back when it's a bit quieter'
' Let's go and get a drink and do some Lego for 10 minutes to help you calm down and the we can sort this out'

The focus should be on connection by using the words we and let's, implying it will be done together.

3. SUPPORTING ALL LEARNERS

If a child is displaying a difficult behaviour, e.g. Behaviour which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity.' In this situation, any of these strategies can be used:

- Ask them if they are ok. If they are not, then you can find out what is wrong (if they are able to tell you) and deal with the problem.
- Reminder – this is a quiet and clear conversation focusing on connecting with the emotion first, behaviour second and then redirecting the child to the agreed boundaries. Ensure the child has time to process.
Options are:
I need to talk to you about our respectful rule
You know the routine for…
You could make this right by…
Let's focus on what is going to happen next…
- 30 second scripts are used by staff to ensure that they can deal with difficult situations **calmly and consistently** without showing emotion. A 30 second script may start with:

  I noticed you are…

  It was the rule about being kind that you didn't follow when talking while I was…

  Do you remember last week when you did such a great job at….

  Thank you for listening.

  These are used to bring children back on task as quickly as possible.

- 2 minute intervention - Asking a child to 'step out' (not leave the class) and decide how to start the conversation which is all about getting back to learning. This is **supportive.**
'I was wondering what was up'
'I noticed you were struggling to keep our rules'
'Safe is one of our rules, so you need to….
'What do you need right now to help you with your learning?'
'How can I help now?'

Restoration
We understand that each child will need time to **reflect, repair, restore.** It is important that after an incident there is time to reflect, repair and restore. As soon as possible after an incident, if all parties are emotionally ready, it is essential to talk with a child to safe guard their emotional wellbeing and help them reflect and progress. The purpose of reflect, repair and restore is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident, the child's behaviour may be influenced by anger, frustration, disappointment etc.

These questions can be used to guide the discussion.
•What happened?

•How were you thinking / feeling and how did it make others think and feel
•Who has been affected and how?
•What can we do to put things right? These then need to be done.
•What have we learnt and how can we respond differently next time

Planning and Early Intervention

We use a range of tools at Templewood to support children regularly displaying anti-social behaviours (Appendix 1). These can be used as soon as there is a concern to guide next steps.

- **Conscious and subconscious behaviours** - this analysis helps to consider which elements of a behaviour are chosen and effective and which are a result of an inability to cope with experiences or feelings.
- **Anxiety mapping** - staff should aim to complete a number of anxiety maps on key areas for the child (activity, staff, peers and time.) These can then be analysed to identify where we can predict the child may escalate through anxiety and help explore prevention through differentiation.
- **Roots and fruits** - roots and fruits identify root causes to behaviour and identifies solutions that school can provide to support through creating more pro-social feelings via experiences.
- These tools are to be used as early as possible to help identify the difficulties the child is having in order to put strategies in place to reduce the risk of repeated incidents.
- Key stage leaders provide time in meetings to support staff and the INCO offers regular solution clusters to allow professional discussion to offer support and early intervention.
- Nurturing therapeutic support may be needed such as protective behaviours, draw and talk and counselling. Children can be referred for these.

4. UNSOCIAL BEHAVIOUR

Unsocial behaviour is when a child is not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Not doing as instructed, but not to the detriment of others.

Examples:

- Leaving their desk without permission
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- Refusing to get changed for PE
- 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

Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so should provide differentiation or support.

Possible strategies that could be used:

- Differentiated learning space/work station
- Fiddle toy
- Wobble cushion
- Whiteboard to write
- Timers
- Task planner
- Learning broken down
- Scaffolds
- Additional resources
- Book of brilliance
- Individualised timetable
- Now and next board
- Limited choice
- Brain breaks
- Positive experience
- Class job
- Task differentiation
- Adult support/Peer support
- Learning intervention
- Small group/paired learning

Unhelpful behaviour is 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.

It is important not to group unsocial behaviour with unhelpful 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 unhelpful. It is important that our response to unsocial behaviour does not drive the behaviour to become unhelpful.

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

These behaviours will be a sign of a child needing support and a child may be in a heightened, anxious state – possibly due to factors outside of school – please be aware and empathetic of this and that their behaviour is communicating a need.

Consequences – if possible must be carried out by the adult who was working with the child at the time.

If a child is not managing to display pro-social behaviours, we need to teach the behaviour we want to see.
- It could be a '**quick catch up'**
- It could be **reflect, repair and restore**
- It could be a **natural consequence** (clearing up a mess, mending something)
- You may need to **teach something, practise something**,

Consequences can be educational and protective. We use the word **obviously** to work out the consequence for a child e.g. a child has seriously disrupted the learning in class then the protective consequence is **obviously** the child needs to have time away from the class to reflect on the harm the child is having on all the children, themselves and the teacher in the class. If a child has hurt another child in the playground, then **obviously** the child needs a

protective consequence of time away from the playground with an educational consequence about the impact of their actions what can happen to a child if they are hurt.

Following emotional recovery scripts as mentioned above, a script focusing on a connection is really important. The use of 'we' and 'lets' give the child the connection they need in that moment rather than rejection.
Examples of scripts to use:
' Adam, you are feeling so much calmer now. Let's go and clear up that water together and have some lunch'.
' Jack, you're feeling better now and a lot calmer, let's go and get the ball and make amends with James. I know he will want to play with you again later'.

Responding to our children's challenging behaviours with empathy and guidance instead of threats and punishment enables them to grow into adults rooted in love and compassion instead of fear and anger. Imagine what a beautiful world it would be if everyone was treated kindly when they struggled. Let's start with our children and change the world, one little heart at a time.' L.R Knost

Examples of protective and educational consequences

Unhelpful Behaviours	Educational Consequence/Protective Consequence
Aggressive shouting/calling out disruptively Continued interruptions	Social story Comic strip conversation Conversation and exploration Rehearsing and practising Differentiated learning space
Swearing Answering back, mimicking	Conversation and exploration Comic strip conversation Additional strategies provided
Name calling	Conversation and exploration Comic strip conversations Teaching about empathy
Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment	Conversation and explorations Comic strip conversation Additional strategies provided School rules project – what is kindness and respect
Damage to property/pushing over furniture	Assist in repairs Potential payment for damage/replacement
Stealing	Research the real world implications
Physical or verbal bullying Physical aggression	Impact to those effected through a comic strip conversation Restorative conversations – reflect, repair, restore Possible limit to outside space Escorted in social situations/breaktimes Restricted off-site activities Differentiated teaching space

Consequences should enable learners to develop an understanding of how they can make a situation better. These skills are vital for life long success in regulating their emotions and repairing relationships as they grow into adults. This is a skill, that as adults we need to understand and apply independently in these given situations.

6. UNFORSEEABLE BEHAVIOUR

A child working outside our behaviour policy

If a pupil's behaviour continues to be difficult or dangerous, they are not learning from consequences and they are not following our school rules then there is a further need for a consistent response as the child is not managing to work within our behaviour policy and needs their own agreed plan.

The tools in appendix 1 will guide towards the need for a **Therapeutic Plan** (Appendix 4)

This is the agreed job description for working with a child outside the whole school policy. All staff need to take responsibility for knowing the plan and the scripts which need to be used consistently across the school.

External advice and support may also be accessed e.g. educational psychologist, Welwyn and Hatfield hub, Step 2.

Different strategies may be used at Templewood to support children:

Children leave their class for a short time

At Templewood, if a child is in crisis we will be supporting that child to manage and recover. If the child is in class and unable to come out there may be occasions when the class may be taken somewhere else to learn for a short time while the child is supported to recover and move from the situation.

Children are given a positive experience

We are clear that some children come to our school needing extra help with reading, writing and maths. We also know that some children who come to school need extra support to learn the right way to behave. At any point a child may have a negative experience in their lives which affects their behaviour e.g. a bereavement. At Templewood, children will get the support they need to help them. We understand that negative experiences can lead to negative feelings which can lead to negative behaviour. When a child needs a positive and motivating experience we will make it part of their day or week, which leads to positive feelings which lead to positive behaviour which means a change in behaviour. This can be mistakenly seen as a 'reward.' It is not, it is part of the process that is needed for a child to behave more positively and begin to develop internal discipline.
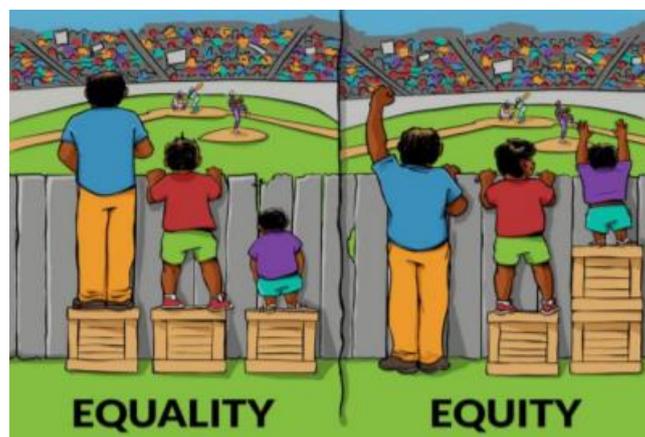
Equality is treating everybody the same.

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 Templewood, we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning achieve their full potential.

At any point a child may have a negative experience in their lives which affects their behaviour. **All staff at Templewood will be ready to support each child and implement the approach described in this policy.**

Review Meetings

If a therapeutic plan is in place, there will be regular review meetings with parents to highlight the success of the plan and make any necessary changes for further success. These reviews will continue until the child has had enough success to manage without a plan in place. A review meeting can also be used for a child without a plan to focus on the positives and work on the areas needed. These are led by the INCO or a member of the senior leadership team. If further steps need to be taken, due to a lack of progress being seen from a plan, then these can follow:

A Pastoral Support Plan

The pastoral support plan (PSP) is in place for children at risk of exclusion. This will be closely monitored over a set period. Further intervention will be in place which could include a reduced timetable. A significant change needs to be seen in a child's behaviour to avoid exclusion.

A Safety and Support Plan

A 'Safety and Support Plan' or 'Risk Assessment Management Plan' (RAMP) may be required when an incident of sexual harassment or sexual violence has occurred. This is to identify risks for the victim, perpetrator and other children and so that all staff are aware of their duty of care to the children. Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others.

Reducing the need for restrictive interventions in schools policy

In a small number of cases, unforeseeable behaviour results in the emergency use of force (e.g. stopping a child from running into a road) and this policy would be relevant in those cases.

7. COMMUNICATING AND RECORDING WITHIN SCHOOL

We record some incidents using an online tool called CPOMS. Any physical incident, verbal aggression, racial discrimination, bullying, homophobic, gender discrimination, sexual violence/harassment is recorded on CPOMS with a clear consequence for the behaviour. All persistent unsocial and Unhelpful behaviour is recorded in the following way:

Trigger – Shortened to T

T - learning/unknown /incident with a friend

Please don't ever write no trigger, as there will always be a trigger, we may not always be able to see a thought a child has or know a smell/word/sound that triggers them from something in their past. The child may also not know. To us they may seem fine but remember there is always a reason for communicating through their behaviour. If the trigger is not known write unknown.

Primary Behaviour- shortened to PB

PB – leaving class

Secondary behaviour – shortened to SB

SB – swearing, running away, hitting a child, shouting at an adult, shouting at a child, throwing objects around the room, tipping chairs, tipping tables

Consequence – shortened to C

C- A comic strip conversation, roots and fruits completed, tidied the room, wrote an apology letter, repaired the wall

Full example:

T – maths learning

PB – shouted out

SB – ran out of class, no response to adults, encouraged another child to come too. Lasted for 1 hour

C – comic strip conversation with a focus on impact on others.

8. COMMUNICATION WITH PARENTS AND CARERS

We work closely with parents to enable them to engage with school to support their child, as we know that successful joint working between the home and school leads to much better outcomes for our children. Through protective and educational consequences, we aim to teach children to manage their own feelings and learn from their mistakes. It is our aim that they will develop strategies to enable them to self-regulate. Parents will be informed of concerns early on by the class teacher and incidents of unsocial or Unhelpful behaviours will be communicated to parents. We ask families to openly communicate behaviours or events from home so that we can offer support to their child in the most informed and effective way.

When progress is limited, we ensure parents continue to be informed and included through review meetings, led by the INCO or another member of the senior leadership team, to monitor and track progress. These are an opportunity to share positives about a child, areas that need improvement and strategies in place to support. This may be just a meeting to track progress or include a risk reduction management plan or pastoral support plan. We expect parents to attend these. We also have a school family worker who works with families to support them in a range of ways. We support parents to engage with the school family worker if offered as this can have a positive impact.

9. EXCLUSION

If a child continually and seriously violates the rules resulting in dangerous behaviour, showing no signs of change and all supportive measures have been tried without success, the head teacher can use a period of internal exclusion where a child or children may not go back to class for a fixed period of time. Instead they carry out their educational consequences and learning activities away from their classroom with a familiar adult. In extreme situations, the head teacher may decide that fixed term or permanent exclusion is appropriate.

Reintegration meeting

Following any incident that leads to some form of exclusion, a reintegration meeting will be held to provide an opportunity for reparation and rebuilding of trust and relationships. Every reintegration meeting should involve a restorative and reparative approach in order to help both the victim(s) and perpetrator(s) involved move forward positively.

Looked after children/children who have experienced adverse childhood experiences

For these children exclusion is always experienced as something negative, and can be a painful reminder of their earlier life experiences. Exclusion does not just place a boundary around certain behaviours to signal that they are not acceptable. It is ultimately perceived/experienced by the individual as punishment for their behaviour.

We will make every effort to avoid excluding these children in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. With looked

after children, we will discuss the rationale for exclusion with the assigned Education Adviser from the Virtual School. If there is no option other than exclusion, then we will make every attempt to reduce the number of days of the exclusion.

Learners with Special Educational Needs

We have high expectations of all learners to follow the school rules. However, this will be more difficult for some learners at certain times. Learners with an identified SEN/D particularly under the category of SEMH, may have personalised support and intervention set out in their Individualised Risk Management Plan and/or their Assess, Plan, Do, Review document. The needs of children are met through reasonable adjustments.

Sexual violence / harassment, discrimination, racial abuse, bullying
In the event of an incident which involves sexual violence or sexual harassment, discrimination, racial or gender abuse or bullying we will follow our policy to apply the right consequence for this serious behaviour. Please see the Anti-bullying policy and Racial discrimination policy for more details.

Policy Review

Adopted by Governing Body	May 2025
Review Date	May 2026

Appendix 1

Anxiety: +5, +4, +3, +2, +1, 0

Dependency: -1, -2, -3, -4, -5
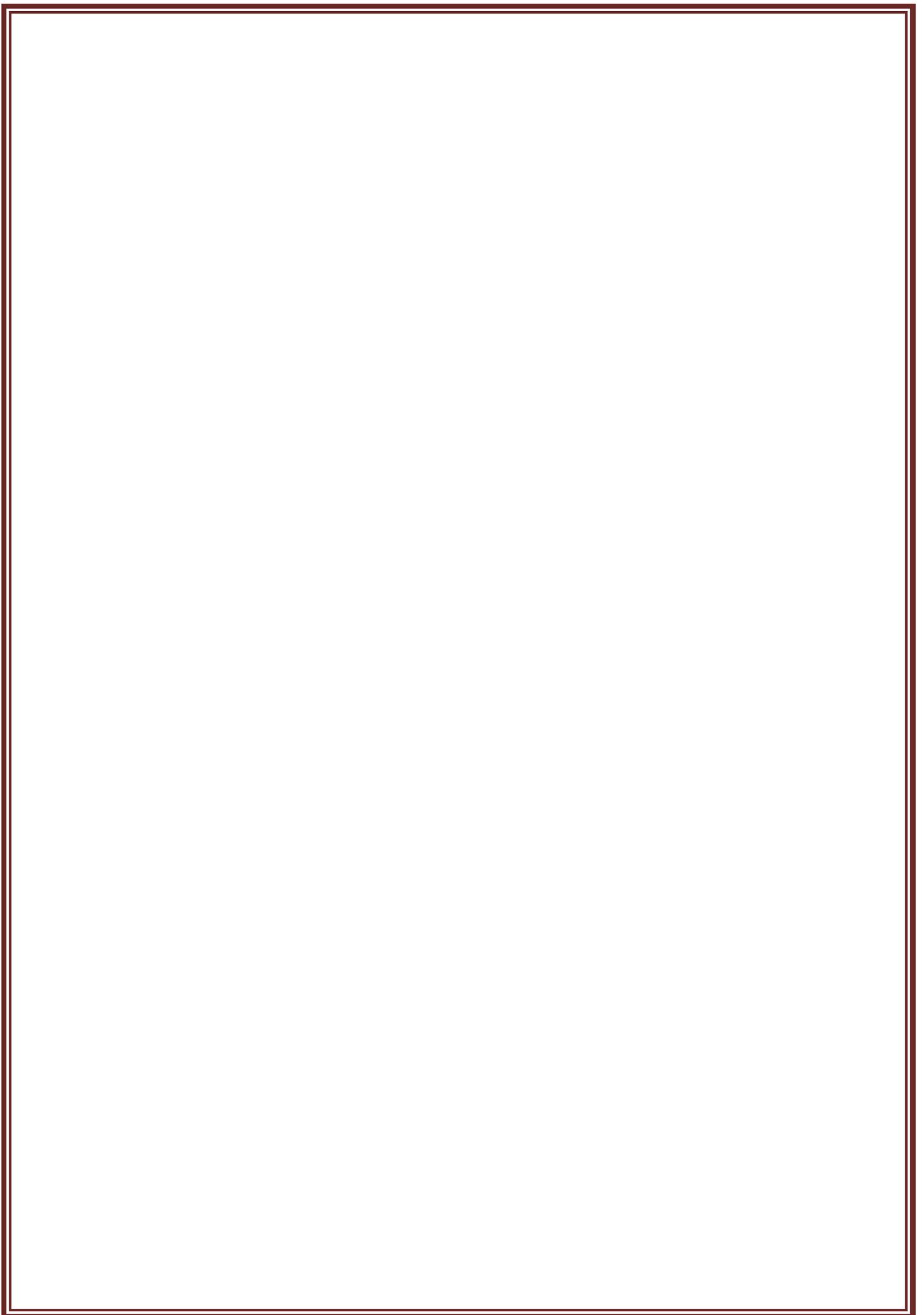
Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time Predict it	Evidence of action Prevent it
Raised Anxiety	+2 - +5	These items overwhelm the pupil 1. 2.	Planned Differentiation required to reduce anxiety 1. 2.

		3.	3.
		4.	4.
		5.	5.
	+2	These items run the risk of overwhelming the pupil	Monitoring needed
		6.	6.
		7.	7.
		8.	8.
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant	Monitoring needed
		9.	9.
		10.	10.
		11.	11.
	-2 - -5	These areas have developed an over reliance	Differentiation needed to reduce this over reliance
		12.	12.
		13.	13.
		14.	14.

Appendix 2

Therapeutic Thinking Hertfordshire Steps
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 prosocial 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 Unhelpful 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 CYP is **subconscious**.

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

Subconscious behaviour analysis checklist

Question	Response	Solutions or differentiation through Anxiety Mapping. Predict and prevent escalation
Is the behaviour medical or habitual?		Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought **advice** on the best way to support them?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc.)		Anxiety Mapping. How do we **lower** their anxiety? (topic, adult, time, activity, peers, transition, noise etc.)
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc.)		How do we **support** them to feel less fearful?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc.)		How do we **support** them to feel less angry/manage their anger? (Roots and Fruits)
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc.)		How do we **provide support/structure** so they feel less confused?

What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc.)		How do we **support them** to feel less embarrassed/ manage these feelings?
What is stimulating/overwhelming them?		How do we **manage this stimulus**? (topic, adult, time, activity, peers, transition, noise etc. Anxiety Mapping)

<u>Conscious behaviours</u>

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 prosocial 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 CYP 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	Response	Solution or differentiation
What is their desired outcome of their behaviour?		Is there any other way they could get their desired outcome using prosocial behaviours, such as asking, negotiating etc.?
What is the motivation to behave anti- socially?		What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave pro-socially?		Is there any practical or emotional benefit or incentive to behaving pro-socially?
What are the expected consequences?		Is there certainty established through protective consequences? Are these used without time limitation? Do they prefer the consequence to the experience they have attempted to avoid?
How can I impact on the child's beliefs or values?		What pro-social experiences have you identified on their therapeutic tree (roots and fruits) that will impact positively on their understanding, motivation, beliefs and values resulting in pro-social conscious behaviour?

Appendix 3

Therapeutic Tree (Roots and fruits)

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours   Pro- social behaviours

Anti-social / negative feelings   **DEFAULT**   Pro-social / positive feelings

Anti-social / negative experiences   Pro-social / positive experiences

Appendix 4

Therapeutic Plan (risk reduction plan)

Name:	DOB:	Date:	Review Date:

Photo	Risk reduction measures and differentiated measures (to respond to triggers

Prosocial / positive behaviours	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator: …………………………………………   Date: …………………

Signature of Parent / Carer: ………………………………………   Date: …………………

Signature of Young Person: ………………………………………   Date